



**THE UNIVERSITY OF TENNESSEE,
KNOXVILLE**

**Ph.D. in Education
Concentration in Counselor Education**

Program Document

Ph.D. in Education: Concentration in Counselor Education

College of Education, Health, and Human Sciences, The University of Tennessee

Introduction

The doctoral concentration in Counselor Education at the University of Tennessee prepares experienced counseling professionals from all parts of the world who wish to advance their careers in the education, supervision, and research of counselors. The doctoral program is for those individuals with professional experience in the helping professions who have completed a master's degree in counseling or counseling-related fields. Its purpose is to equip those who aspire to counseling-related professions. These professions include, but are not limited to the following: (1) college, university, or community college teaching positions in Counselor Education or related fields; (2) supervisory positions in schools, community agencies, state departments of education; (3) counseling positions in student development programs and counseling centers in higher education; (4) private mental health counseling/consultation practice; and/or (5) employee assistance positions.

The faculty members expect that graduates of the Ph.D. program will pursue careers in scholarly research, counseling, consulting, and teaching at the university level or work as supervisors of other professional counselors. Faculty members utilize a scientist-practitioner model. By combining a theoretical approach with practicum and internship opportunities students develop their counseling, teaching, supervisory, and research skills.

The doctoral program requires course work, internship, and dissertation hours of study beyond the master's degree. The Ph.D. program in Counselor Education is applying for accreditation from the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Graduates of the Ph.D. program in Counselor Education will work toward endorsement for counseling licensure, if licensure has not been received prior to entering the doctoral program. During the program doctoral students will review the necessary criteria for the license they seek and will plan their programs to meet those criteria.

Goals of the Ph.D. Program

The faculty will provide:

- Education and training that prepares doctoral students to be counselor educators, supervisors in schools, agencies, and state departments of education, and private mental health counseling/consultation practice, to name a few;
- Research opportunities that advance knowledge of the counseling and helping professions, improve counseling practice, and improve counselor education effectiveness;
- Mentoring relationships to acculturate students as educators in counselor education or related fields; supervisors; counselors; or consultants;
- Opportunities that facilitate the development of professional leaders who counsel, supervise, educate, and train individuals in counseling and related fields;
- A model for promoting social consciousness with a commitment to a pluralistic society.

Objectives for the Ph.D. Program

After completion of the PhD Counselor Education, graduates will:

- Be eligible for endorsement for counseling licensure;
- Be able to practice effectively within the limits of their education and training and within the laws and ethics governing the counseling profession;
- Demonstrate knowledge and skills in the areas of teaching, supervision, and counseling;
- Complete a prescribed 97-hour program of advanced study that includes a concentration, specialization, cognate, core, and research.
- Demonstrate mastery of the scientific-practitioner model by passing a research competency and completing an approved dissertation related to the counseling profession.
- Be prepared to assume a leadership role in their community and in the counseling profession
- Be prepared to assume an academic appointment at a research one institution or various other academic institutions
- Participate in professional counseling organizations
- Use technology effectively and appropriately in counseling, teaching, supervision, and research
- Promote advocacy for clients, populations, and the profession
- Demonstrate an attitude of respect
- Develop an area of counseling expertise
- Demonstrate how diversity and multicultural issues influence counselor education

Preliminary Information

Prerequisite Academic Background and Experience

Individuals entering the program will have completed a master's degree in counseling or a related master's degree program which covered the nine areas of concentration required by CACREP (Section II). The nine areas are Human Growth and Development, Social and Cultural Foundations, Helping Relations, Groups, Career and Lifestyle Development, Appraisal, Research and Program Evaluation, Professional Orientation, and Clinical Instruction. Areas not covered in the student's master's program or through continuing education must be taken as part of the doctoral program.

Applicants should have post-master's experience as counselors, or in a counseling-related field to prepare them to be counselor educators and supervisors. Preference will be given to applicants with certification from the National Board of Certified Counselors (NBCC), state-licensed professional counselors (LPC), certified rehabilitation counselors (CRC), and licensed school counselors.

International Student Requirements: In addition to the requirements which follow, general graduate admission standards for international students require a transcript from the home country indicating an equivalent of The University of Tennessee grade point average of 3.0 or higher. English language proficiency requirements include a minimum score of 575 on the TOFEL (with a minimum of 52 on each sub score) and scores on the GRE that meet the admission requirements.

Admission Requirements

To be considered for acceptance, the applicant must have:

- Masters Degree in counseling or counselor-related field
- Preference given to those with a 3.5 GPA on any graduate work completed prior to application
- Minimum of two years of work experience in counseling or counseling-related field
- Fitness for the program, including self-awareness and emotional stability as indicated by references and interview
- Preference given to those students whose scores on the GRE are a minimum of 550 on the verbal area, 600 on the quantitative area, and a 4.5 on the writing exam.
- Potential for leadership and advocacy as indicated by references, publications, presentations, and other professional activities
- Expertise in technological applications

Complete application packets must be received no later than January 15. Selection is made by mid February regarding admittance for the following fall term.

Principles of Admissions Policy and Procedure

Academic performance is not the sole criterion for admission to and continuation in the Counselor Education Concentration. The faculty may find it necessary to evaluate a person's background to determine his/her likelihood of maintaining standards of professional conduct that are necessary in the discipline. An evaluation may take into consideration current performance as well as past experiences and actions that could affect a student's ability to perform in the program.

Counselor Education faculty subscribe to the above statement and have adopted the following specific principles and conditions for admission and retention in the program:

1. Applicants are sought from a variety of groups and cultures within society. Admissions policies and procedures are designed to foster the identification and selection of prospective students who possess the potential for doctoral level work in counseling.
2. Applicants are sought who have demonstrated a commitment to the professions of counseling or counseling-related fields through interest, preparation, experience, and professional leadership.
3. The staffs of cooperating professional agencies, and appropriate professional credentialing bodies are consulted relative to admission policies and procedures.
4. The Counselor Education faculty has the sole responsibility for the selection of Ph.D. candidates and has established admission criteria consistent with, and in excess of, those of The University of Tennessee. The faculty will meet early in the spring semester to review applications. Potential candidates will be invited to campus for interviews.
5. If students are accepted into the program, they must notify the counselor education faculty in writing of their decision to accept the offer of admission to the program. All newly admitted students must take courses on campus the fall semester following notification of acceptance into the program.

Evaluation and Retention of Students

In agreement with the ethical guidelines of the American Counseling Association, the Counselor Education faculty has developed the following student evaluation and retention procedures. Respecting these guidelines, the faculty considers not only academic abilities and skill

performance when making retention decisions about students, but also such aspects as whether the student has appropriate levels of maturity, judgment, emotional stability, sensitivity to others, and self awareness.

Prior to the end of each academic year, faculty members meet in order to evaluate each student's progress in academic work, teaching, supervision and counseling skills, and intrapersonal/interpersonal effectiveness. Those students assessed as having difficulty will receive written and oral feedback concerning their progress from their advisor. All written feedback is placed in the student's central file, including student responses to feedback received. Students who are identified as having deficiencies in one or more of the three areas evaluated are provided the following assistance in order to improve their performance:

1. Problem Identification Meeting

The advisor meets with the student and gives specific examples of the difficulties, which have been identified by the faculty. The student and the advisor then discuss minimal change expectations and procedures. A decision is made at this time as to the seriousness of the problem, and if it is recurring. Steps for resolution are recommended and both parties agree upon a time frame for remediation. A contract is written at this time and is signed by the students and the advisor, with the understanding that the faculty at their next meeting will review the student's progress.

2. Recurring or Critical Problems

If the situation is a continuing one, or is critical, a team of faculty members may be appointed by the program coordinator to meet with the student. The concerns are delineated in writing and given to the student prior to this meeting. During this meeting, the student is given specific information about the particular problem, the steps needed for solution, and the time frame allowed prior to determining if further action must be considered. A contract clearly stating areas which need to be improved, and the methods and time frame needed for improvement, is written and signed by the student and the involved faculty members. A copy of this agreement is given to the student and the original is placed in the student's central file.

3. Insufficient Progress, Withdrawal, Advising

If the student does not make expeditious progress toward resolution of the identified problem(s), and if the faculty agrees that the student will not be able to successfully achieve the academic, teaching, supervision, counseling, and/or intrapersonal/interpersonal effectiveness objectives of the program, then recommendation for withdrawal of the student from the program is considered. If this decision is made by vote of the counselor education faculty, it is then forwarded to the department head. Academic and vocational advising will be offered to the student.

4. Due Process Procedures

Unless the problem involves a major disciplinary action, all of the preceding steps are handled by the Counselor Education faculty. The University and the program policies are written to assure students that their rights are respected and due process is followed. If a student wishes to challenge a decision of the program regarding retention in the program, the student has the right to an appeal process, as detailed in the student handbook, *Hilltopics*. The Counselor Education Program faculty believe that the stated procedures are in accord with the accepted educational practices and guidelines of the American Counseling Association Ethical Standards. Faculty members, through continual student evaluation and appraisal, must be aware of the personal limitations of the learner that

might impede future performance. Faculty members must not only assist the learner in securing remedial assistance but also screen from the program those individuals who are unable to provide competent services.

Residency

The residency requirement is three consecutive semesters for the Ph.D. A full time student is one who is registered for a minimum of 9 graduate credit hours; however, to meet the course requirements, students at times enroll for 9 to 15 semester hours per term. The doctoral program cannot be completed without meeting the residency requirements.

University Information

The *Graduate Catalog* is available upon request from the Graduate School and the College of Education, Health, and Human Sciences Graduate Center. The catalog contains specific information related to courses of study and general information in regard to housing, financial assistance, disability services, International Student Affairs, veterans' benefits and counseling services. Students seeking assistance in these areas should consult the *Graduate Catalog*. The Graduate Catalog is also available on-line at <http://gradstudies.utk.edu/default.shtml>

Financial Support

The two major sources of University support are departmental teaching assistantships and University fellowships. Currently, the department has assistantships available for graduate students. Others find University support in special teaching assistantships, research assistantships, or assistantships in the residence halls. Some students are funded during their internship year.

Plan of Study

The plan of study described in this document includes the following components: (1) academic advising (2) curriculum guidelines (3) transfer policy (4) advising check sheet, and (5) endorsement policy.

Advising

Upon admission to the program, each student will be assigned to an academic advisor to assist in course selection during his/her first few semesters. When students enter the program, the advisor discusses the student's current credentials, the program of study, and other professional activities (internships, counseling experiences) that prepare him/her for the credentials sought. If the student has not yet met the requirements for certification or licensure, the student will develop a plan.

In addition to the courses specified in each area, a student in consultation with his/her advisor or committee may elect other appropriate courses to complete the required number of hours or to gain added experience. Exemptions from certain requirements may be granted by the

student's committee provided the student can document experience. A list of the required courses is included in this document.

The degree has a basic core of required course work as well as other courses and experiences designed to meet the student's stated objectives and vocational goals. Courses taken during previous graduate work may be accepted as part of the doctoral program if approved by the Counselor Education faculty.

All new Counselor Education doctoral students are involved in a three-hour seminar, COUN 650 Foundations of Counselor Education (3 credit hours), during their first semester of enrollment. Students also enroll in COUN 601 Professional Seminar (1 credit hour), which provides an introduction to doctoral education in the department, college, and university.

Early in their academic career, students are encouraged to identify a faculty member to assist them with their initial research involvement. For more information about research involvement, see the discussion about the research competency and the dissertation in the program document.

Curriculum

CEHHS/Counselor Education Ph.D. Coursework Guidelines

Concentration 33 Hours

- COUN 553 (3 Hours): Career and Educational Information Systems and Resources
- COUN 571 (3 Hours): Individual Cognitive Assessment OR COUN 671 (3 Hours): Personality and Vocational Assessment OR Educational Psychology 541 (3 Hours): Psycho Educational Assessment OR COUN 625 (3 Hours) Advanced Study in Personality
- COUN 655 (3 Hours): Practicum in Counselor Education
- COUN 660 (3 Hours): Advanced Theory and Practice in Counseling
- COUN 665 (3 Hours): Group and Systems Theory and Interventions
- COUN 670 (3 Hours): Theory and Practice of Counseling Supervision and Consultation
- COUN 675 (3 Hours): Theory and Practice of University Teaching in Counselor Education
- COUN 659 (6 Hours): Internship in Counselor Education
- COUN 672 (3 Hours): Psychology of Dysfunction OR Psychology 573 (3 Hours): Descriptive & Theoretical Psychopathology OR Social Work 530 (3 Hours): Seminar in Clinical Social Work OR Educational Psychology 690 (3 Hours): Psychopathology of Childhood
- Sociology 543 (3 Hours): Sociology of Development OR Social Work 532 (3 Hours): Community Organization OR Sociology 465 (3 Hours) Social Values and the Environment

Specialization 9 Hours (Not Counselor Education)

Cognate 6 Hours

Core 10 Hours

- Seminar in Primary Concentration: COUN 650 (3 Hours): Seminar in Counselor Education
- Philosophy of Science (3 Hours) (substitute COUN 535 Ethical, Legal, and Professional Issues in Counseling)
- Theoretical Foundations and/or Applications (3 Hours)
- Professional Seminar (1 Hour)

Research 15 Hours

9 Hours Quantitative Research

A 6-hour sequence from one of the following is required.

- ITCE 561 (3 Hours): Survey of Statistical Methods AND
 - ITCE 671 (3 Hours): Advanced Educational Statistics
- OR
- STAT 531 (3 Hours): Survey of Statistical Methods I AND
 - STAT 532 (3 Hours): Survey of Statistical Methods II
- Choose one course from the list below.
- PSY 580 (3 Hours): Research Questions and Designs
 - COUN 550 (3 Hours): Statistics and Research Design: Conceptual
 - SOC 531 (3 Hours): Research Methods in Sociology
 - CFS 570 (3 Hours): Research Methods in Child and Family Studies
 - CFS 633 (3 Hours): Survey Design and Analysis
 - SW 506 (3 Hours): Social Work Research
 - SW 604 (3 Hours): Research in Social Service Settings

6 Hours Qualitative Research is required.

- SW 608 (3 Hours): Evaluative Research for Social Work, Practice, Programs, and Policy
- PSYCH 613 (3 Hours): Seminar in Existential Phenomenological Psychology
- CEACS 560 (3 Hours): Introduction to Qualitative Research in Education
- CFS 650 (3 Hours): Advanced Qualitative Research Methods
- COM 622 (3 Hours): Qualitative Research
- COM 642 (3 Hours): Qualitative Research

Dissertation 24 Hours

Total 97 Hours

Transfer Policy

The following university and college policies guide the transfer of courses into the Ph.D. Concentration in Counselor Education:

- The university states that graduate-level courses may “count” for requirements for the Ph.D. program. Credit for these courses is documented on the Admissions to Candidacy form. The courses, however, will not be listed on the transcript and will not count in the GPA.
- The university states that the courses from another institution or UT can be used to meet Ph.D. program requirements if they were taken within an 8-year window related to Ph.D. graduation date. In other words, if a student is to graduate Spring 2008, then any courses taken PRIOR to Spring 2000 *may not* be used to meet program requirements.

Transfer of courses may be allowed in the following areas of the Ph.D. Concentration in Counselor Education.

Concentration

Courses representing the areas of career counseling, assessment, psychopathology, and community organization may be taken at another institution (possible 12 hours out of 33 hours)

Specialization

One course may be taken elsewhere (possible 3 hours out of 9 hours)

Cognate

One course may be taken elsewhere (possible 3 hours out of 6 hours)

College Core

All of these courses need to be taken at the University of Tennessee.

Research

Two courses may be taken elsewhere (possible 6 hours out of 15 hours)

Total: From the 97-credit hour program, students may transfer a maximum of 24 credit hours, if approved by the faculty.

The Transcript Evaluation Process

The Ph.D. faculty will meet to evaluate student transcripts once the student has been accepted into the program and signed the intent to enter the program. The faculty will inform the student of the results of the evaluation process prior to his/her first semester of coursework at UT.

Advising Checksheet

The Advising Checksheet can be found in **Appendix A**. It tracks students' progress, including transferred courses and courses taken within the Counselor Education concentration.

Endorsement Policy for Counselor Education Students and Graduates

Counselor Education faculty only endorse a graduate for a position, license, or credential for which the graduate has been prepared. Faculty members grant endorsement only after completion of applicable course work, practicum, and internship training. Before endorsement is granted to any student, faculty thoroughly check the student's records to ensure he/she has graduated, maintained an acceptable grade point average, completed all requirements, and is seeking endorsement only for a position or credential for which he/she has been prepared.

The department faculty cannot give "crossover" endorsements. For example, if a student graduates from the Mental Health Counseling program within the department, the department faculty cannot provide either verbal or written endorsement for the student for a position as a school counselor, even if the student has completed courses that would entitle him/her to be licensed as a school counselor by a state Department of Education. University of Tennessee Counselor Education faculty members urge practicum and internship site supervisors to follow this policy.

Students should be aware of this policy and seek endorsement only for employment and credentials that are appropriate given the student's training, coursework and supervised experience.

Practica and Internships

All students are required to complete at least one semester or the equivalent of doctoral level practicum in counseling. Students will develop an area of expertise in counseling.

In accordance with guidelines provided by CACREP, the internship is 600 clock hours in supervised clinical settings, teaching, and supervision of an approved, supervised internship is required. Students may be half-time interns for two years, but many are full-time for one year. The requirement may be completed in one setting, but students may wish to obtain experiences in two or more settings. Often the internship will be completed in at least two settings since it

will include counseling, teaching, and supervision. A student's application to internship sites should be compatible with the student's future goals and be selected in consultation with the student's advisor, doctoral committee, and coordinator of the doctoral practicum and internships. Practicum and internship experience guidelines are provided in the formal Practicum and Internship Manual.

Students must complete the Counselor Education core requirement that relates to the relevant internship experience. For example, students supervising must have successfully completed COUN 670 Theory and Practice of Supervision and Consultation. Up to six hours of academic credit may be earned for the internship experience which is intended to provide the student with learning opportunities in the areas of counseling, supervision, systems intervention, consultation, and university teaching. A detailed description of these courses can be found in the Practicum and Internship Manual.

Admission to Candidacy

All students will need to obtain Admission to Candidacy. According to the graduate catalog, "Admission to Candidacy indicates agreement that the student has demonstrated ability to do acceptable graduate work and that satisfactory progress has been made toward a degree. This action usually connotes that all prerequisites to admission have been completed and a program of study has been approved." The following steps must be followed to be eligible for Candidacy.

- Appoint a doctoral committee
<http://registrar.utk.edu/graduation/graduate/forms/doccomappointinteractive.pdf>
- Pass research competency
- Pass comprehensive exams
- File application for Admission to Candidacy Form
<http://registrar.tennessee.edu/graduation/graduate/forms/doccandinteractive.pdf>

The following sections explain these steps in detail.

Doctoral Committee

The doctoral committee chair and committee members should preferably be chosen during the fourth semester of enrollment (if the student is enrolled full time) in order to facilitate the research interests and vocational goals of the student. The committee must consist of at least four faculty members, three of whom are approved to direct doctoral research. The chair must be a member of the Counselor Education faculty unless permission has been obtained in writing and approved by a majority of the Counselor Education faculty. At least one member must come from a collateral or cognate area or if there are two cognate areas, one committee member must come from each. One committee member must represent an area of the student's course work, independent studies, comprehensive/ qualifying examination, research experiences, and dissertation.

Research Competency Guidelines

"Research is the manner in which we attempt to solve problems in a systematic effort to push back the frontiers of human ignorance or to confirm the validity of the solutions to problems

others have presumably resolved” (Leedy, 2000, p. 4). It is a process that utilizes the scientific method to address perplexing problems and unanswered questions. In broadest terms, research means getting more information. Empirical research refers to the systematic study of some natural phenomenon. Although the two traditions of qualitative and quantitative methodologies have different orientations, proponents of both approaches support assumptions that promote rigor and accuracy.

By the beginning of the third year of study, all students will demonstrate that they have achieved competence in research. The desired goal is threefold:

- A prepared written document presented in the COUN 650 seminar during the student’s third fall semester.
- The presentation of the project/paper at a professional international, national, regional, or state meeting.
- A completed manuscript submitted for publication in a professional refereed journal.

Students should develop a proposal in consultation with a faculty member in Counselor Education and submit the proposal to the Counselor Education faculty for approval. As students prepare to meet the research competency requirement, attention should be paid to the following topics: scholarship, research design, ethics, and presentation. Guidelines for the review of the research competency provide more specific information about each of these topics.

Leedy, P. D. (2000). *Practical research: Planning and design (7e)*. NJ: Upper Saddle River.

Guidelines for Review of Research Competency

Guidelines for Review of Research Competency can be found in **Appendix B**. Students need to review this form as they prepare their research competency proposal, conduct their research, and prepare their written proposal.

Form B Application

The Form B Application, found in **Appendix C**, is submitted to the department and the university human subjects review boards. Permission must be granted by the university before research can be undertaken. For more information see:

https://san4.dii.utk.edu/servlet/page?_pageid=3555&_dad=portal30&_schema=PORTAL30

Comprehensive Examination

Each student must take and pass a written comprehensive essay examination prior to admission to candidacy for the doctoral degree. The comprehensive examination is administered the week before the beginning of fall and spring semesters. Students who have completed the doctoral counselor education concentration courses (with the exception of internship hours) are eligible to take the comprehensive examination. Students must inform their advisor of their intent to take the examination the previous semester. The entire comprehensive examination must be completed during the semester in which it is begun. The examination is written and evaluated by the student’s committee.

The comprehensive examination has two parts:

Proctored

This part of the examination consists of six questions and is given in a two-day sequence, four hours each day. Each question is scored 1-5 and represents the following performance:

5 excellent

- 4 above average performance
- 3 average
- 2 below average
- 1 poor.

To pass this part of the examination, the student must score a minimum of 3 on each question. If the student scores 2 or below on a question, the student may re-take the failed questions the following semester. A retake will consist of question(s) that are similar in content, but not identically repeated questions. No retakes of any question may occur within the same semester.

The proctored part of the comprehensive examination covers the following:

- Concentration—This part of the examination focuses on traditional areas of counselor education as outlined in the PhD in Counselor Education Handbook (e.g., the foundations of counselor education [counseling, teaching, supervision], counseling theory, career development, individual and group counseling, and research and evaluation).
- Specialization— Questions may also address the nine hours of coursework that are taken in the college (not counselor education).

Take Home

This part of the comprehensive examination is written and evaluated by the doctoral committee representative from the cognate area. It must be completed during the same semester as the proctored part of the comprehensive examination.

The focus of the take home part is the following:

- Cognate—These six credit hours are taken outside the college. Students must have a doctoral committee member from their cognate area. This person will write and evaluate this part of the comprehensive examination. If there are two cognates, then there will be two members and two questions, one per member. The student receives the question(s) the third week of the semester, completes the question with in three weeks, and receives the results in three weeks.

Doctoral Dissertation

Each student is required to complete a doctoral dissertation that fulfills the requirements and procedures set by The University of Tennessee in the *Graduate Catalog*, current edition. A minimum of 24 semester hours of ED 600 is required for the dissertation to be approved. The student must register continuously for ED 600 (minimum of 3 hours) from the time the doctoral research proposal is approved, admission to candidacy is accepted, or registration for course 600 begins (see the catalog for more information about continuous registration).

Dissertation Prospectus Guidelines

A student, working with the committee chairperson and other committee members, develops a proposed dissertation topic. A brief written proposal, or prospectus, is then prepared by the student for submission to the full doctoral committee. The committee must receive the prospectus 10 working days prior to meeting with the student. A committee meeting is held to review this document, make additions, and suggest alterations. When the revisions have been made, all committee members must sign an approval sheet attached to the final copy.

It is recognized that the student is likely to encounter circumstances as the research project progresses that will necessitate changes in the project itself or make them desirable when substantive changes occur. If these changes involve more than simple wording (e.g., sample size, statistical methodology change, time frame alterations, etc.), the student must file an amended proposal along with the original document and a revised approval sheet must be completed.

Dissertation Prospectus Format

Copies of the prospectus and all revisions must be on file in the Program Director's office. An outline of the Prospectus Format can be found in **Appendix D**.

The dissertation defense must be scheduled by filing a *Scheduling Defense of Dissertation Form* with the Registrar's Office at least one week prior to defense date (http://web.utk.edu/~gsinfo/arg_defence.pdf).

A *Report of Final Exam/Defense of Thesis or Dissertation Form* must be filed with the Registrar's Office (http://web.utk.edu/~gsinfo/report_final_exam.pdf).

The document, *A Guide to Theses and Dissertations*, is available to assist students in this process (<http://web.utk.edu/~thesis/guide10.pdf>).

APPENDIX A

Department: Educational Psychology and Counseling

Degree: Doctor of Philosophy

Major: Education

Concentration: Counselor Education

Student Name _____

Date _____

Transfer Policy		
<p><i>The following university and college policies that guide the transfer of courses into the Ph.D. Concentration in Counselor Education state:</i></p> <ul style="list-style-type: none"> ▪ <i>The university states that courses may “count” for requirements for the Ph.D. program and this is documented on the Admissions to Candidacy form. The courses will not be listed on the transcript and will not count in the GPA.</i> ▪ <i>The university states that the courses from another institution or UT can be used to meet Ph.D. program requirements IF they were taken within an 8-year window related to Ph.D. graduation date. In other words, if a student is to graduate Spring 2008, then any courses taken PRIOR to Spring 2000 MAY NOT be used to meet program requirements.</i> <p><i>Transfer of courses may be allowed in the following areas of the Ph.D. Concentration in Counselor Education.</i></p> <p><u>Concentration</u> <i>Courses representing the areas of career counseling, assessment, psychopathology, and community organization may be taken at another institution (possible 12 hours out of 33 hours)</i></p> <p><u>Specialization</u> <i>One course may be taken elsewhere (possible 3 hours out of 9 hours)</i></p> <p><u>Cognate</u> <i>One course may be taken elsewhere (possible 3 hours out of 6 hours)</i></p> <p><u>College Core</u> <i>All of these courses need to be taken at the University of Tennessee.</i></p> <p><u>Research</u> <i>Two courses may be taken elsewhere (possible 6 hours out of 15 hours)</i> <i>From the 97-course hour program, students may transfer in 24 hours from another institution, if approved by the faculty.</i></p>		
Transfer Courses Approved by the Faculty	Hours Credit	Institution and Date
Career Counseling		
Assessment		
Psychopathology		
Community Organization		
Specialization		
Cognate		
Research and Statistics		

Research and Statistics		
Counselor Education Concentration (33 hours)	Hours Credit	Semester Enrolled
COUN 553 Career and Educational Information Systems and Resources	3	
Assessment Course (See list in Program Document)	3	
COUN 655 Practicum in Counselor Education	3	
COUN 660 Advanced Theory and Practice in Counseling	3	
COUN 665 Group and Systems Theory and Interventions	3	
COUN 670 Theory and Practice of Counseling Supervision and Consultation	3	
COUN 675 Theory and Practice of University Teaching in Counselor Education	3	
COUN 659 Internship in Counselor Education	6	
Psychopathology (See list in Program Document)	3	
Community Organization and Development (See list in Program Document)	3	
Specialization (9 hours - approval of advisor) Choose within College - Must enhance Counselor Education concentration	Hours Credit	Semester Enrolled
	3	
	3	
	3	

Cognate (6 hours - approval of advisor) Choose from outside the College - Must enhance Counselor Education concentration	Hours Credit	Semester Enrolled
	3	
	3	
College Core (10 hours)	Hours Credit	<i>Semester Enrolled</i>
COUN 650 Seminar in Counselor Education	3	
Philosophy of Science (substitute COUN 535 Ethical, Legal, and Professional Issues in Counseling or PSY 635 Ethical, Legal,	3	

and Professional Issues in Psychology)		
Theoretical Foundations and/or Applications	3	
Educational Psychology and Counseling 601 Professional Seminar	1	
Research (15 hours - approval of advisor) Choose from the list of research courses provided in the Ph.D. packet.	Hours Credit	Semester Enrolled
Statistics Sequence I	3	
Statistics Sequence II	3	
Quantitative Course	3	
Qualitative Course	3	
Qualitative Course	3	
Dissertation (24 hours) NOTE: Once a student begins dissertation hours, he/she must register continually until the defense is completed.	Hours Credit	Semester Enrolled
COUN 600 Doctoral Research and Dissertation	3	
	3	
	3	
	3	
	3	
	3	
	3	
	3	
	3	
Total Credit Hours (Minimum 97)		
Signature _____ Advisor's Signature _____		

APPENDIX B

**Guidelines for Review of Research Competency
Counselor Education
University of Tennessee**

Instructions: Beside each of the statements listed below, indicate whether you agree (A), are undecided (U), or disagree (D). If the item is not applicable, mark NA. **It is expected that individual and overall ratings will trigger further discussion.**

I. Topic		A	U	D	NA
A.	<u>Significance of Research</u>				
	1. Topic is related to a body of knowledge recognized as broadly relevant to counselor education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	2. Topic is significant and will advance knowledge.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3. Topic is relevant to professional, practice or policy needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
II. Scholarship					
A.	<u>Literature Review</u>				
	4. The pertinent literature, conceptual and research, has been reviewed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	5. The problem statement indicates the research is replicating a study, addressing a documented conflict, or filling a void in the literature.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	6. The hypothesis or questions flow clearly from the problem statement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B.	<u>Theory</u>				
	7. A theoretical framework or perspective is articulated (or developed).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	8. The selected theory is appropriate to the research question.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	9.	Integration of theory & data is evident in the discussion & conclusion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C.	<u>Originality</u>		A	U	D	NA
	10.	The study provides in the definition of the problem, the epistemological and/or theoretical perspective, the methodology employed, or the mode of interpretation, some contribution that is different from work previously done and that distinctly is the product of the candidate's own thinking.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
III.	Research Design					
	A.	<u>Research Questions</u>				
	11.	The research question(s) are clearly stated and sub-questions articulated.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	B.	<u>Design</u>				
	12.	Design of the study is appropriate to the research question(s) asked.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	13.	Methods of data collection are made explicit & justified as to their appropriateness.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	14.	Operational definitions are given for all important terms and concepts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	15.	The strengths and limitations of the study are identified.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	16.	The variables being investigated in the research are clearly specified.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C.	<u>Population & Sample</u>				
	17. The population (people, text, files) from which the sample was drawn, the method of sampling and the rationale for the sampling method are clearly described.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		A	U	D	NA
	18. The sampling plan is consistent with the statistical model used for analysis of the data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	19. Procedures to enhance response rates are specified.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D.	<u>Data Collection</u>				
	20. Methods of data collection are clearly described.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	21. Procedures and instruments for the collection of data are clearly described.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E.	<u>Data Analysis & Discussion</u>				
	22. Analyses are consistent with the questions, design, sample/participants, and data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	23. The interpretation of the results is consistent with the raw data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	24. In qualitative analyses, interpretive steps are explicitly identified.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	25. Analysis of the generalizability/transferability of the findings is explicit.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	26. The conclusions reached in the study are defensible.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	27.	Implications for counselor education are identified and discussed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	28.	Directions for future research are identified and discussed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV.	Ethics		A	U	D	NA
	29.	If the study involves human participants, threats to free and informed consent are adequately addressed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	30.	The research has appropriate ethics clearance from the university and other collaborating organizations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
V.	Presentation					
	A.	<u>Organization</u>				
	31.	Study has a logical, easily understandable sequence from initial statement of the problem to the appendices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	32.	Major topics are separated under appropriately devised subheadings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	B.	<u>Technical Adequacy</u>				
	33.	The study is well edited with special attention to grammar, sentence structure, spelling, non-sexist language.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	34.	Includes appropriate study data, tables, figures, charts and appendices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	35.	Citations are consistently provided and are accurate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	36.	Format, citations, and references follow most recent APA Publication Manual format.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Form adapted from the *Guidelines for Review of Theses* document developed by the University of Toronto, Social Work Program.

APPENDIX C

FORM B
APPLICATION

IRB # _____

Date Received in OR _____

THE UNIVERSITY OF TENNESSEE
Application for Review of Research Involving Human Subjects

I. IDENTIFICATION OF PROJECT

1. Principal Investigator

Co-Principal Investigator:

2. Project Classification:

3. Title of Project:

4. Starting Date:

5. Estimated Completion Date:

6. External Funding (if any):

II. PROJECT OBJECTIVES

DESCRIPTION AND SOURCE OF RESEARCH PARTICIPANTS

IV. METHODS AND PROCEDURES

V. SPECIFIC RISKS AND PROTECTION MEASURES

VI. BENEFITS

VII. METHODS FOR OBTAINING "INFORMED CONSENT" FROM PARTICIPANTS

VIII. QUALIFICATIONS OF THE INVESTIGATOR(S) TO CONDUCT RESEARCH

IX. FACILITIES AND EQUIPMENT TO BE USED IN THE RESEARCH

X. RESPONSIBILITY OF THE PRINCIPAL/CO-PRINCIPAL INVESTIGATOR(S)

By compliance with the policies established by the Institutional Review Board of The University of Tennessee the principal investigator(s) subscribe to the principles stated in "The Belmont Report" and standards of professional ethics in all research, development, and related activities involving human subjects under the auspices of The University of Tennessee. The principal investigator(s) further agree that:

1. Approval will be obtained from the Institutional Review Board prior to instituting any change in this research project.
2. Development of any unexpected risks will be immediately reported to Research Compliance Services.
3. An annual review and progress report (Form R) will be completed and submitted when requested by the Institutional Review Board.
4. Signed informed consent documents will be kept for the duration of the project and for at least three years thereafter at a location approved by the Institutional Review Board.

XI. SIGNATURES

ALL SIGNATURES MUST BE ORIGINAL. The Principal Investigator should keep the original copy of the Form B and submit a copy with original signatures for review. Type the name of each individual above the appropriate signature line. Add signature lines for all Co-Principal Investigators, collaborating and student investigators, faculty advisor(s), department head of the Principal Investigator, and the Chair of the Departmental Review Committee. The following information should be typed verbatim, with added categories where needed:

Principal Investigator _____

Signature _____ Date _____

XII. DEPARTMENT REVIEW AND APPROVAL

The application described above has been reviewed by the IRB departmental review committee and has been approved. The DRC further recommends that this application be reviewed as:

Expedited Review -- Category(s): _____

OR

Full IRB Review

Chair, DRC _____

Signature _____ Date _____

Department Head _____

Signature _____ Date _____

Protocol sent to Research Compliance Services for final approval on (Date) _____

Approved:
Research Compliance Services
Office of Research
404 Andy Holt Tower

Signature _____ Date _____

APPENDIX D

PROSPECTUS FORMAT

Following, is a general outline of a Doctoral Prospectus. While the type of research- Experimental, Descriptive, Historical, Ethnographic, etc.- dictates the particular form and organization, in most cases, those topics described here generally will be needed for a quality prospectus. However, the exact order of topics may differ based on the type of research proposal written.

1. Introduction

Describe the conditions or situations that suggest the problem. This section should build the framework for a general understanding of the problem. (If it takes more than roughly two pages to develop the framework, add a "Background of the Problem" section.

2. The Problem

Provide a general statement of the nature of what is to be studied. This section should describe the area of study and suggest the reasons for the research (why). It delineates the broad areas which leads to the specificity of the study stated in the purpose.

3. The Purpose

Specify exactly what is to be done in this research. Directly state one or more specific questions to be answered or describe precisely and clearly the directions for this in depth research plan.

4. Previous Research

Report a few research investigations, which are highly germane to the proposed study. Other research for your "review of literature" chapter will appear in the full dissertation. This section should indicate that you have identified the leading scholars in the field of the study. (In historical research studies, a separate chapter may not be appropriate since the major literature contributions appear elsewhere).

5. Importance/Need of the Study

Examine the relationship to previous research and suggest how this study will make a contribution to the advancement of knowledge and/or how the results will contribute to the solution of some practical or theoretical problem.

6. Assumptions

In some cases, the researcher may need to describe particular beliefs not totally supported by proof or critically tested in this particular study. Such assumptions that might influence the research outcome should be stated along with some rationale. For example, if the study involves student evaluation of teacher performance, perhaps a case should be built to substantiate the

assumption that students are qualified to evaluate their teachers.

7. Limitations

Describe any identifiable (known) factors extraneous to the study which may confuse or affect the results of the study, but over which no control is possible.

8. Delimitations

Describe any aspects of the study, which the researcher purposefully restricts. For example, a study may be delimited to 7th graders, etc.

9. Definition of Terms

If terms are to be used throughout the study in some sense that they might not be readily understood, define them. (Any terms that are used only a few times should be defined the first time they are used, either in the paragraph or as a footnote). Caution: Do not define the obvious words or terms generally used by scholars.

10. Hypotheses/Questions

Include, if appropriate for the particular type of study or research design, questions and/or hypotheses. A hypothesis is a statement of: "A tentative, reasonable, testable explanation for the occurrence of certain behaviors, phenomena, or events." A question is phrased to allow a weight of evidence consensus often with or without the use of a statistical test. Whether hypotheses or questions are used, these should logically contribute toward solving the problem of the study.

11. Method and Procedure

Briefly describe the plan to achieve the purpose of the study. This plan should include answers to a number of questions. From whom will you collect data? What will your subject(s) be required to do? What measuring instruments will be used? If a sample is used, how will it be selected? Identify any measurement instruments to be used and describe the way in which your data will be analyzed. Give the technical name of the statistical procedure(s) to be used and indicate how the results will be presented in the finished dissertation.

12. Organization of the Study

Briefly outline the steps in the study in narrative form (paragraphs, not lists).

13. Time Schedule

Typical studies may be broken down into about three time periods: (1) designing the study, (2) collecting data, and (3) analyzing data and writing the report. Set some calendar deadlines by which progress can be measured. Consider the steps that have been detailed in the "Method and Procedure" section as the time schedule is built.

14. Partial Bibliography

References for the study, including related literature and methods of procedure, should follow an established bibliographic form.

15. Appendix

Among other items, consider attaching the following to your prospectus:

1. A list of specific sources from which data will be collected.
2. Instruments for collecting data.
3. Forms for recording data.
4. Skeleton tables, charts, graphs.

16. Required Related Activities for Those Writing Dissertation Proposals

A. The doctoral student should consult:

U.T. Thesis and Dissertation Manual

and:

Publication Manual of the American Psychological Association (APA Manual)

B. Human Subjects Research Approval

Human subjects research approval will be obtained where appropriate, using forms available in the Office of Research, 404 Andy Holt Tower. When human response or other involvement is involved in the study, this requirement must be met before onset of data collection.