MILLIGAN

COUNSELING

**Master of Science in Counseling (MSC)
Clinical Mental Health Counseling (CMHC)
with either general concentration or Addictions
Counseling (AC) concentration &
School Counseling (SC), and Dual Track (CMHC + SC)
Student Handbook**

2025-2026

This handbook provides students with the policies and procedures of the Milligan University Master of Science in Counseling Program. It is to be used as a guide in conjunction with the Milligan University Catalog. Please refer to the Milligan University 2025-2026 Catalog for additional information on policies and procedures not covered in this handbook.

Milligan University Counseling
Graduate and Professional Studies
P.O. Box 22
Milligan, TN 37682
(423) 461-8796
www.milligan.edu/counseling

Milligan University Mission

As a Christian liberal arts University, Milligan University seeks to honor God by educating men and women to be servant-leaders.

Objectives
Milligan University offers programs of study leading to undergraduate or graduate degrees. These programs have as their objectives the following:

A Positive, Personal Christian Faith That Jesus is Lord and Savior
The expression "Jesus is Lord and Savior" is to be understood in its historical, biblical significance. Jesus, the Man of Nazareth, is God's Son, therefore, both Savior and Lord of Life. The attainment of positive, personal Christian faith means the commitment of one's life to this Jesus.

A Commitment to Follow the Teachings of the Christian Scripture in One's Personal and Social Ethics
This commitment involves recognition of the norms of human conduct that derive their sanction from the Christian faith.

The Capacity to Recognize and Assume Responsibility in Society
The main functions of education are to arouse within the individual an awareness of indebtedness to one's fellow human beings, to foster in each a desire to assume personal responsibility, and to prepare the individual to fulfill his or her obligation to society.

The Knowledge, Meaning, and Application of Sound Scholarship
The student is led to develop a respect and enthusiasm for sound scholarship and to seek it with diligence and perseverance.

Preparation for Securing an Enriched Quality of Life for Self and Family
Courses of study and campus life are designed to develop the quality of aesthetic appreciation, to provide a background in the liberal arts, and to lead to the selection of a field of interest which will provide opportunities for a fulfilling life.

Participation in the Activities of a Healthy Lifestyle
This may be accomplished through intramural and intercollegiate sports, residence hall living, campus fellowship, and other student activities.

Milligan University Accreditation

SACSCOC: Milligan University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate, master's, and doctoral degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Milligan University.

Clinical Mental Health Concentration

CACREP: The Council for the Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA), has granted accreditation to the clinical mental health concentration in the Master of Science in Counseling program.

School Counseling Concentration

NCATE: The School Counseling concentration at Milligan is accredited by the National Council for Accreditation of Teacher Education (NCATE) (2010 Massachusetts Ave. NW, Washington, DC, 20036; 202-466-7496). This accreditation program covers initial teacher and advanced educator preparation programs.

The Milligan University Master of Science in Counseling (MSC) Mission Statement

PROGRAM MISSION STATEMENT: The MSC Program at Milligan University prepares graduates to demonstrate excellence as Christ-centered servant leaders in the field of professional counseling. The program is committed to serving all people with cultural humility, compassion, and professional integrity.

Students in the Counseling program choose to complete either (1) the Clinical Mental Health Counseling general concentration, (2) the Clinical Mental Health Counseling addictions counseling concentration, (3) the School Counseling track, or (4) the dual track completing both CMHC and SC. The latter option requires additional credit hours above the 60 required for CMHC track and thus takes longer to complete.

Clinical Mental Health Counseling (CMHC) (60-hour program) is offered for candidates who want to complete the educational requirements to become Licensed Professional Counselors/Mental Health Service Providers in the state of TN and most other states. Within this track, students can choose to pursue a general concentration or an addictions counseling **(AC)** concentration. Both concentrations provide the graduate-level coursework required to be licensed eligible. Those completing the addictions counseling concentration are also eligible to pursue licensure as an alcohol and drug abuse counselor at the graduate-level in TN (LADAC II). The Clinical Mental Health Counseling track is accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP).

The **School Counseling (SC)** track is either a five-semester, 48 credit hour curriculum (for those students who are already licensed teachers) or a five-semester, 54 credit hour curriculum (for those students who are not licensed teachers). The curricula consist of 33 credit hours in core courses in human behavior and development, effective counseling strategies, ethical practice, and other core knowledge areas; nine credit hours of clinical experience (practicum and internship); and 9 hours in courses involving counseling of children and adolescents and other issues specific to educational settings. Those students who are not licensed teachers complete 6 additional hours in curriculum methods and education of exceptional students.The School Counseling concentration is accredited by Council for the Accreditation of Educator Preparation (CAEP).

The **Certificate of Graduate Study in Counseling Ministry** is a 19-hour curriculum that introduces students to basic knowledge about both secular and Christian perspectives on counseling and how these may be applied in a church-based setting. In addition, the program provides an introduction to psychopathology. To complete the curriculum, students choose elective hours that are the best fit for their settings and interests. The intent of this program is to prepare students to apply counseling theory and practice to ministry settings. Students are prepared for work in churches, mission agencies and other settings in which informal counseling and support groups are often provided. The Certificate program combines existing courses in Milligan's Master of Science in Counseling with existing courses in Emmanuel at Milligan's Christian Care and Counseling emphasis to offer a useful and necessary program for individuals serving in ministry.

Because Milligan is a Christian University, part of the required coursework in the Counseling Program includes an ongoing discussion and examination of the theoretical and practical aspects of the integration of faith and learning. Students will take COUN 600 four times over their 5 or 6 semesters in the Program. Students in the Counseling Program should demonstrate a sense of ministry through their knowledge of counseling and their willingness to use their knowledge in service and ministry to others.

Professional Counseling Organizations with which MSC Program faculty are affiliated

American Counseling Association (ACA)

https://www.counseling.org/

American School Counselor Association (ASCA)

www.schoolcounselor.org

Association for Addictions Professionals (NAADAC)

https://www.naadac.org/

International Association of Addictions & Offender Counselors (IAAOC)

https://www.iaaocounselors.org/

Tennessee Counselor Association (TCA)

http://www.tncounselors.org/

Tennessee School Counselor Association (TSCA)

http://www.tncounselors.org/tsca/

Faculty of the MSC Program

Core Counseling Faculty

Dr. Justin Ciralsky, Assistant Professor of Counseling (2025), B.S. Milligan College (now University); M.Ed, East Tennessee State University; PhD., The University of the Cumberlands (CACREP Accredited). Licensed Professional Counselor with Mental Health Service Provider designmation.

jdciralsky@milligan.edu

Faculty Office Building, Office #103   (423) 461-8751

Dr. Aaron Hymes, Associate Professor of Counseling (2020), B.S., Concord University; M.Ed., Lindsey Wilson College (CACREP Accredited); Ph.D., University of North Carolina at Charlotte (CACREP Accredited). Licensed Professional Counselor with Mental Health Service Provider designation, Nationally Certified Counselor, Master Addictions Counselor, State Board Approved Supervisor. Chi Sigma Iota Chapter Faculty Advisor. Practicum and Internship Experiences Coordinator.

> ashymes@milligan.edu
> Faculty Office Building, Office #107   (423) 461-8444

Mr. Jacob McGlamery, Assistant Professor of Counseling (2024), B.S., Milligan University; M.S.C., Milligan University; currently enrolled in Counselor Education and Supervision Ph.D. program at Liberty University. Licensed Professional Counselor, with Mental Health Service Provider designation.

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> Faculty Office Building, Office #110   (423) 461-8480

Dr. Rebecca Sapp, Professor of Counseling (2012), B.S., Milligan College; M.A., East Tennessee State University; Ph.D., University of Tennessee; Licensed Marriage and Family Therapist. Director of the Milligan University Master of Science in Counseling Program. Social Learning Area Chair.

> rlsapp@milligan.edu
> Hardin Office #101   (423) 794-3071

Non-Core Faculty of the MSC Program

Dr. John Paul Abner, Professor of Occupational Therapy, Psychology, and Counseling (1999), B.A., Middle Tennessee State University; M.S. and Ph.D., University of Florida; Licensed Clinical Psychologist.

> jpabner@milligan.edu
> Hardin Office #203   (423) 975-8013

Dr. Joy R. Drinnon, Professor of Psychology (1999), B.S., East Tennessee State University; M.A. and Ph.D., University of Tennessee.

> jrdrinnon@milligan.edu
> Hardin Office #201   (423) 461-8661

Dr. Lori L. Mills, Professor of Psychology and Counseling (1993), B.A., Milligan College; M.A. and Ph.D., University of Louisville; Licensed Clinical Psychologist.

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> Hardin Office #206   (423) 461-8663

Dr. Colleen Weems, Assistant Professor of Education and Counseling BS, M.A. , Ed.D. from East TN State University. Licensed School Counselor; Licensed Professional Counselor-Mental Health Service Provider. State Board Approved Supervisor. Instructional Leader License (TDOE).

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Adjunct Counseling Faculty

Dr. Christine Browning, Professor of Counseling (2013), B.S., Crichton College; M.A. and Ed.S., University of Memphis; Ph.D., University of Mississippi (CACREP Accredited); Licensed Professional Counselor with Mental Health Service Provider designation, Nationally Certified Counselor, Approved Supervisor.

> cmbrowning@milligan.edu
> Faculty Office Building, Office #104   (423) 461-3513

Dr. Shauna Nefos Webb, Associate Professor of Counseling (2014), B.A., Messiah College; M.Ed., Azusa Pacific University; Ph.D., University of Georgia (CACREP Accredited). Nationally Certified Counselor.

> snefoswebb@milligan.edu

Mr. David Sapp, LPC, LSPE, Currently Independent Licensed Professional Counselor with LifeStance Health, Inc. Clinical Programs Manager at Woodridge Psychiatric Hospital/Ballad Health for 34 years. BS Milligan College; M.Ed. East TN State University. Approved Clinical Supervisor.

> dmsapp@milligan.edu

MSC Program Staff

Stacy Shankle, Admissions Recruiter for Healthcare Programs
> srshankle@milligan.edu
> Derthick Office #205A   (423) 461-8424

Admissions Requirements

The minimum requirements for admission to the MSC are as follows:

1. A baccalaureate degree from a regionally-accredited college with overall undergraduate grade point average of 3.0. An acceptable GRE score may be required if an applicant's overall undergraduate grade point average is 2.75-2.99. The GRE is not required if an applicant's overall undergraduate grade point average is 3.00 or higher.
2. Official transcripts from every college attended whether or not the applicant graduated from that school.
3. Graduate Record Examination (GRE) is not required if an applicant's overall undergraduate grade point average is 3.00 or higher. If required, official GRE scores must be submitted to Milligan University. Applicants for whom the GRE is required must score at the 50th percentile or higher.
4. International students must provide proof of the Test of English as a Foreign Language (TOEFL) score of at least 550 on the paper-based examination, or 213 on the computer-based examination, or 79 on the internet-based examination. The International English Language Testing

System (IELTS) score of at least 5.5; or ELS Master's Level Proficiency (successful completion of ELS Level 112).

5. Two professional or educational references. If undergraduate degree within the last year, at least one educational reference is preferred.
6. An undergraduate degree that includes the following prerequisite courses:
    a. At least 6 hours of psychology courses, including General Psychology or Developmental Psychology, and Research Methods or Statistics
    b. Computer Competency (3 hrs.) (can be fulfilled through documented computer competency)
7. Completed application with personal statement.
8. On campus interview scheduled for qualified applicants.

Prospective students meeting the minimum admission criteria may be invited to a campus interview. Final selection of students will be made by the MSC admissions committee.

The admissions committee meets monthly throughout the year to evaluate applications. Applicants are encouraged to contact the Admissions Recruiter for Healthcare Programs for upcoming deadlines relative to admission.

The admissions committee evaluates applicants on the overall merit of all admissions criteria. The committee allows strengths in some areas to compensate for weaknesses in another area. The overall intent is to admit students who the admissions committee believes 1) demonstrate high potential for success in a graduate program, 2) will contribute effectively to the overall program, and 3) show qualities of, and potential to be, a success professional counselor.

Conditional Admission

Students who have submitted all required application materials but do not meet the minimum GPA or GRE requirements and/or present concerns during on campus interview may be asked to fulfill additional requirements in order to be considered for admission (e.g., write a statement of motivation and goals, retake the GRE, interview again). Upon review of all application materials, such students may be granted conditional admission at the discretion of the MSC Admissions Committee.

Conditional admission may be changed to unconditional admission if the student achieves a grade point average of 3.0 after the successful completion of two full semesters. Alternatively, if a student does not achieve a grade point average of 3.0 after two full semesters and/or if the student is placed on probationary status during the first semester, the student may be dismissed from the program.

Unconditional Admission

Applicants who meet all admissions criteria and are approved by the admissions committee are admitted unconditionally to the MSC program. Positions are reserved in the order in which the Enrollment Confirmation form and enrollment deposit are received. If space is not available, the applicant is placed on a waiting list or, alternatively, admitted to the program the next fall.

Background Check Required

Prior to the second week of class, students must have completed the background check by the Tennessee Bureau of Investigations. Students must receive a clear background check before being placed for

Practicum or Internship experiences. Some placements will require an additional background check closer to start time for the placement experience. The results of the check may disqualify a student from full participation in the Counseling Program. Instructions and a copy of the form needed to process the background check may be found in **Appendix C**.

Transfer Credit

A maximum of 9 hours of graduate credit in counseling may be considered by the MSC Admissions Committee for transfer from other approved institutions. Grades in the courses being transferred must be a B (3.0) or above. The student must have taken and passed the courses in the past five years and provide a syllabus for each course showing the CACREP standards addressed in the course. The MSC faculty reserve the right to make the final decisions about which courses are accepted for transfer credit based on the above criteria.

Enrollment of Undergraduate Students in Graduate Courses

Many students are entering college with credits they earned in high school. Therefore, in an effort to help students achieve their career goals in a timely manner, junior and senior level Milligan University students who are considering or planning to apply for admission to the MSC program may enroll, with their advisor's approval, in either COUN 510 (Introduction to the Counseling Profession) or COUN 555 (Professional Roles of School Counselors) as early as the Fall of their Junior year. Students may then apply, interview, and be admitted into the Program and complete up to 14 hours of graduate while completing the required hours in students' respective majors (and/or concentration). Only COUN 510 or COUN 555 can be taken as an undergraduate student before being admitted into the MSC Program. All other graduate courses require EAP before students may be enrolled. Undergraduate students are urged to work closely with their academic advisors and with the Director of the Counseling Program in planning their class schedules.

Early Acceptance Program (EAP)

The Early Acceptance Program (EAP) provides **Milligan University undergraduate students** with a unique financial and academic opportunity to apply and commit early to the MSC Program in order to receive lower tuition rates and secure their spot early in the program. With early, careful planning, students can complete their MSC degree in as little as 14 months after graduating with their Bachelors degree.

 Benefits
   A. Locks in tuition rate
   B. Secure your spot in the program
   C. Earn a Master of Science Degree in Counseling sooner than 6 semesters post graduation

Requirements & Process
   1. Be a Milligan undergraduate student (any major eligible; prerequisites are required)
   2. Request approval from your faculty advisor
   3. Meet with the MSC Program Director for approval to declare the Early Acceptance Program by fall of junior or senior year*
   4. Complete and Submit (to the GPS Office) the participation form for the EAP, which requires approval signatures from both your undergraduate advisor and the MSC Program Director.
   5. Schedule an appointment with MSC Admissions to discuss admission process and requirements
   6. Complete the MSC admission process, be admitted, and pay deposit by following deadline in order to lock-in that year's tuition rate:

- o **JUNIORS – by APRIL 15**
- o **SENIORS – by NOV 15**
7. Complete the MSC graduate coursework for the Accelerated Plan
   - o JUNIORS can take up to 14 hours of MSC courses as part of their normal undergraduate course load.
   - o SENIORS can take up to 6 hours of graduate coursework the spring of their senior year as part of their normal undergraduate course load.

*Approval to declare the Early Acceptance Program is not a guarantee of your admission to the Milligan MSC program.

The Role of Faculty Advisors

Registration assistance

After acceptance into the MSC program and prior to the start of the first semester, a faculty advisor will be assigned to each student. One of the roles of the advisor is to meet with the student to discuss what courses the student will need to take the next semester. There are traditionally five (School Counseling) or six (Clinical Mental Health- general and AC) semesters (ranging from 6 to 15 ½ credit hours each) in the MSC program. For the first semester to start the program, the MSC Program Director registers students. In subsequent semesters, students register themselves with the authorization of their faculty advisors. (New MSC students must contact Student Financial Services regarding financial arrangements, prior to beginning the first semester.)

Discussion of progress and plans for success

In addition to providing assistance with registration, faculty advisors will meet with their advisees twice a semester to discuss dispositional and academic assessments and progress toward candidacy. In the event the student is not meeting expectations in one or more areas, the student and faculty advisor will make a plan for success. These plans can be informal and formative in nature or, in some cases, formal and involving remediation. In all cases, the student will be expected to be an active participant in the meetings. Faculty advisors and students together will meet to review the student's portfolio at the end of every semester (or at the very beginning of the following semester) as well as a checklist of items needed to successfully complete the program (i.e., professional competency ratings including dispositional ratings, results of key performance indicators, required courses taken and passed, elective courses taken and passed, etc).

Academic Expectations

Specific standards related to **academic expectations** include but are not limited to:

- Student must maintain a cumulative grade point average of "B" (3.0) to graduate from the Counselor Education Program (CEP).
- **The student must earn a grade of at least "B" (3.0) in all required courses.** A required course in which a student fails to earn the grade of "B" (3.0) can be repeated once. Failure to earn a grade of "B" (3.0) after a second attempt constitutes immediate dismissal from the program.
- **The student must earn a grade of at least "C" (2.0) in all elective courses within the program**.

A student earning less than "B" (3.0) in <u>two or more</u> courses in a single semester is placed on academic probation.

- The MSC Faculty have identified **Key Performance Indicators (KPI)** designed to assess the student's knowledge and/or skills related to the 8 core areas identified in the CACREP standards. **The student must achieve "meets expectations" or "exceeds expectations" for each KPI in order to be considered for candidacy.** If a student scores below "meets expectations", a faculty member will meet with the student to develop a plan for remediation; the student is then provided a second attempt to meet expectations. If the student is unable to demonstrate the expected level of competency in the second attempt, the student will be withdrawn from the Program. The list of KPIs and their scheduled assessment times in the Program are included in Appendix D.

Academic Integrity Policy

Students must adhere to a high level of academic integrity, which includes but is not limited to completion of one's own work and refraining from plagiarism and/or the use proper citation procedures. Failure to adhere to this level of academic integrity can result in immediate dismissal from the program.

A violation of academic integrity occurs when a student misrepresents the origin of his or her work and/or fails to acknowledge the contributions of others to his or her own scholarship. A violation of academic integrity is a serious offense which undermines the bonds of trust and honesty between members of the University community and defrauds those who may eventually depend upon our knowledge and integrity. Since violations of academic integrity are related to a student's class work, the appropriate response is vested in the professor or academic administrator, as follows:

Depending upon the nature and extent of the offense, the student may receive a failing grade on the work in progress, or a failing grade in the course. In all cases, the professor will notify the student, in writing, of the offense and the sanction. A copy of the notification will be provided to the Vice President for Academic Affairs and Dean, who may then refer the matter to the University Disciplinary Committee and may inform the Vice President for Student Development. Upon a second and flagrant violation of academic integrity by the same student, the Vice President of Academic Affairs must refer the case to the Discipline Committee for review and for possible dismissal of the student from the University. With the exception of cases referred to the Discipline Committee, the student may request further hearing via the Academic Grievance Procedure.

Academic Retention and Remediation Policies

Retention in the CEP is based upon academic performance and professional competencies within Practicum and Internship as outlined above. Failure to meet the standards outlined above may result in academic probation and/or dismissal from the program.

The student receives written notification of academic probation and a meeting is set up with the CEP director and the student's advisor. A remediation plan is drafted by the CEP director and student's advisor prior to meeting with the student. Discussion of requirements of academic probation are addressed at the meeting with the student. Student input is invited and encouraged. When understanding of the remediation plan is verbalized, adjustments made to plan as necessary and plan agreed upon by the student, all meeting attendees sign the plan document, which is then placed in the student's academic file. Student receives a copy of the signed remediation plan for his/her personal file. The CEP Director schedules a subsequent meeting to evaluate student progress. If student demonstrates full compliance

with the above documents by the end of the probationary period, probation status is removed. Failure to achieve removal from academic probation at progress review necessitates program faculty action that includes, but is not limited to: repetition of specific courses, fulfillment of additional requirements and/or dismissal from the program.

Program Dismissal and Appeal Procedures

A student who is dismissed from the CEP because of academic performance has the option of applying for readmission by submitting a written appeal to the MSC Program Director. The student must request readmittance within three years of dismissal. The Program Director brings the appeal to CEP faculty for review in a meeting called by the Area Chair. The student is notified in writing of the results of the appeal meeting. Readmission is not guaranteed. A student seeking readmission may be required to repeat courses in which less than satisfactory results were achieved. Should readmission be granted, reenrollment is contingent upon space available in the program at the appropriate point in the curriculum. Graduation requirements in effect at the time of readmission apply.

Temporary Withdrawal and Readmission to MSC Program

Because of the nature of the program, students are encouraged to maintain continuous enrollment after beginning classes. Realizing that extenuating circumstances may occur that require a student to withdraw temporarily from the program, there is a provision for one such withdrawal.

Students who determine that it is necessary to withdraw from the program must notify the Director of the Counseling program. A written rationale for the decision to withdraw must be given by the student. That written request is attached to a withdrawal form that is routed to the appropriate University offices by the Director of the MSC Program. The official date of the withdrawal is determined by the date the written request is received by the Director. The withdrawal form is available in the Office of Graduate and Professional Studies.

Students who withdraw from the MSC program receive "Ws" for any uncompleted courses in the semester in which they are enrolled at the time of the withdrawal. The grade of "F" is recorded for a student who withdraws after the withdrawal deadline. The withdrawal deadline is determined on a semester basis by the Registrar's Office.

Students receiving financial aid who choose to withdraw from a course or from the program must understand that their decision can have significant consequences related to financial aid. Any refund of tuition or fees in case of withdrawal is governed by the refund policy in the Financial Information section of the catalog. The registrar makes any exceptions to stated academic withdrawal policy. In order to be readmitted, students must have the approval of the Director of the MSC Program. Students must request readmission within three years of withdrawing. Readmission is granted pending space availability at the appropriate point in the curriculum. Graduation requirements in effect at the time of readmission will apply.
Please see the Milligan University Catalog regarding implications of withdrawal and/or readmission for recipients of financial aid.

Grade Requirements for Graduation

Students must achieve a cumulative grade point average of "B" (3.0) to graduate from the MSC program.

Grading System (MSC)

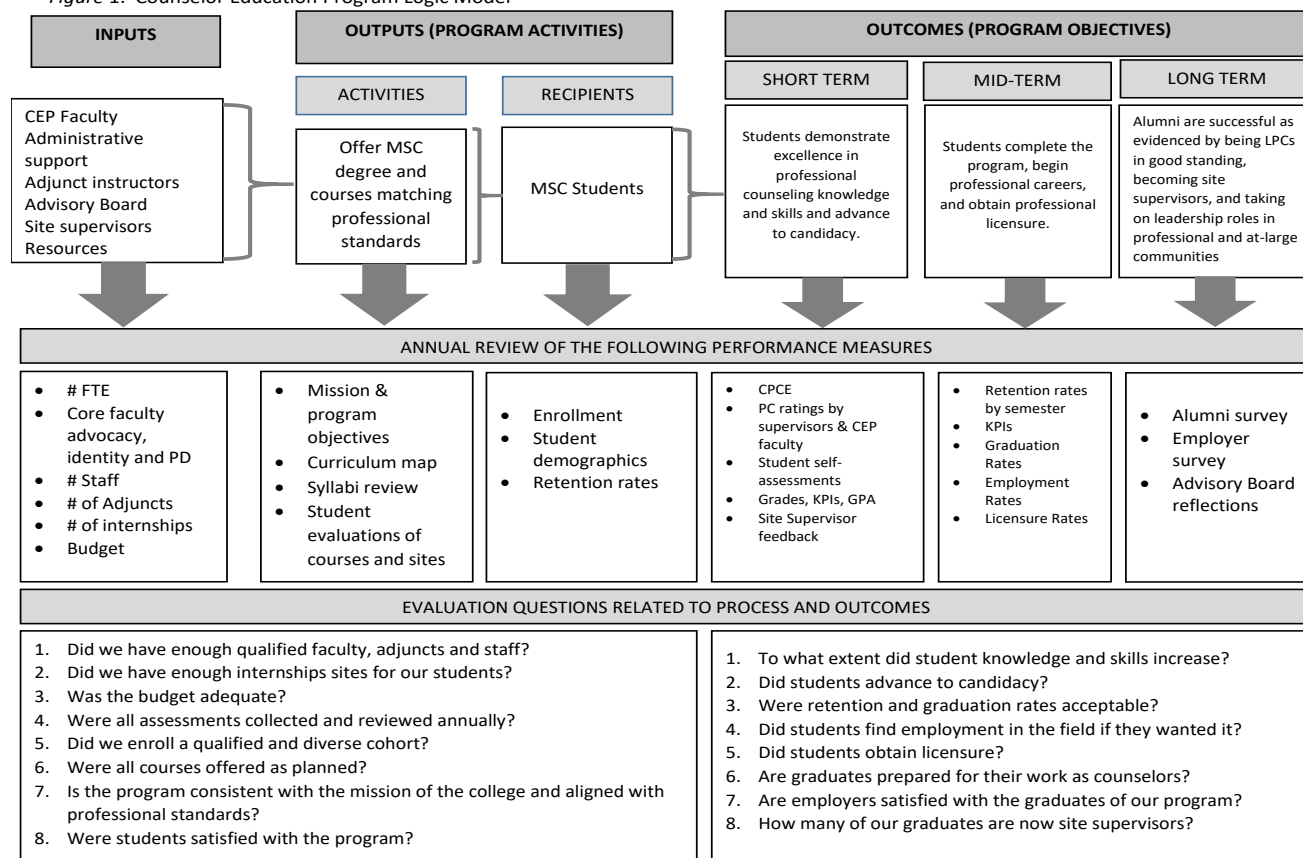The terms used in evaluating a student's work are letters with a grade point value (GPA). The following table of values is observed for the MSC:

Grade	Quality Points	
A	4.0	
A-	3.7	
B+	3.3	
B	3.0	
B-	2.7	
C+	2.3	
C	2.0	
C-	1.7	
D+	1.3	
D	1.0	
D-	0.7	
F	0.0	
W	None	Withdrawal
I	None	I incomplete

The Milligan University Master of Science in Counseling Program Objectives

Figure 1. Counselor Education Program Logic Model

INPUTS	OUTPUTS (PROGRAM ACTIVITIES)		OUTCOMES (PROGRAM OBJECTIVES)		
	ACTIVITIES	RECIPIENTS	SHORT TERM	MID-TERM	LONG TERM
CEP Faculty Administrative support Adjunct instructors Advisory Board Site supervisors Resources	Offer MSC degree and courses matching professional standards	MSC Students	Students demonstrate excellence in professional counseling knowledge and skills and advance to candidacy.	Students complete the program, begin professional careers, and obtain professional licensure.	Alumni are successful as evidenced by being LPCs in good standing, becoming site supervisors, and taking on leadership roles in professional and at-large communities

ANNUAL REVIEW OF THE FOLLOWING PERFORMANCE MEASURES

• # FTE • Core faculty advocacy, identity and PD • # Staff • # of Adjuncts • # of internships • Budget	• Mission & program objectives • Curriculum map • Syllabi review • Student evaluations of courses and sites	• Enrollment • Student demographics • Retention rates	• CPCE • PC ratings by supervisors & CEP faculty • Student self-assessments • Grades, KPIs, GPA • Site Supervisor feedback	• Retention rates by semester • KPIs • Graduation Rates • Employment Rates • Licensure Rates	• Alumni survey • Employer survey • Advisory Board reflections

EVALUATION QUESTIONS RELATED TO PROCESS AND OUTCOMES

1. Did we have enough qualified faculty, adjuncts and staff?
2. Did we have enough internships sites for our students?
3. Was the budget adequate?
4. Were all assessments collected and reviewed annually?
5. Did we enroll a qualified and diverse cohort?
6. Were all courses offered as planned?
7. Is the program consistent with the mission of the college and aligned with professional standards?
8. Were students satisfied with the program?

1. To what extent did student knowledge and skills increase?
2. Did students advance to candidacy?
3. Were retention and graduation rates acceptable?
4. Did students find employment in the field if they wanted it?
5. Did students obtain licensure?
6. Are graduates prepared for their work as counselors?
7. Are employers satisfied with the graduates of our program?
8. How many of our graduates are now site supervisors?

MSC Student Learning Outcomes

Upon completion of the Master of Science in Counseling program of study (Clinical Mental Health Counseling Track- general or Addiction Counseling concentration, and School Counseling Track)l:

1. The student will integrate all aspects of professional functioning and practice including history, roles, organizational structure, ethics, legal considerations, standards and credentialing.
2. The student will demonstrate knowledge of multicultural and pluralistic characters within and among diverse groups, theories of multicultural counseling and cultural identity development as well as apply the cultural and social justice counseling competencies to case conceptualization, and counseling advocacy planning.
3. The student will identify individual and family development across the lifespan through application of theory applied to learning, abnormal development, personality development, addictions, biological, neurological, and psychological factors, the effects of trauma and crisis as well as development of a general framework for understanding different abilities and strategies for differentiated interventions.
4. The student will describe and apply strategies for assessing interest, abilities, values, and personality related to career development and demonstrate knowledge of the theories and
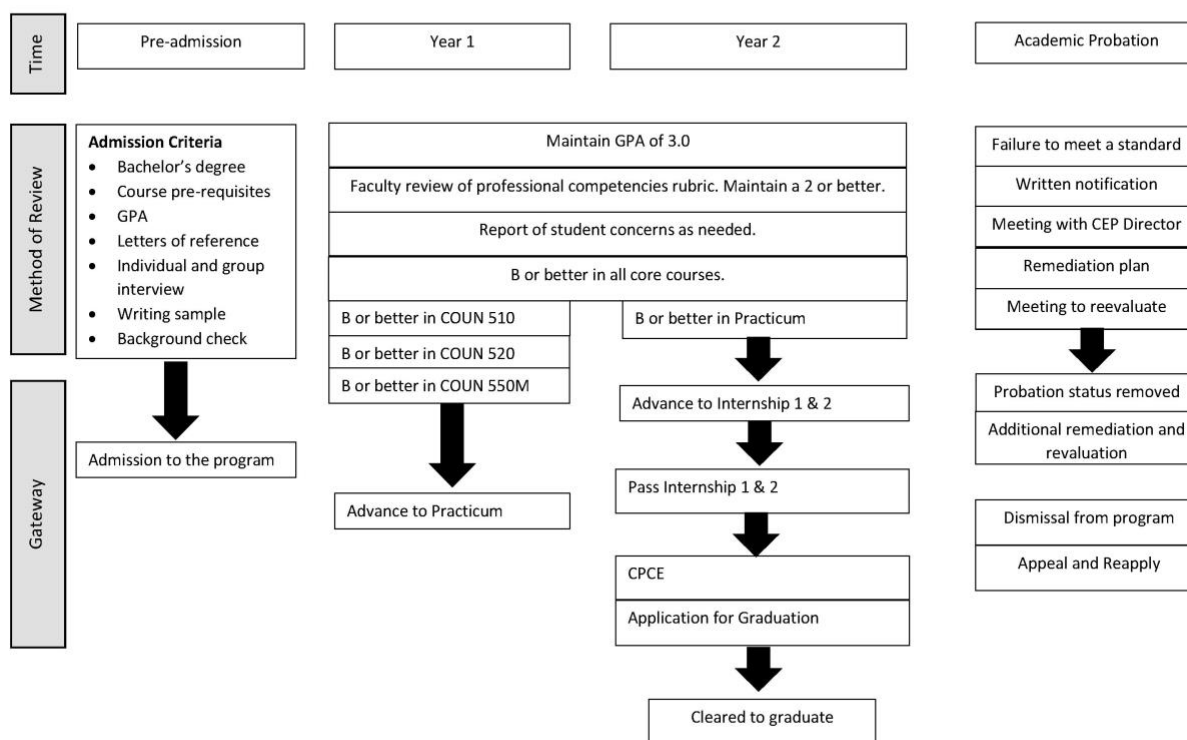
models for conceptualizing the relationship between work, mental well-being, relationships and other life roles and factors.

5. The student will demonstrate the skills necessary to apply the theories and models of counseling in counseling, case conceptualization and treatment and develop an ethical and culturally relevant personal model for counseling.
6. The student will apply group development dynamics, group counseling theories, group counseling methods and skills, and other group approaches.
7. The student will apply individual and group approaches to assessment and evaluation including data collection, analysis, testing, and interpreting data about human functioning.
8. The student will develop a research question, complete a systematic review of the literature, critique the research, analysis and use of data in counseling to inform counseling practice in a multicultural and pluralistic society.
9. The student will demonstrate knowledge of principles, models, and documentation formats, and skills necessary to implement biopsychosocial case conceptualization and planning.

Clinical Handbook for Clinical Mental Health Counseling (CMHC) Candidates

(Both General & Addictions Counseling (AC) concentrations)

Program Assessment and Advancement Points (CMHC)

Figure 2. Counselor Education Program Assessment and Advancement Points

Time	Pre-admission	Year 1	Year 2	Academic Probation

Method of Review

Admission Criteria
- Bachelor's degree
- Course pre-requisites
- GPA
- Letters of reference
- Individual and group interview
- Writing sample
- Background check

Maintain GPA of 3.0

Faculty review of professional competencies rubric. Maintain a 2 or better.

Report of student concerns as needed.

B or better in all core courses.

B or better in COUN 510	B or better in Practicum
B or better in COUN 520	
B or better in COUN 550M	

Failure to meet a standard

Written notification

Meeting with CEP Director

Remediation plan

Meeting to reevaluate

Probation status removed

Additional remediation and revaluation

Dismissal from program

Appeal and Reapply

Gateway

Admission to the program

Advance to Practicum

Advance to Internship 1 & 2

Pass Internship 1 & 2

CPCE

Application for Graduation

Cleared to graduate

Professional Competencies and Eligibility for Practicum for CMHC

A. CEP faculty will rate students' dispositions using the Professional Competencies Rating Form each semester they are enrolled in the Program. Students must earn a 3- Meets Expectations or a 4- Exceeds Expectations at the summative (end-of-semester) evaluation to be eligible to begin, or continue, professional practice.

B. In addition, to be eligible to begin the professional practice semester (Practicum) students in AC and CMHC are required to have completed COUN 510, 520, and 550M achieving a B or better

C. Students are responsible for purchasing liability insurance and providing the Practicum and Internship Experiences (PIE) Coordinator with the Evidence of Liability Coverage page; this is to be renewed annually

D. Students will follow all ACA Code of Ethics; a copy of these ethical standards may be found at https://www.counseling.org/resources/aca-code-of-ethics.pdf

E. All questions may be directed to the MSC Program Director.

Practicum Requirements

A. Students are required to complete supervised counseling practicum experiences that total a minimum of 100 clock hours over a full academic term that is a minimum of 10 weeks
B. At least 40 of the clock hours will be direct service with actual clients that contributes to the development of counseling skills. Students should expect to complete 4 hours a week at the campus Counseling Center with additional hours completed at an off-campus school site approved by the Practicum and Internship Experiences Coordinator.
C. Practicum students will meet the equivalent of one hour per week with site supervisors (or a counselor education program faculty member, if the site supervisor is unlicensed) for individual and/or triadic supervision
D. In addition, Practicum students will participate in weekly group supervision (COUN 690- 001 for general; 003 for AC) (meets for an average of 1½ hours per week)

Internship Requirements for CMHC- both general & AC concentrations

Internship Objective

The objective of the Internship experience is to provide on-site training to prepare students for professional practice and license eligibility. Students are required to complete 600 total hours of Internship (COUN 692- CMHC general or COUN 693- AC) following successful completion of COUN 690 (Practicum). While some students may complete these hours in two semesters, there are some students who cannot accumulate the hours at that rate. Thus, students are allowed to register for 1-6 credit hours per semester. Students must accumulate hours at the rate of a minimum of 10 hours per week. ***Final decisions about certain exceptional situations outside the guidelines of this policy are made by the MSC Program Director in consultation with the program faculty.***

Responsibilities of the Milligan Counselor Education Faculty (CEP) and the Practicum and Internship Experience (PIE) Coordinator

A. To notify the student intern that he/she must adhere to the administrative policies, rules, standards, schedules, and practices of the practicum/internship site

B. To require the student to have, and produce evidence of, current personal liability coverage

C. To provide supervising faculty who shall be qualified and licensed in the State of Tennessee in their respective counseling disciplines (LPC-MHSP, LMFT, LCSW) as Internship course instructors (COUN 692, 693)

D. To provide the equivalent of 1 ½ hours group/triadic supervision each week for practicum/internship students (COUN 692 or 693). The supervision provided focuses on the knowledge base and counseling skills of the students

E. To select qualified site supervisors the Internship students. Internship site supervisors must have:
   1. a minimum of a master's degree, preferably in counseling, or a related profession (MA/MS/MEd in Counseling or Psychology or MSW)
   2. relevant certifications and/or licenses (i.e., supervisors for Addictions Counseling students hold either a LADAC or are certified to provide Addictions Counseling)

3. a minimum of two years of pertinent professional experience in the specialty area in which the student is enrolled
4. a student may have 2 supervisors at a site; one must hold a current license in a counseling-related field (LPC-MHSP, LCSW, LMFT)

F. To provide evaluation forms and training on how to complete the forms to the site supervisors as one format of consultation regarding the progress and performance of the student

G. To verify the licensed site supervisor has received training in providing clinical supervision OR provide (either by direct training or linking to appropriate online training) the training for the site supervisor

H. To meet with the on-site supervisor at least twice a semester in person as a second format of consultation regarding the progress and performance of the student. If a face-to-face meeting is not possible, the program faculty will consult with the site supervisor via Zoom or telephone

I. To respond immediately when contacted if problems develop or changes are warranted

J. To assign a final grade with consideration to written feedback provided by the site supervisor

Responsibilities of the CMHC Interns

A. To secure professional liability insurance and provide proof of insurance to both the PIE Coordinator as well as the clinical site as required

B. To be responsible for the completion of all site applications, orientations, drug screens, and/or background checks the agency/facility requires

C. To act in a professional manner that is consistent with the ACA Code of Ethics. Any breach of these ethics or any unethical behavior will result in removal from the Internship and a failing grade. Documentation of such behavior will become part of the student's permanent record

D. To be available to the on-site supervisor and the Milligan faculty instructor/supervisor for meetings and supervision

E. To keep the Milligan CEP faculty informed regarding the practicum/internship experience through reports/discussions in COUN 692 or 693 or by notifying the PIE Coordinator if any problems at the site occur

F. To comply with the rules, policies, dress code, and other regulations of Milligan and the clinical facility (e.g., schedules, supervision, code of conduct, and attire)

G. To complete all internship course requirements including:
   a. class/group supervision participation
   b. accurately documenting site hours on the logs and obtaining the signature of the licensed site supervisor
   c. completing 600 or more on-site hours, with a minimum of 240 hours documenting direct services (i.e., individual, family, or group counseling); these hours may be completed at one site or multiple sites with pre-approval of the PIE Coordinator

    d. assuring the Professional Competencies (PC) form is completed by the immediate supervisor and signed by the immediate and licensed site supervisor (if not the same person)

    e. complete Self-Assessments at the end of each semester while in Internship

    f. turn in forms to the Internship course instructor each semester

    g. keep a copy of all logs, PCs, and Self-Assessments in a notebook

    h. provide signed documentation of completed hours, final PCs, and end-of-semester Self-Assessments to the PIE Coordinator at the conclusion of the Internship experience

H. To demonstrate the required level of counseling skill, knowledge, and competence in the various Internship activities assigned (i.e., individual, family, or group counseling; clinical notes; assessments). Students must maintain a 3.0 overall GPA as well as receive feedback on all end-of-semester PCs of meets or exceeds expectations.

Responsibilities of the Site Supervisors/Agency Administrators

A. To provide the Graduate Counselor Education Program (CEP) at Milligan with a description of the agency and counseling opportunities available and a list of approved supervisors along with resumes showing documentation of the supervisors' credentials (including clinical supervision)

B. To provide opportunity for the student to participate directly with individual, family, and/or group counseling as well as other counseling related activities

C. To provide adequate workspace, telephone, office supplies, and staff to conduct professional activities

D. To allow video/audio taping of counseling sessions in accordance with confidentiality requirements; if taping is not allowed per agency policy, the supervisor agrees to conduct live observations and provide feedback and coaching to Interns

E. To provide an on-site supervisor who is a mental health professional with a Master's degree, preferably with licensure in a counseling-related field (Counseling, Social Work, Addictions Counseling, Marriage and Family Therapy) and who has a minimum of two years counseling experience and training to provide clinical supervision. Agencies agree to provide supervisors for Addictions Counseling students who hold either a LADAC or are certified to provide Addictions Counseling

F. To provide the student a minimum equivalent of one hour per week of individual or triadic supervision. Supervision may include skills supervision and case consultation; viewing portions of students' counseling or group session tapes is strongly suggested

G. To provide opportunities for the student to engage in a variety of supervised counseling activities including assessments, individual counseling, family counseling, and group counseling as well as group staffing/consultations

H. To be involved in the evaluation of the student's performance and provide two evaluations of the student per semester based on criteria established by the Milligan CEP faculty

I. To notify the Internship course Instructor or PIE Coordinator in writing of any student Intern's misconduct, ethical violations, or reason that may warrant in a plan for remediation, removal from the professional site, or dismissal from the MSC Program

Exit Requirements for Graduation (CMHC- both general & AC concentrations)- Comprehensive Portfolio

Candidates completing either Clinical Mental Health Counseling concentration are required to submit a Comprehensive Portfolio. These will be compiled by the students during their internship semesters. Faculty will choose Specific Students are required to take the exam during the last semester before they graduate from the program.

Assumption of Risk and Release

IN CONSIDERATION of being permitted to participate in Clinical Placements, I, the undersigned, in full recognition and appreciation of the dangers and hazards inherent in participating in such activity and in the circumstances to which I may be exposed during my participation in the activity, do hereby agree to assume all the risks and responsibilities surrounding and pertaining to my participation in the activity; and

FURTHER, I DO FOR MYSELF, my personal representative(s), heirs and assigns, hereby agree to defend, hold harmless, and indemnify, release and forever discharge Milligan University, and all its officers, agents and employees from and against any and all claims, demands and actions, or causes of action, on account of damage to personal property, personal injury, or death which may result from my participation in said activity which result from causes beyond the control of, and without the fault or negligence of Milligan University, its officers, agents or employees, during the period of my participation in said activity as aforesaid.

I certify that I have not been convicted of a felony. I have not previously been denied certification or licensure as a teacher or counselor, nor have I engaged in any activities which would disqualify me from certification or licensure as a teacher or counselor.

IN WITNESS WHEREOF, I have caused this Assumption of Risk and Release to be executed on this the_____day of_____,_____.

_____

(Signature of Candidate)   (Printed Name)

Clinical Handbook for School Counseling (SC)

Program Assessment and Advancement Points for SC

Students enrolled in the School Counseling (SC) concentration progress through their courses systematically, designed to meet all ASCA standards. (Refer to the diagram below) If a student does not meet a standard, a remediation plan will be developed; the student, student's advisor, and the instructor will be involved in creating the remediation plan and re-assessing for completion. All questions may be directed to the MSC Program Director.

Professional Competencies and Eligibility for Practicum for SC

A. CEP faculty will rate students' dispositions using the Milligan Initial Licensure Disposition Rubric in COUN 555, 690, 691 . Students must earn a 3- Meets Expectations or a 4- Exceeds Expectations for to be eligible to begin, or continue, professional practice

B. In addition, to be eligible to begin the professional practice semester (Practicum) students in SC are required to have completed COUN 520, 555, and 550M achieving a B or better

C. Students are responsible for purchasing liability insurance and providing the Practicum and Internship Experiences Coordinator with the Evidence of Liability Coverage page; this is to be renewed annually

D. Students will be expected to follow all ASCA Code of Ethics; a copy of the ethics may be found at
https://www.schoolcounselor.org/getmedia/44f30280-ffe8-4b41-9ad8-f15909c3d164/EthicalStandards.pdf

Practicum Requirements

A. Students are required to complete supervised counseling practicum experiences that total a minimum of 100 clock hours over a full academic term that is a minimum of 10 weeks

B. At least 40 of the clock hours will be direct service with actual clients that contributes to the development of counseling skills. Students should expect to complete 2 hours a week at the campus Counseling Center with additional hours completed at an off-campus school site approved by the Practicum and Internship Experiences Coordinator

C. Practicum students will meet the equivalent of one hour per week with site supervisors for individual and/or triadic supervision

D. In addition, Practicum students will participate in weekly group supervision (COUN 690- 002 for SC) (meets for an average of 1½ hours per week)

Exam Requirements

School Counseling candidates are required to pass the Praxis II test, "Professional School Counselor" before COUN 691 (School Counseling Internship). Passing scores for the Praxis can be found online at ETS. Students are responsible for checking with Karen Presnell, Education Department Field Placement Coordinator to be sure Praxis II scores have been sent to Milligan University and recorded. Students are also responsible for sending Praxis scores to the Tennessee Department of Education. This is necessary for obtaining Licensure post graduation.

	Applications of Data	Use of Research/Research	Employment of Data Analysis and Evidence to Develop Supportive School	Leading and/or Participating in Collaborative	Supporting Appropriate Applications of	Application of Professional Dispositions, Codes of Ethics, and Professional	Content
First Year (Fall, Spring,	COUN 690	COUN 680	COUN 690	COUN 690	COUN 690	COUN 690	COUN 555 COUN 550
	Passing scores on ASCA Data Specialist Exam	Grade of B or higher in	ASCA PSC Exam ASCA Recognized Model Program (RAMP) and Student Outcomes in	ASCA PSC Exam The Experiences of School Counselors Who Collaborate With Clinical Mental	ASCA PSC Exam passing score: School Counselors' Use of Technology for Program	ASCA PSC Exam passing score: Guidance Counselors or School Counselors: How the Name of the Profession Influences Perceptions of	Overall GPA of 3.0 or
	ASCA Standards	ASCA Standards	ASCA Standards	ASCA Standards	ASCA Standards	ASCA Standards	ASCA Standards
	1	1	1	1	1	1	1
	2	2	2	2	2	2	2
	3	3	3	3	3	3	3
	4	4	4	4	4	4	4

	Applications of Data	Use of Research/Research	Employment of Data Analysis and Evidence to Develop Supportive School Environments	Leading and/or Participating in Collaborative Activities	Supporting Appropriate Applications of Technology	Application of Professional Dispositions, Codes of Ethics, and Professional Standards	Content Knowledge
Second Year (Fall, Spring, Summer)	COUN 691 TEAM Rubric: Score of 3 or higher on Problem Solving	COUN 691 Passing scores on ASCA Data Specialist Exam Modules 1-5	COUN 691 TEAM Rubric: Score of 3 or higher on Analysis of Work Products	COUN 691 TEAM Rubric: Score of 3 or higher on Evaluation of Services and/or	COUN 691 Google Level 1 Training	COUN 691 Disposition Rubric: rating 3	COUN 691 Overall GPA of 3.0 or higher and completion/passing of Praxis II
	ASCA Standards Addressed	ASCA Standards Addressed	ASCA Standards Addressed	ASCA Standards Addressed	ASCA Standards Addressed	ASCA Standards Addressed	ASCA Standards Addressed
	1	1	1	1	1	1	1
	2	2	2	2	2	2	2
	3	3	3	3	3	3	3
	4	4	4	4	4	4	4
	5	5	5	5	5	5	5

SC Clinical Practice and Partnership Guidelines (SC Internship Requirements)

This program description will be used as the governing document for the program. It will be reviewed and revised at least annually.

SC Program Objectives

A. To provide prospective school counselors a year-long (internship) experience for clinical preparation that is mutually planned by the school system and Milligan (CAEP 2.1). The year-long internship follows the guidelines for duration set forth in the State of Tennessee Educator Preparation Policy.

B. To provide multiple indicators and appropriate technology-based applications to establish, maintain, and refine criteria for performance evaluation and continuous improvement (CAEP 2.2)

C. To provide candidates close supervision and support to ensure that candidates demonstrate their developing effectiveness and positive impact on all P-12 students' learning and development (CAEP 2.3).

Selection of SC Candidates

A. Milligan will recommend school counseling candidates to the school system. Interns will be students holding a bachelor's degree and will be enrolled in a Master of Science in Counseling program. Students will have completed appropriate progression criteria in order to be placed in the school district.

B. Prospective candidates will complete the application process as directed by the school system. The information will be sent to the designated administrator of the school system and will be shared with principals and supervisors. Principals may also interview candidates and then make decisions to accept or reject them as interns.

C. Criteria for candidates to enter clinical experience include unconditional admission to the professional level of their program, completion of progression criteria, and the following:
   i. 3.0 overall GPA including method and content prerequisite courses
   ii. Praxis II content exam passing score
   iii. Completion of TBI background check with no concerns
   iv. First Aid and CPR verification (must be current)
   v. Overall disposition ratings at expectation or higher

SC Candidate Benefits and Responsibilities

A. Candidates will have the same holidays (Thanksgiving, Christmas, Spring Break, etc.) as do professional educators in their assigned school system.

B. Candidates are to use sick days only as necessary. These do not accumulate.

C. Candidates, when serving in an internship capacity, are not and shall not be deemed to be employees or agents of the school system at any time. No insurance or other fringe benefits are provided to these candidates. Candidates who are job-embedded are considered employees of the school system and therefore do receive all employee benefits.

D. Candidates will be responsible for instructional and service delivery responsibilities assigned to school counselors.

E. Candidates are required to procure at their own expense a TBI Background Check with results reported to Milligan and shared (if necessary) with the school system in which they are placed for their clinical experience.

F. Candidates are required by Milligan to procure at their own expense Professional Liability Insurance. Candidates who are job-embedded may have their liability insurance provided by the employer.

G. Candidates will not be placed where there are family members or friends employed, or where they have previously been employed.

H. Candidates should address questions and concerns regarding clinical placement activities to the Education Field Placement Coordinator or the Master of Science in Counseling Practicum and Internship Experiences Coordinator or Program Director.

Selection of Mentors

A. The designated district administrator and the Milligan Education Field Placement Coordinator or Director of the Master of Science in Counseling program will work closely together to determine the most appropriate mentor for each candidate.

B. Mentors will be selected according to criteria, which include:
  i. Must have a professional school counseling license with at least 3 years full-time experience in school counseling as a licensed educator.
  ii. Must have a level of effectiveness overall score of 4 or higher.
  iii. Must be highly competent as evidenced by local assessment and/or state evaluation procedures with TEAM overall summary scores of 4 or higher.
  iv. Must be willing to assume the roles expected of a mentor as outlined in this handbook.

Operational Guidelines

A. The principal (as necessary), Milligan representative, mentor, and candidate will work together to develop the plan of activities for the candidate.

B. Responsibilities of mentors include the following:
  i.   Supervise candidate planning and instructional activities, observe lessons, and provide performance feedback on assessments.
  ii.   Model effective practice for candidates.
  iii. Meet regularly with candidates to provide assistance in all areas related to the practice of school counselors.

C. In general, candidates will work with no more than two mentors; however, if the school system and Milligan agree, modifications can be made in special situations. Candidates will be supplemental to existing staffing in the school where they are located. They will be teamed with one or more experienced mentors to facilitate the goals of the schools.

D. Flexibility in the candidate's program will be maintained during the first semester to accommodate an adequate orientation period and to allow use of the time for enrichment experiences. Ample time should be provided for planning. Although the goal is to involve the candidate in the delivery of services as quickly and as fully as possible, adjustments will be made to accommodate individual differences in background and training.

E. Candidates will not be used as substitute teachers.

F. No candidate will be the school counselor of record for any school.

G. Mentors will be given an opportunity to participate in some of the regularly scheduled clinical seminars conducted by Milligan.

SC Evaluation and Program Termination

A. Mentors and Milligan supervisors will provide frequent feedback as well as informal and formal evaluations to support the candidate's development as an effective school counselor. Formal evaluation procedures are detailed in the Milligan Clinical Experience Handbook – Evaluation Section.

B. Formal evaluation will follow the same procedure as that used for district school counselors, namely the TEAM Assessment-School Services Personnel rubrics.

C. Candidate performance will be documented and monitored. If a candidate's performance is not satisfactory, the Milligan supervisor, mentor, and as appropriate the school's administration will develop a growth plan with a timeline for the candidate. If the candidate does not meet the expectation of the growth plan, the Milligan Director of the Master of Science in Counseling program will review records, meet with the candidate in person, and determine further action. If corrective action is unsuccessful, the candidate will be withdrawn from the placement. These procedures are further detailed in the Milligan Clinical Experience handbook (see **Intern Removal from Placement Flow Chart**).

D. If the candidate's performance has been satisfactory, Milligan and the principal will recommend the candidate for the state initial practitioner's license after the evaluation process has been completed.

Schedules

A. Visitation Schedule: The Milligan supervisor will make an introductory visit before or during the first week of the Milligan semester. Subsequently, the supervisor will typically have contact with the candidate on a weekly basis. Contact may include any of the following: a formal observation of instruction, an informal observation, conference with the candidate, conference with the mentor teacher, and/or conference with both candidate and mentor teacher. Supervisors may also establish contact with candidates through campus meetings, e-mail, telephone or Face Time conversations, and fax memos. When visiting schools, Milligan supervisors will make every effort to minimize disruptions in the instructional schedule of both the candidate and the mentor.

B. Evaluation Schedule: Milligan candidates will be initially evaluated using the Early Evaluation Form and then formally evaluated using the Tennessee Educator Acceleration Model (TEAM)-School Services Personnel rubric. This includes observations using the delivery of services, planning, and environment rubrics. Dispositions will be evaluated using the Milligan Professional Disposition form. All evaluation documents will be completed using Student Learning & Licensure (SLL) software. Refer to the Area of Education Clinical Handbook for additional information. Copies of all forms may be saved as a PDF or kept in the candidate's notebook (optional).

Responsibilities of the SC Candidate

Prior to clinical placement

A. Make internship your "top priority."
B. Limit outside activities that may interfere with your performance. Obtain permission for any outside employment, including coaching from the Director of the MSC Program.
C. Complete and submit all necessary paperwork with Milligan and/or your school system.
D. Review personal arrangements for health and liability insurance.
E. Review learning materials and activities appropriate for the assigned grade level(s).
F. Review the district's policies and procedures.
G. Maintain a professional disposition.
H. Consider yourself as a professional starting now! This includes refining and preparing for your professional wardrobe, voicemail, and social media accounts.

First two weeks of clinical placement

A. Introduce yourself to staff in the building.
B. Attend appropriate in-service workshops.
C. Familiarize yourself with the building and procedures.
D. Familiarize yourself with school routines and volunteer to help with various tasks.
E. Learn the names of students and school staff.
F. Learn about students' individual needs.

Ongoing expectations

A. Maintain student confidentiality.
B. Take the initiative in seeking feedback from your mentor.

C. Welcome constructive criticism.
D. Conduct yourself as a professional.
E. Continue to assume more teaching responsibilities as appropriate.
F. Treat all students fairly and with respect.
G. Be prompt, courteous, and dependable.
H. Dress appropriately for a school counselor. Be sure your clothing is clean, pressed, and professional in appearance, and consistent with school standards. Wear your Milligan identification badge at all times. Refer to the Milligan dress code included in this handbook.

Minimum requirements for candidates

1. You must inform the school, your mentor and University supervisor promptly of any absence or other issues which limit performance of duties.
2. Participate in seminars scheduled at your school and Milligan.
3. Communicate regularly with mentor and supervisor.
4. Follow school routines and procedures established by mentor and all other school policies.
5. Follow your assigned school's calendar. As a minimum, candidates are expected to adhere to school counselor contract hours.
6. Complete self-evaluations using the TEAM- School Services Personnel delivery of services, planning, and environment rubrics. Discuss your self-evaluations with your mentor and supervisor. Make it your responsibility to complete all evaluations by the specified dates.
7. Make a unique contribution to the class or the school. Ask the mentor teacher or principal for suggestions.
8. Ensure all materials (videos, films, etc.) are on the school-approved list or are approved **IN ADVANCE** by the mentor.

Assumption of Risk and Release

IN CONSIDERATION of being permitted to participate in Clinical Placements, I, the undersigned, in full recognition and appreciation of the dangers and hazards inherent in participating in such activity and in the circumstances to which I may be exposed during my participation in the activity, do hereby agree to assume all the risks and responsibilities surrounding and pertaining to my participation in the activity; and

FURTHER, I DO FOR MYSELF, my personal representative(s), heirs and assigns, hereby agree to defend, hold harmless, and indemnify, release and forever discharge Milligan University, and all its officers, agents and employees from and against any and all claims, demands and actions, or causes of action, on account of damage to personal property, personal injury, or death which may result from my participation in said activity which result from causes beyond the control of, and without the fault or negligence of Milligan University, its officers, agents or employees, during the period of my participation in said activity as aforesaid.

I certify that I have not been convicted of a felony. I have not previously been denied certification or licensure as a teacher or counselor, nor have I engaged in any activities which would disqualify me from certification or licensure as a teacher or counselor.

IN WITNESS WHEREOF, I have caused this Assumption of Risk and Release to be executed on this the _____ day of _____, _____.

_____

(Signature of Candidate)   (Printed Name)

Specific Policies

For all specific policies such as attendance, technology, dress code, and others candidates are to refer and comply with the Area of Education's Clinical Handbook.

Responsibilities of the Mentor

Mentor teachers will be selected according to the following criteria

1. Must have a professional teaching license with at least 3 years full-time teaching experience in certification area.
2. Must have a level of effectiveness overall score of 4 or higher.
3. Must be highly competent as evidenced by local assessment and/or state evaluation procedures with TEAM overall summary scores of 4 or higher.
4. Must be willing to assume the roles expected of a mentor (i.e., confidant, advocate, coach, and critic).

The responsibilities of the mentor teacher are as followed

1. Provide the candidate with school handbooks, staff lists, manuals and curriculum guides, I.E.P. information on students with special education needs, etc.
2. Inform and invite the candidate to attend faculty, staff and committee meetings, and other meetings.
3. Assist candidates in their orientation to the building and procedures.
4. Provide candidates with workspace.
5. Serve as a model for candidate's observations and offer suggestions for portfolio development.
6. Develop a schedule (using form included in this handbook) with your candidate.
7. Observe your candidate in a variety of settings within the school.
8. Communicate with the Milligan supervisor regarding progress and concerns giving attention to professional dispositions and behavior. Mentors should notify the supervisor immediately if the candidate's dispositions do not meet expectations – See Disposition Form in Evaluation Section of Handbook.
9. Discuss the school behavior management strategies and procedures. Inform the candidate as to how you can work as a team with regard to school behavior management.
10. Complete the Early Evaluation Form; TEAM Rubrics: Delivery of Services, Instruction, and Environment; and the Disposition Rubric. Discuss these with your candidate and provide both reinforcements and refinements.

Responsibilities of the Milligan University Supervisor

Clinical supervisors will be selected according to the following criteria

1. Must be a Milligan faculty member supervising in his/her related field or a Milligan adjunct with and Advanced Degree supervising in his/her related field.
2. Must have completed the TN-TEAM State Evaluation Training for assessors.
3. Must be highly competent as evidenced by local surveys (completed by candidates, mentors, & administrators) with overall positive scores and comments.
4. Must be willing to assume the roles expected of a supervisor (i.e., confidant, advocate, coach, and critic).

The responsibilities of the Milligan University supervisor are as followed

1. Visit and communicate with the candidate and mentor teacher frequently. Contact should be weekly. Communication may include campus meetings, e-mail messages, faxes, and phone conversations.
2. Conduct informal and formal observations. Provide feedback in a timely manner.
3. Conduct three-way evaluative conferences when appropriate.
4. Review and provide feedback of candidate performance.
5. Provide support and encouragement to the candidate as appropriate. Assure that the candidate maintains and exhibits dispositions that will lead to overall success.
6. Address issues with the candidate in a timely manner. A Candidate Concerns form may be completed and filed by the Milligan Supervisor as deemed necessary to support professional development. Keep thorough documentation. Notify the Director of the Master of Science in Counseling immediately if the issue is not resolved.
7. Hold all records and information concerning a candidate in confidence to maintain trust and to safeguard the privacy of the candidate.
8. Complete the Candidate Observation TEAM Rubrics: Planning, Instruction, and Environment; and the Disposition Rubric. Discuss these with your candidate and provide both reinforcements and refinements.
9. Confirm that mentors have completed all of the required forms. If a form is missing, kindly remind the mentor to complete the form as soon as possible.
10. The supervisor makes the final grade recommendation for the candidate's clinical experience.

Overview of Evaluation Forms / Intern Final Checklist

Name: _____   Semester / Date: _____

Early Evaluation Form			
	Mentor #1	Within 3 weeks after start of each placement	
	Mentor #2		
Candidate Observation TEAM Rubric: Planning, Delivery of Services, and Environment			
	Mentor Teacher #1	Mid-Term	
	Mentor Teacher #1	End of Placement	
	Mentor Teacher #2	Mid-Term	
	Mentor Teacher #2	End of Placement	
Candidate Observation TEAM Rubric: Planning, Delivery of Services, and Environment			
	Milligan Supervisor #1	At least four in each placement with conference	
	Milligan Supervisor #2		
Summary Rubric			
	Milligan Supervisor	At the end of the second placement	
Dispositions Scoring Guide & Rubric			
	Mentor Teacher #1 (1st Placement)	At the end of each placement	
	Mentor Teacher #2 (2nd Placement)		
	Milligan Supervisor (1st Placement)		
	Milligan Supervisor (2nd Placement)		

Milligan Early Evaluation Form

To be completed by the Mentor within 3 weeks of placement

Candidate's Name:
_____

School / Grade Level:
_____

Date:
_____

Mentor Signature:
_____

Please grade your student teacher / intern using the following grading scale:

	Exceeds Expectations		Meets Expectations		Below Expectations
Attendance/Promptness:	5	4	3	2	1
Rapport with Students:	5	4	3	2	1
Enthusiasm:	5	4	3	2	1
Initiative:	5	4	3	2	1
Cooperativeness:	5	4	3	2	1
Accepts Responsibility:	5	4	3	2	1
Professional Attitude:	5	4	3	2	1
Professional Appearance:	5	4	3	2	1

Please indicate at least one area of strength this student has demonstrated:

Please indicate at least one area that this student can focus on for improvement. It will be helpful if you can be specific:

Milligan Initial Licensure Disposition Rubric

E1 Ethical Practice / Confidentiality / Advocacy - Advocacy and Compliance

4 Exceeds Expectation	3 At Expectation	2 Approaching Expectation	1 Below Expectation
Candidate follows (in all situations) and actively advocates adherence to ACA standards within the profession.	Candidate follows the ACA code of ethics is all situations.	Candidate has one minor instance (does not cause demonstrable harm to a student) of an ACA ethical violation.	2 or more minor instances, or any major instance (causes demonstrable harm to a student) of not following ACA standards.

E2 Ethical Practice / Confidentiality / Advocacy - Conflict Resolution

4 Exceeds Expectation	3 At Expectation	2 Approaching Expectation	1 Below Expectation
Conflicts/Concerns are always resolved privately AND Conflicts/Concerns are resolved in such a way that both parties are able to reach a respectful resolution AND During the clinical experience, consultation occurs with the college supervisor who works to help resolve any conflict/concerns.	Conflicts/Concerns are always resolved privately AND Conflicts/Concerns are resolved in such a way that both parties are able to reach a respectful resolution.	Conflicts/Concerns are always resolved privately OR Respectfully.	Conflicts/Concerns are NEITHER resolved privately NOR respectfully.

E3 Ethical Practice / Confidentiality / Advocacy - Professional Responsibility

4 Exceeds Expectation	3 At Expectation	2 Approaching Expectation	1 Below Expectation
Candidate recognizes corrections that need to be made independently AND accepts responsibility for their own actions AND Independently works to correct mistakes.	Candidate accepts responsibility for their own actions and works to correct mistakes with minimal oversight.	Candidate accepts responsibility for their own actions and works to correct mistakes, but must be consistently supervised.	Candidate frequently blames others for mistakes and/or does not work to correct mistakes.

E4 Ethical Practice / Confidentiality / Advocacy - Confidentiality

4 Exceeds Expectation	3 At Expectation	2 Approaching Expectation	1 Below Expectation
Candidate practices confidentiality when working with students, families, and colleagues.	Candidate practices confidentiality when working with students and families.	Candidate practices confidentiality when working with students.	Candidate does not practice confidentiality with students.

E5 Ethical Practice / Confidentiality / Advocacy - Protection of Student Rights

4 Exceeds Expectation	3 At Expectation	2 Approaching Expectation	1 Below Expectation
Candidate respects and protects student rights in all of the following areas: -Accessibility -Independence -Equal opportunity -Safeguarding student rights	Candidate respects and protects student rights in two of the following areas: -Accessibility -Independence -Equal opportunity -Safeguarding student rights	Candidate respects and protects student rights in one of the following areas: -Accessibility -Independence -Equal opportunity -Safeguarding student rights	Candidates does not respect and protects student rights in any of the following areas: -Accessibility -Independence -Equal opportunity -Safeguarding student rights

E6 Ethical Practice / Confidentiality / Advocacy - Personal Integrity

4 Exceeds Expectation	3 At Expectation	2 Approaching Expectation	1 Below Expectation
Candidate never uses professional relationships with students for personal or financial gain.			Candidate uses professional relationships with students for personal or financial gain.

P1 Professional Practice - Dress Code

4 Exceeds Expectation	3 At Expectation	2 Approaching Expectation	1 Below Expectation
Dress always conforms with all Milligan and clinical experience dress code policies AND Clothes and person are clean.	One instance of minor dress code violation without prior Milligan instructor approval (e.g. wearing a school t-shirt or jeans for a special event) AND Clothes and person are clean.	Two instances of minor dress code violation without prior Milligan instructor approval (e.g. wearing a school t-shirt or jeans for a special event) AND Clothes and person are clean.	One instance of major dress code violation without prior Milligan instructor approval (e.g. would be considered inappropriate dress for a student of the school) OR Three or more instances of minor dress code violation without Milligan instructor approval OR Clothes and person are NOT clean.

P2 Professional Practice - Collaboration

4 Exceeds Expectation	3 At Expectation	2 Approaching Expectation	1 Below Expectation
Candidate is a "team player" and demonstrates this by taking initiative in working with others, makes positive contributions to the team, and demonstrates a positive attitude.	Candidate is a "team player" and demonstrates this by taking initiative in working with others and demonstrates a positive attitude.	Candidate is a "team player" and demonstrates this with a positive attitude.	Candidate has difficulty working as part of a team.

P3 Professional Practice - Communication

4 Exceeds Expectation	3 At Expectation	2 Approaching Expectation	1 Below Expectation
Candidate communicates effectively with students, families. and colleagues.	Candidate communicates effectively with students and families.	Candidate communicates effectively with students.	Candidate does not communicate effectively with students.

P4 Professional Practice - Feedback

4 Exceeds Expectation	3 At Expectation	2 Approaching Expectation	1 Below Expectation
Accepts feedback in a professional manner as evidenced by always showing appreciation (e.g. saying "thank-you," asking follow-up questions, etc.) **AND** Actively seeks opportunities for feedback from instructors/supervisors/ mentors.	Accepts feedback in a professional manner as evidenced by always showing appreciation (e.g. saying "thank-you," asking follow-up questions, etc.).	On a single occasion, the candidate has difficulty accepting feedback (e.g. making excuses, blaming others, becoming angry/upset, etc.).	On more than one occasion, the candidate has difficulty accepting feedback (e.g. making excuses, blaming others, becoming angry/upset, etc.).

P5 Professional Practice - Punctuality

4 Exceeds Expectation	3 At Expectation	2 Approaching Expectation	1 Below Expectation
Arrives on time to all class or clinical experience sessions.	One late arrival to class or clinical experience with: Prior notification **AND** Approved reason.	One late arrival to class or clinical experience with: Prior notification **OR** Approved reason.	One late arrival to class or clinical experience with: No prior notification **AND** No approved reason; **OR** Two late arrivals to classes or clinical experiences.

P6 Professional Practice - Time Management

4 Exceeds Expectation	3 At Expectation	2 Approaching Expectation	1 Below Expectation
Candidate shows appropriate time management by completing all assignments/projects before deadline **AND** Shows organization by making sure all assignments/projects are arranged in a clear and understandable way.	Candidate shows appropriate time management by completing all assignments/projects before deadline.	Candidate submits one assignment past the deadline without prior instructor approval.	Candidate submits more two or more assignments past the deadline without prior instructor approval.

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P7 Professional Practice - Flexibility

4 Exceeds Expectation	3 At Expectation	2 Approaching Expectation	1 Below Expectation
Candidate shows flexibility and displays a positive attitude when unexpected needs arise **AND** demonstrates the ability to change plans during these situations.	Candidate shows flexibility and displays a positive attitude when unexpected needs arise.	Candidate shows flexibility when unexpected needs arise.	Candidate fails to adjust plans when unexpected needs arise.

P8 Professional Practice - Cultural Responsiveness

4 Exceeds Expectation	3 At Expectation	2 Approaching Expectation	1 Below Expectation
Professional practices respect beliefs and cultural background of students **AND** Professional practices respect educational, personal, and social needs.	Professional practices respect beliefs and cultural background of students.	Professional practices **DO NOT** consistently respect beliefs, and cultural background of students.	Professional practices **DO NOT** respect beliefs, and cultural background of students.

P9 Professional Practice - Programmatic Changes Based on Data

4 Exceeds Expectation	3 At Expectation	2 Approaching Expectation	1 Below Expectation
Candidate demonstrates the ability to interpret, plan, and make programmatic changes based on data	Candidate demonstrates the ability to interpret and make programmatic changes based on data	Candidate demonstrates the ability to interpret data.	Candidate does not use data.

P10 Professional Practice - Technology

4 Exceeds Expectation	3 At Expectation	2 Approaching Expectation	1 Below Expectation
Candidate demonstrates technology use that is in compliance with district and Milligan College technology policies **AND** Refrains from posting about students and mentors on social media **AND** Refrains from "friending" students on social media.	Candidate demonstrates technology use that is in compliance with district technology policy. **AND** Refrains from posting about students and mentors on social media **AND** Refrains from "friending" students on social media.	Candidate demonstrates technology use that is in compliance with district technology policy. **AND** Refrains from posting about students and mentors on social media.	Candidate demonstrates compliance with district technology policy.

TEAM Observation Guidance Documents: Cover Sheet

BACKGROUND
Certain subgroups of educators, which are listed in the table below, operate in unique situations that may require additional attention to apply the TEAM evaluation model with fidelity and provide educators with meaningful feedback. As such, we have conducted numerous focus groups, with educators working in these areas, to develop additional guidance to support evaluation. The accompanying documents are meant to serve as an instructive, although not exhaustive, list of areas to which administrators should direct additionalattention based on the unique instructional or service setting of the educator. These are meant to supplement, not replace, the TEAM evaluation rubric. Together, the pre-observation questions, key areas for gathering evidence, examples of evidence and artifacts, and examples of excellence present an evaluator with additional resources to use to conduct high-quality evaluations.

COMPONENTS

The accompanying documents for each educator group are broken down into two components.
 	
1. The *Observation Guidance* document provides:
 • a quick glance at some guiding questions and overarching concerns for each educatorgroup; and
 • examples of pre-observation questions, key areas to focus evidence gathering, andexamples of appropriate evidence/artifacts the evaluator may collect.
  ○ **NOTE:** Key areas for evidence are not intended to replace the indicators in theTEAM evaluation model, but rather are more detailed guidelines for evaluatingindicators that educators have identified as particularly tricky to observe.
2. The *Observation Support* document provides:
 • additional context for the evaluator when considering the responsibilities of each educator,
 • detailed examples to illuminate some of the key indicators and areas for evidence, and
 • a platform for meaningful discussion between educators and evaluators around bestpractices.
  ○ **NOTE:** This can be especially useful for structuring pre-conference discussions.

Available observation guidance documents include:

GENERAL EDUCATOR RUBRIC	SCHOOL SERVICES PERSONNEL RUBRIC
• Alternative Educators • College, Career and Technical Educators (CCTE) • Early Childhood Educators • Pre-K Educators • Early Literacy K-3 Educators • Gifted Educators • Interventionists • Online Educators • Special Educators	• School Audiologists • School Counselors • School Psychologists • School Social Workers • Speech/Language Pathologists (SLP) • Vision Specialists

TEAM Observation Guidance: School Counselors

PRE-OBSERVATION QUESTIONS
1. **How do you coordinate services for students and families?**
2. **How do you keep the school and your stakeholders aware of changes to the counseling program?**
3. **What system of consultation do you use?**
4. **In what ways do you ensure that the counseling program is personally meaningful to stakeholders?**
5. **What type of data do you use in planning and delivering your comprehensive school counseling program?**
6. **How does your comprehensive school counseling program impact student achievement?**
7. **In what ways do you deliver a comprehensive school counseling program?**

KEY AREAS FOR EVIDENCE
1. Planning of Services – Scope of Work   • Counselor utilizes school and student data to set specific and measurable annual goals for the counseling program.   • Counselor conducts an annual needs assessment to identify strengths and opportunities for program growth and effectiveness.   • Counselors spends the majority of time in direct and student support services to students.
2. Delivery of Services—Standards and Objectives   • Counselor uses school counseling standards to assess student growth and development and guide the development of strategies, activities, and services that help students achieve their highest potential.   • Counselor delivers large group, classroom, and school-wide curricula designed to help students achieve mastery of counseling standards appropriate for their developmental level.   • Utilizes action plans and program results reports to align counseling standards to services and measure the impact of the counseling program.
3. Delivery of Services—Activities and Materials   • Counselor delivers large group, classroom, and school-wide curricula designed to help students achieve mastery of counseling standards appropriate for their developmental level.   • Counselor utilizes individual student appraisal and advisement to help all students plan, monitor, and manage their own learning.   • Counselor provide individual and group counseling to address students' immediate needs and concerns and resolve academic, social and emotional, or college and career issues that are interrupting learning.   • Counselor provides support and assistance to students and school community to navigate critical and emergency situations.   • Counselor makes students and families aware of school and community resources that can provide additional information or assistance to help students be successful.
4. Delivery of Services—Developing Educational Plans for Students   • Counselor utilizes individual student appraisal and advisement to help all students plan, monitor, and manage their own learning.   • Counselor analyzes school achievement, attendance, and discipline data to identify impact of the counseling program on student development and growth.   • Counselor examines program results data and stakeholder feedback to determine the extent of change in student learning and behavior and mastery of counseling standards.
5. Environment—Professional Content Knowledge   • Counselor consults the school counselor competencies and ethical standards to guide decision making, professional growth, and ensure students have access to a high quality school counseling program.   • Counselor assesses professional skills to determine a professional growth plan

• Counselor responsibilities align to the school counselor's training and expertise so that all students will benefit from the counseling program as well as master the school counseling standards.
6. Environment—Respectful Culture • Counselor has worked with stakeholders to develop clear rules and expectations for behavior that sets high expectations for all students and holds them accountable for their actions. • Counselor practices regularly incorporate student interests and cultural heritage. • Counselor communications with students/stakeholders are consistently varied, of high quality, and demonstrate caring and respect for one another.

EXAMPLES OF EVIDENCE/ARTIFACTS	
• **Portfolios**	• Post-secondary/graduation plans
• **Needs assessments**	• Training agendas
• **Program management agreements**	• Program goals (MEASURE)
• **Action plans/results reports**	• Written/electronic communication
• **504 plans**	• School improvement plan
• **Advisory council meeting agenda**	• Group counseling lesson plan

TEAM Observation Support: School Counselors

The evaluator will need to look more broadly at the school counselor than the classroom teacher, as the counselor is tasked with serving hundreds of students/stakeholders in a unique service setting. Counselorroutines may vary at each school, and as such, the pace and structure of services may differ among schoolsites.

I. ENVIRONMENT

EXAMPLE—MANAGING STUDENT BEHAVIOR
The School Environment—Managing Student Behavior:
The counselor receives a referral from a teacher regarding student behavior. The counselor does informal observation in class for a baseline of behaviors. The counselor meets with the student to discuss problematic behavior and engage in a participatory problem-solving process to generate possible solutions to help the student. Based on this discussion, the counselor works with the student and teacher to devise a behavior contract that is mutually agreeable to all parties. The student meets with the teacher, parents, and the counselor to review and sign the contract and discuss implementation of the behavior plan. The counselor follows up several times with the student, the teacher, and the parents in order to ensure that the contract is being implemented withfidelity. The counselor thoughtfully uses this feedback to make adjustments where necessary. The counselor provides additional resources for both the classroom teacher and the parent.

II. DELIVERY OF SERVICES

EXAMPLE—COMMUNICATION
Delivery of Services—Communication:
The counselor leads a parent meeting in a professional manner by hosting the meeting in a comfortable atmosphere, modeling expected behavior, presenting parents with updated documents,and maintaining a calm demeanor. The counselor stays on task throughout the meeting and deftly redirects the focus of the conversation to the topic at hand. The counselor pushes students and parents to actively participate in the problem-solving process and encourages thoughtful reflection.

If a parent or student becomes upset, the counselor handles the situation calmly and professionally. Before ending the meeting, the counselor works with students and parents to come up with an actionable plan for next steps that is mutually agreeable.

EXAMPLE—CONSULTATION

Delivery of Services—Consultation:

A parent contacts the counselor to discuss recent changes in their child's behavior. The counselor pulls attendance, academic, and discipline information to help the parent determine if the issue is occurring at school, home, or both. The counselor shares child development information with the parent and works with the parent to come up with potential areas of discord that may be triggering the misbehavior. Throughout the meeting, the counselor makes sure that the parent is actively engaged in problem solving to ensure investment in the agreed upon strategies that will be used to address the issue. The counselor makes the parent aware of services that are available to the student in school as well as community resources and services that may be beneficial. The counselor works with the parent to come up with an action plan and schedules a concrete date for follow-up. The counselor follows up with the parent to provide any additional support and/or information as needed. All of these communications are clearly noted in a parent contact log.

EXAMPLE—SERVICE STRUCTURE AND PACING

Delivery of Services—Service Structure and Pacing:

A teacher contacts the counselor to let him/her know about a student with an immediate need. The counselor promptly pulls relevant information (e.g., attendance data, behavior records, previous contact, etc.) and arranges a meeting with that student as soon as possible. The counselor is able to utilize a variety of targeted intervention strategies to help address the issues facing the specific student. The counselor is able to connect the student's family to community resources and sets up a time for a meeting with the student and family. The student is able to leave the initial consultation with concrete, actionable next steps and a plan to effectively address the crisis. Highly effective pacing allows the counselor to meet the immediate stakeholder needs.

EXAMPLE—KNOWLEDGE OF STUDENTS

Delivery of Services—Knowledge of Students:

Counselor assists in interpreting student records to identify appropriate and targeted interventions for specific students on his/her caseload. Counselor makes numerous concerted efforts to better understand the cultural background, home life, and other relevant contextual factors of students with which he/she works on a regular basis (e.g., this may include attending cultural diversity workshops, poverty simulations, or other similar trainings to increase sensitivity to specific needs). As a result, students are able to receive specific feedback that aligns with their individual needs.
Additionally, counselor works diligently to understand the student body as a whole and develop programming and services to best meet their needs. This overall knowledge allows students to have an increased level of comfort and will improve the chances of their seeking help from the counselor in the future.

School Services Personnel Rubric: Planning of Services

	Significantly Above Expectations (5)	**At Expectations (3)**	**Significantly Below Expectations (1)**
Scope of Work	Scopes of work include all of the following: • measurable and explicit goals; • services, activities, materials, assessments, etc. aligned to school improvement goals; • appropriate scope and sequence based on the needs of the school and/or students; • evidence that scopes of work are chronologically and developmentally appropriate to meet school and/or student needs; and • evidence that services provide for regular opportunities to accommodate school, student, and stakeholder needs.	Scopes of work include most of the following: • measurable and explicit goals; • services, activities, materials, assessments, etc. aligned to school improvement goals; • appropriate scope and sequence based on the needs of the school and/or students; • evidence that scopes of work are chronologically and developmentally appropriate to meet school and/or student needs; and • evidence that services provide for regular opportunities to accommodate school, student, and stakeholder needs.	Scopes of work include little of the following: • measurable and explicit goals; • services, activities, materials, assessments, etc. aligned to school improvement goals; • appropriate scope and sequence based on the needs of the school and/or students; • evidence that scopes of work are chronologically and developmentally appropriate to meet school and/or student needs; and • evidence that services provide for regular opportunities to accommodate school, student, and stakeholder needs.
Analysis of Work Products	• School and/or student data are regularly used to create work products. • Work products are regularly analyzed and revised based on changing needs of school, student, and/or stakeholders.	• School and/or student data are often used to create work products. • Work products are sometimes analyzed and revised based on changing needs of school, student, and/or stakeholders.	• School and/or student data are not used to create work products. • Work products are not analyzed and revised based on changing needs of school, student, and/or stakeholders.
Evaluation of Services and/or Program	• Educator conducts an annual comprehensive evaluation of the services/programs delivered throughout the year. • Educator routinely collaborates with stakeholders to evaluate and improve services and programs.	• Educator conducts a basic annual evaluation of the services/programs delivered throughout the year. • Educator sometimes collaborates with stakeholders to evaluate and improve services and programs.	• Educator does not conduct an annual evaluation of the services/programs delivered throughout the year. • Educator seldom collaborates with stakeholders to evaluate and improve services and programs.

School Services Personnel Rubric: Environment

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Expectations	• Educator always sets high expectations for every student. • Educator always creates opportunities where all students/stakeholders can successfully participate. • Most students/stakeholders take initiative to benefit from the service delivery plan. • Educator always optimizes service delivery time, provides appropriate materials, and encourages better participation from every student/stakeholder.	• Educator usually sets high expectations for every student. • Educator often creates opportunities where all students/stakeholders can successfully participate. • Some students/stakeholders take initiative to benefit from the service delivery plan. • Educator usually optimizes service delivery time, provides appropriate materials, and encourages better participation from every student/stakeholder.	• Educator rarely sets high expectations for every student. • Educator rarely creates opportunities where all students/stakeholders can successfully participate. • Few students/stakeholders take initiative to benefit from the service delivery plan. • Educator rarely optimizes service delivery time, provides appropriate materials, and encourages better participation from every student/stakeholder.
Managing Student Behavior	• Students are consistently well-behaved and on task. • Educator and students establish clear rules for behavior. • The educator uses a variety of effective techniques to maintain appropriate student behavior.	• Students are mostly well-behaved and on task, although some minor distractions may occur. • Educator establishes clear rules for behavior. • The educator uses some techniques to maintain appropriate student behavior.	• Students are not well-behaved and on task. • Educator establishes few rules for behavior. • The educator uses few techniques to maintain appropriate student behavior.
Environment	The workspace: • welcomes all members and guests, • is organized and understandable to all students/stakeholders, • provides supplies, equipment, and resources that are easily and readily accessible, and • is arranged to promote individual and group participation.	The workspace: • welcomes most members and guests, • is organized and understandable to most students/stakeholders, • provides supplies, equipment, and resources that are accessible, and • is arranged to promote individual and group participation.	The workspace: • is somewhat cold and uninviting, • is not well organized and understandable to students/stakeholders, • has supplies, equipment, and resources that are difficult to access, and • is not arranged to promote individual and group participation.
Respectful Culture	• Educator-student/stakeholder interactions demonstrate caring and respect for one another. • Students/stakeholders exhibit caring and respect for one another. • Educator seeks out and is receptive to the interests and opinions of all students/stakeholders.	• Educator-student/stakeholder interactions are generally friendly, but may reflect occasional inconsistencies, favoritism, or disregard for cultural differences. • Students/stakeholders exhibit respect for the educator and are generally polite to each other. • Educator is sometimes receptive to the interests and opinions of students/stakeholders.	• Educator-student/stakeholder interactions are sometimes authoritarian, negative, or inappropriate. • Students/stakeholders exhibit disrespect for the educator. • Educator is not receptive to interests and opinions of students/stakeholders.

School Services Personnel Rubric: Delivery of Services

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Standards and Objectives	• Professional objectives and state standards are regularly explicitly included in delivery plan. • Objectives are regularly aligned and logically sequenced to the service delivery plan. • Expectations for student outcomes are always clear. • There is evidence that nearly all stakeholders understand the objective(s) of the delivery plan.	• Professional objectives and state standards are usually explicitly included in delivery plan. • Objectives are mostly aligned and logically sequenced to the service delivery plan. • Expectations for student outcomes are usually clear. • There is evidence that most stakeholders understand the objective(s) of the delivery plan.	• Professional objectives and state standards are seldom explicitly included in delivery plan. • Objectives are inconsistently aligned and/or illogically sequenced to the service delivery plan. • Expectations for student outcomes are not clear. • There is evidence that few stakeholders understand the objective(s) of the delivery plan.
Motivating Students	• The educator consistently organizes services so that they are personally meaningful and relevant to stakeholders. • The educator consistently reinforces and rewards effort.	• The educator usually organizes services so that they are personally meaningful and relevant to stakeholders. • The educator sometimes reinforces and rewards effort.	• The educator rarely organizes services so that they are personally meaningful and relevant to stakeholders. • The educator does not reinforce and reward effort.
Delivery of Professional Services	Services always include: • modeling by the educator to demonstrate his or her performance expectations, • logical sequencing and segmenting, • all essential information, and • no irrelevant, confusing, or non-essential information.	Services most of the time include: • modeling by the educator to demonstrate his or her performance expectations, • logical sequencing and segmenting, • all essential information, and • no irrelevant, confusing, or non-essential information.	Services rarely include: • modeling by the educator to demonstrate his or her performance expectations, • logical sequencing and segmenting, • all essential information, and • relevant, coherent, or essential information.
Service Structure and Pacing	• All services are appropriately responsive. • Pacing provides many opportunities for individual stakeholder needs. • Routines for materials and/or information are seamless.	• Most services are appropriately responsive. • Pacing provides some opportunities for individual stakeholder needs. • Routines for materials and/or information are efficient.	• Few services are appropriately responsive. • Pacing provides few opportunities for individual stakeholder needs. • Routines for materials and/or information are inefficient.

School Services Personnel Rubric: Delivery of Services

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Activities and Materials	Activities and materials do most of the following <u>as appropriate</u>: • support the services and/or program, • challenge, • sustain student/stakeholder's attention, • elicit a variety of thinking, • provide time for reflection, • are relevant to students'/stakeholders' lives, • provide students/stakeholders with choices, • incorporate multimedia and technology, • incorporate resources beyond the school curriculum, and • encourage self-direction and self-monitoring.	Activities and materials do several of the following <u>as appropriate</u>: • support the services and/or program, • challenge, • sustain student/stakeholder's attention, • elicit a variety of thinking, • provide time for reflection, • are relevant to students'/stakeholders' lives, • provide students/stakeholders with choices, • incorporate multimedia and technology, • incorporate resources beyond the school curriculum, and • encourage self-direction and self-monitoring.	Activities and materials do few of the following <u>as appropriate</u>: • support the services and/or program, • challenge, • sustain student/stakeholder's attention, • elicit a variety of thinking, • provide time for reflection, • are relevant to students'/stakeholders' lives, • provide students/stakeholders with choices, • incorporate multimedia and technology, • incorporate resources beyond the school curriculum, and • encourage self-direction and self-monitoring.
Communication	• Educator communications are consistently varied and high quality, providing for a balanced mix of communication methods including, but not limited to written, oral, electronic, etc. • Questions are consistently purposeful and coherent. • Communications methods often lead to further inquiry and self-directed learning.	• Educator communications are often varied and high quality, providing for a balanced mix of communication methods including, but not limited to written, oral, electronic, etc. • Questions are usually purposeful and coherent. • Communications methods sometimes lead to further inquiry and self-directed learning.	• Educator communications are inconsistently varied and high quality, not providing for a balanced mix of communication methods including, but not limited to written, oral, electronic, etc. • Questions are rarely purposeful and coherent. • Communications methods seldom lead to further inquiry and self-directed learning.
Consultation	• Consultation is consistently focused, frequent, and high quality. • Consultation is always appropriate to meet student/stakeholder needs. • Feedback is regularly used to monitor and adjust programs and services.	• Consultation is mostly focused, frequent, and high quality. • Consultation is usually appropriate to meet student/stakeholder needs. • Feedback is often used to monitor and adjust programs and services.	• Consultation is not consistently focused, frequent, or high quality. • Consultation is inappropriate to meet student/stakeholder needs. • Feedback is rarely used to monitor and adjust programs and services.
Developing Educational Plans for Students	• Educator regularly contributes to short- and long-term plans for individual students. • Educator regularly analyzes data to make recommendations for students' educational plan. • Educator regularly consults with stakeholders to assist in development and refinement of students' educational plans.	• Educator sometimes contributes to short- and long-term plans for individual students. • Educator sometimes analyzes data to make recommendations for students' educational plan. • Educator sometimes consults with stakeholders to assist in development and refinement of students' educational plans.	• Educator seldom contributes to short- and long-term plans for individual students. • Educator seldom analyzes data to make recommendations for students' educational plan. • Educator seldom consults with stakeholders to assist in development and refinement of students' educational plans.

School Services Personnel Rubric: Delivery of Services

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Professional Content Knowledge	• Educator displays extensive content knowledge of all the programs/services he or she delivers. • Educator regularly implements a variety of professional strategies to enhance program/service delivery.	• Educator displays accurate content knowledge of all the programs/services he or she delivers. • Educator often implements a variety of professional strategies to enhance program/service delivery.	• Educator displays limited content knowledge of all the programs/services he or she delivers. • Educator rarely implements a variety of professional strategies to enhance program/service delivery.
Knowledge of Students	• Educator practices display a strong understanding of each student's individual needs. • Educator practices regularly incorporate student interests and cultural heritage.	• Educator practices display some understanding of each student's individual needs. • Educator practices sometimes incorporate student interests and cultural heritage.	• Educator practices display limited understanding of each student's individual needs. • Educator practices rarely incorporate student interests and cultural heritage.
Organization of Services	• The educator consistently provides a thoroughly developed, defined, and comprehensive scope of services. • Educator regularly utilizes school and/or student data to inform the organization of services. • Educator regularly uses self-reflection and evaluation to refine organization of services.	• The educator usually provides a thoroughly developed, defined, and comprehensive scope of services. • Educator usually utilizes school and/or student data to inform the organization of services. • Educator usually uses self-reflection and evaluation to refine organization of services.	• The educator rarely provides a thoroughly developed, defined, and comprehensive scope of services. • Educator rarely utilizes school and/or student data to inform the organization of services. • Educator rarely uses self-reflection and evaluation to refine organization of services.
Problem-Solving	The educator regularly implements activities that positively impact school data, including the following (as applicable): • discipline referrals, • attendance, • student achievement, • graduation rate, • promotion rate, • school climate, • course enrollment patterns, and • CTE on-time completers.	The educator usually implements activities that positively impact school data, including the following (as applicable): • discipline referrals, • attendance, • student achievement, • graduation rate, • promotion rate, • school climate, • course enrollment patterns, and • CTE on-time completers.	The educator seldom implements activities that positively impact school data, including the following (as applicable): • discipline referrals, • attendance, • student achievement, • graduation rate, • promotion rate, • school climate, • course enrollment patterns, and • CTE on-time completers.

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Professional Growth and Learning	• Uses feedback from observations and self-assessment to significantly improve performance in identified areas of need • Consistently prepared and highly engaged in professional learning opportunities • Engages in evaluation process with eagerness by seeking out feedback from both supervisors and colleagues • Consistently self-reflects on evidence of instruction, accurately matching evidence to the rubric in both areas of strength and areas of growth	• Uses feedback from observations and self-assessment to implement and reflect on personal improvement strategies • Prepared and engaged in professional learning opportunities • Engages in evaluation process with evidence of focus on improving practice and openness to feedback • Self-reflections on evidence on instruction largely match the expectations of the rubric	• Inconsistently uses feedback from observations to improve and demonstrates little evidence of growth on targeted indicators • Unprepared or disengaged in professional learning opportunities provided • Engages in evaluation process without evidence of focus on continuous improvement of practice. • Self-reflections do no match the expectations of the rubric or assessment of the evaluator

Use of Data	• Systematically and consistently utilizes formative and summative school and individual student achievement data to:
	   ○ Analyze the strengths and weaknesses of all his/her students,
	   ○ Plan, implement, and assess instructional strategies to increase student achievement and decrease achievement gaps between subgroups of students
	   ○ Plan future instructional units based on the analysis of his/her students' work
	   ○ Reflect on use of instructional strategies that led or impeded student learning
		• Utilizes student achievement data to address strengths and weaknesses of students and guide instructional decisions to increase student achievement
		• Analyzes student work to guide planning of instructional units
			• Rarely utilizes student achievement data to address strengths and weaknesses of students to guide instructional decisions related to student achievement

School and Community Involvement	• Regularly organizes and leads school activities and events that positively impact school results and culture • Always adheres to school and district personnel policies and serves as a leader and model for others • Regularly works with peers to contribute to a safe and orderly learning environment and actively facilitates improvement in school-wide culture	• Regularly supports and contributes to school activities and events • Regularly adheres to school and district personnel policies • Regularly works with peers to contribute to a safe and orderly learning environment	• Rarely supports school activities and events. • Inconsistently adheres to school and district personnel policies • Rarely works with peers to contribute to a safe and orderly learning environment

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	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Leadership	Actively and consistently contributes to the school community by assisting and/or mentoring others, including successful engagement in three or more of the following: • Collaborative planning with subject and/or gradelevel teams • Actively leading in a professional learning community • Coaching/mentoring • Supervising clinical experiences • Leading data-driven professional opportunities	Contributes to the school community by assisting others, including at least two of the following: • Collaborative planning with subject and/or gradelevel teams, • Actively participating in a professional learning community, • Coaching/mentoring • Supervising clinical experiences	Inconsistently contributes to the school community by assisting and/or mentoring others

School Counseling Candidate Concern

Candidate:
_____

Date:
_____

Notice Filed by:
_____

The purpose of this form is to document incidents of concern and to develop a plan to alleviate the concern, leading to professional growth. The individual who completes this form will give a copy of this notice to the student, and the Education Field Placement Coordinator. The student and his/her supervisor will address the concerns through the developmental plan of action. If the supervisor is not satisfied with the evidence of effectiveness, the Education Field Placement Coordinator will intervene. Failure to correct areas of concern may impede progress through the program at Milligan.

Areas of Concern:

A. Planning Ability
___ difficulty in writing effective long range and/or daily plans
___ difficulty planning lessons that are developmentally appropriate
___ insufficient content knowledge
___ lack of organization
___ inadequate writing and/or speaking skills
___ other (please describe) Comments:

B. Relationships
___ difficulty relating to students
___ difficulty in assessing student capabilities
___ is not involving all students in the teaching/learning process
___ maintains a professional/appropriate school counselor – pupil relationship
___ other (please describe) Comments:

C. Classroom Management
___ lack of management skills
___ inability to maintain a climate for learning
___ is unable to anticipate problems
___ approach to management not developmentally appropriate
___ other (please describe) Comments:

D. Professional and Personal Dispositions
  ___ lack of professional image – inappropriate dress
  ___ seeming lack of reflection
  ___ tardiness and/or excessive absences
  ___ does not accept criticism well
  ___ difficulty relating to peers/staff
  ___ other (please describe) Comments:

Plan of Action

Candidate:
_____

Date:
_____

Concern:

Proposed Solution:

Evidence of Effectiveness:

Follow-up consultation, scheduled for_____:
                  (date)

Candidate's Signature:
_____

Supervisor's Signature:
_____

Education Field Placement Coordinator or Director of the MSC Program Signature:

_____

SC Candidate Memorandum of Understanding

Milligan University School Counseling Program

I,_____, have received and read a copy of the Initial

Licensure Handbook and realized that it is my responsibility to adhere to the policies and procedures

as outlined in the Handbook.

Printed Name:

_____

Signature:

_____

Date:

_____

Other General Information

Financial Information

Please refer to Milligan University's Catalog for complete information; or email Stacy Shankle at SRShankle@milligan.edu.

Classroom Facilities

On-campus MSC classes will be held on the Milligan campus during late afternoon and evening hours. MSC classrooms are equipped with multimedia equipment. A wireless system allows all students to be directly connected with the computer network during class.

Information Technology

Canvas Course Management System

An important element in the delivery of course material as well as the communication among students and faculty during the periods between formal classes is the computer network. Milligan has long had an excellent computer network, software for course delivery, library resources available on-line, and support for the network from trained professionals.

On campus, MSC students will have wireless technology to allow their individual laptops to function as a computer laboratory. Off campus, students will have access to one another and to faculty via *Canvas* course management software, which is available by means of internet connection. *Canvas* provides many benefits, including on-line access to course syllabi, grades, discussion forums for each major course topic and personal digital drop boxes for assignment submission, as well as other communication tools. Instructions for accessing and using *Canvas*, as well as individual logon/password information are provided at program orientation.

Because dependable access to reliable information is paramount in a college education, the Office of Information Technology (IT) maintains Internet and intranet connectivity, as described in the University Catalog (p. 21). The IT staff maintains several computer labs on campus with fixed and mobile workstations available for student use. IT also maintains a help desk for technical problems, available by phone or e-mail, as well as online tutorials and other support information for all students, staff, and faculty. Many classes use the Canvas course management system to enhance learning through online discussions and chats, administer assessments, track progress and provide resources that are accessible on- or off-campus. Both residential and non-residential students can also contact the other academic support services through specific website links or e-mail. The Canvas course management system also serves as the platform for all online classes at the university.

The University employs a full-time institutional technologist who provides ongoing support for faculty in development of online course content, online pedagogy, and other instructional technologies. The instructional technologist assists in the development and implementation of training sessions for faculty, staff and students on the use of applications involving computer technology. The instructional technologist reports to the Vice President for Academic Affairs and Dean.

Self Service

Students can view information about their academic record and student account in the university's student records database using the ID and password assigned to them for university network access. Among the information available to students are semester class schedules, the university catalog, mid-term and final grades, unofficial transcripts, and charges and credits to the student's account. Faculty, staff and students have a variety

of Canvas training opportunities available, including both instructor-led training sessions and self-guided tutorials. The instructor-led training opportunities for faculty and staff include:

- Monthly training sessions, held on campus at varied dates and times
- On demand training sessions via phone, in person, or virtually through GoToMeeting or Zoom

The instructor-led training opportunities for students include:

- A Canvas introduction session for all incoming MSC students at their program orientation
- On demand training or help sessions via phone, in person or virtually through GoToMeeting
- Instructor-requested, in-class training sessions for specific Canvas features helpful for students enrolled in their courses (i.e., how to use online real-time Web conferencing, the ePortfolio feature, or the Canvas mobile app, etc.)

All faculty, staff, and students have access to online self-guided training tutorials and documentation, which includes:

- A Canvas orientation course, specific to each user's role (instructor or student)
- Instructure's robust Web-based documentation and community support forums

Students and faculty have access to technology support from a variety of channels including:

- Help request hyperlinks located directly in every online Canvas course that will generate an online course help request and notify the campus Canvas administrator of the issue
- An online technology help desk managed by the Office of Information Technology, where users can submit a help desk request via email, or log in to the online help desk and submit help requests, view the status of their requests, or add notes to existing help requests
- In-person technology support on campus from the Office of Information Technology at the Kegley Computer Center Monday through Friday from 7:30AM to 5:00PM and from the instructional technologist in Derthick Hall Monday through Friday from 10:00AM to 7:30PM and on Friday from 10AM to 5PM.
- Phone-based technology support via the Help Desk hotline phone number during campus business hours and an emergency phone number for after-hours requests.

Students with Disabilities

Milligan Disability Statement: In accordance with the American Disabilities Act, Milligan is happy to provide academic accommodations for students with disabilities. If you have completed the accommodation request process, please contact Disability Services at DisabilityServices@milligan.edu to discuss the implementation of the accommodations. If you would like accommodations but have never submitted a formal request, refer to your catalog for instructions and contact the Disability Services email for the next step in the process.

Family Educational Rights and Privacy Act

The University makes every effort to keep student records in line with federal regulations. The Family Educational Rights and Privacy Act stipulate the guidelines by which the University makes decisions in regard to the release and use of student records. A copy of this Act may be obtained in the Student Development Office. Milligan follows the Family Educational Rights and Privacy Act in releasing any information. Only directory information, such as name, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most previous educational agency or institution attended by the student is released without the student's consent. Students may file a form in the Registrar's Office if they wish to be excluded from the directory. The directory is for use within the University. Anyone outside the University who desires student information is directed to the Registrar.

Mailing Address Policy

All students are responsible for keeping their permanent home mailing address and current local postal mailing

address up to date with the university. Students must notify the MSC Program Director or the Registrar's Office if their address changes.

Photo Release

From time to time our students and employees may be identified or photographed for publication, broadcast, transmission and/or electronic display by the news media or university public relations officials. Unless a written statement to the contrary is filed with the Office of Student Development at the beginning of the semester, students and employees of Milligan University waive their model rights to be photographed for the university's print and online publications without prior notice.

Student Complaint Policy

After all appropriate appeals processes have been exhausted at the departmental level, students may lodge formal complaints, in writing, as follows:

Student Affairs Issues (e.g. food service, student activities, athletics, spiritual life, and parking): Complaints should be directed to the Vice President for Student Development (Dean of Students).

Academic Affairs Issues (e.g., faculty, courses, schedules, transcripts, information technology, and registration): Complaints should be directed to the Vice President for Academic Affairs (Academic Dean)

Business Affairs Issues (e.g., financial aid, student accounts, bookstore, physical facilities and grounds): Complaints should be directed to the Vice President for Business and Finance.

The Vice President contacted will respond to complaints within a reasonable time.

Should the response be unsatisfactory, or should a complaint arise for an area not listed above, a formal written complaint may be submitted to the Office of the President.

General Campus Information

Vehicle/Parking Guidelines

Special Note for MSC students: On weekday evenings (after 3 p.m.) and all day Saturday and Sunday, there are no parking restrictions on campus. There is open parking after 3:00 p.m. on weekdays for all lots near Derthick Hall, the Student Center and Hardin (OT Lab), with the exception of handicap, fire lane and no parking areas. At all other times, commuters are to park in the following locations only:

- Along the right side of Hopwood Church
- Gravel parking lot behind Hopwood Church
- Lower lot behind Student Center
- Faculty Office Building lot
- Canyon parking lot located between Seeger Chapel and Steve Lacy Fieldhouse

Each motorized vehicle must be registered at orientation or in the Student Development Office. Please have the following information when you register: license tag/plate number, color, make, model, and year of your car(s). Temporary and handicap permits are available in the Student Development Office. Each vehicle driven/parked on campus must be registered. Operators of these vehicles are expected to learn and follow the driving/parking policies on campus. Violators of these policies are subject to fines, which must be paid in the Student Development Office within seven days or an additional $10 will be added and the fine will be placed on the student's account.

Milligan University Vehicle Liability Statement: Students should be aware that in the event of an auto accident involving their personal vehicle, the student's personal auto insurance is the primary carrier for any claims that might arise, even though the student may be driving to a university event, such as an athletic practice or game. Further, any liability that may arise as a result of having passenger(s) in the vehicle will also be covered by the student's personal auto insurance. As is often quoted in the insurance industry, "a vehicle's insurance follows the vehicle."

Campus Security

Milligan University contracts with a professional guard service to provide afterhours security. Between 8:00 a.m. and 5:00 p.m. weekdays, the Director of Campus Security is on duty to assist with campus law enforcement. Between 5:00 p.m. and 8:00 a.m. daily, at least one security officer is on duty (423-461-8912). These individuals conduct inspections of campus buildings and patrol the campus throughout the night. Security personnel have authority to enforce campus traffic policies, to request identification of any person on campus and to escort unauthorized persons from campus if necessary, to detain persons in violation of the law, and to fulfill such other responsibilities as may be appropriate in the performance of their duties. Campus security officers are equipped with cellular telephones to provide direct access by the community during the hours on duty. Officers are also equipped with two-way radio communication with the city police department to enlist their assistance should the need arise. Any crimes and/or thefts should be reported immediately to Campus Security.

Information relative to the Federal "Student Right to Know Campus Security Act" (Public Law 101-542), Federal "Drug-Free Schools and Communities Act" and Tennessee "College and University Security Information Act" is available in the Office of the Vice President for Student Development. This information includes campus crime statistics, Campus Security policies and procedures, and a drug-free policy statement.

Campus Contacts

The list below will help you in contacting specific departments directly.

Regarding	*Who to Contact*	*Office Location*	*Telephone*
President	Dr. Stephen Waers	Little Hartland	461-8710
VP of Academic Affairs	Dr. Rich Aubrey	Derthick 107	461-8720
Dean of Students	Kit Dotson	Student Center	461-8981
Registrar	Stacy Dahlman	Derthick 103	461-8788
Sr VP of Business & Finance	Jacqui Steadman Smith	McCown Cottage	461-8686
Counseling Center	Office Assistants	Taylor-Phillips House	461-8500
MSC Admissions	Stacy Shankle	Derthick 205A	461-8424
MSC Program director	Dr. Rebecca Sapp	Hardin 101	794-3071
Automobiles/Parking		Student Center	461-8760
Bookstore	Jack Presnell	Student Center	461-8733
Campus Minister	Brealle Davis	Student Center	461-8723
Facilities/Maintenance	Heather Mullins	Maintenance Bldg	461-8734
Financial Aid	Diane Keasling	McCown Cottage	461-8968
Info. Tech Help	IT Help Desk	Student Center	461-8704
Library	Mary Jackson	Library	461-8697
Security	Brent Nipper	Little Hartland	461-8740
Student Accounts	Stud. Financial Svcs.	McCown Cottage	461-8949

Transcripts/Records	Registrar's Office	Derthick 103	461-8788
Withdrawals	Dr. Rebecca Sapp	Hardin 101	794-3071

You may contact Dr. Rebecca Sapp, *MSC Program Director* (rlsapp@milligan.edu) **with any questions you may have about Milligan University or the MSC program. Further campus information for graduate students can also be found online at http://www.milligan.edu**

Classroom Locations

Unless otherwise notified, MSC courses are scheduled to meet in Hardin Hall or Derthick. If you need computer access, Derthick Hall 3rd floor computer lab has 25 computers available when classes are not using the lab. Derthick Hall is adjacent to Hardin Hall. Computers are also available in the library and Hardin Hall, 3rd floor.

- ▢ Traditional Computer Lab Academic Year Hours: (Due to COVID-19, lab hours may be limited)
  - o Mon – Thurs   7:30am – 11:00pm
  - o Fri   7:30am – 6:00pm
  - o Sat – Sun   6:00pm – 11:00pm

Campus Services & Hours

Bookstore

- ▢ Located in the McMahan Student Center - Jack Presnell, Manager
- ▢ Textbooks, gift items, fax machine and UPS shipping
  - o Textbooks can be ordered over the website or phone and shipped to your home or work
  - o Textbooks purchased through the bookstore may be charged to your student account
    MWF   8:00am – 5:00pm
    Tue,Thur   8:00am – 6:30pm (Closed on T/Th from 11-12 for chapel)
    http://www.bkstr.com/webapp/wcs/stores/servlet/StoreCatalogDisplay?catalogId=10001&langId=-1&demoKey=d&storeId=155905

Counseling Services

Local Counseling Resources

Crisis Stabilization Unit (Turning Point)
Address: 208 Unaka Ave, Johnson City, TN 37601
Hours: Available 24 hours a day
Phone: (423) 928-9062 Crisis Number: 877-928-9062

GracePointe Counseling Center
4132 Bristol Highway, Suite 5
Johnson City, TN 37601
(423) 283-4958
gracepcc.com

LifeStance Health
114 E. Unaka Ave.
Johnson City, TN 37601
Lifestance.com/location/johnson-city-tn
(865) 588-3173

Seeds of Hope Counseling
Address: 108 East Main Street, Suite 210B, Kingsport, Tennessee 37660
Phone: (423) 530-7042
Email: sohcounselingtn@gmail.com

Summit Counseling Services
Address: 217 East Market St. STE 100, Johnson City, TN 37601
Phone: (423) 207-3336
Email: referrals@summitcounselingtn.com

The Journey Center for Healing Arts, PLLC
Address: 2700 S Roan St Suite 435, Johnson City, TN 37601
Hours: M-F 10AM-6PM
Phone: (423) 408-8041

Thriveworks
Address: 100 5th St #310, Bristol, TN 37620
Hours: M-F 7:30AM-9PM Weekends: 8AM-5PM Phone: (423) 822-5099

Additional sites and counselor recommendations are available upon request.

Library Information

The P.H. Welshimer Memorial Library is a vital gathering place for studying and learning. In addition to its collection of print and media resources that support all the University's academic programs, the Library's website serves as a portal to a wide array of high quality electronic information resources, accessible on- or off-campus, 24 hours a day/7 days a week. Some key journal databases that Counseling students have access to through the Library website include *PsycINFO*, *Psychology and Behavioral Sciences Collection*, and *PsycARTICLES*. Qualified librarians are available to assist you with your resource and research needs through in-person consults, telephone, or online reference services.

The Library is a participating member in the shared online catalog of the Appalachian College Association's (ACA) Bowen Central Library of Appalachia. The Library also subscribes to *WorldCat,* an online catalog that gives Milligan students access, through our interlibrary loan service, to books, journal articles, and media from thousands of libraries worldwide.

In addition to the volumes in the library, the University has a lending and usage agreement with Emmanuel School of Religion and Sherrod Library at East Tennessee State University (ETSU). To obtain borrowing privileges at ETSU, a member of the Milligan Library staff must sign a Library Responsibility Form, which you fill out and present at the circulation desk at Sherrod Library. Forms are available from Jeff Harbin, User Services Librarian, during research desk hours. The Milligan Library does not act as an intermediary between Milligan patrons and ETSU. You are responsible for abiding by ETSU's policies, and returning all items directly to the Sherrod Library in a timely manner. Due to COVID-19, students are encouraged to check the library's website for current hours.

- Traditional Academic Year Hours for Library and Computer Center: Mon – Thur 8 a.m. – 12 midnight
    - Fri   8 a.m. – 5 p.m.
    - Sat   11 a.m. – 5 p.m.
    - Sun   2 p.m. – 12 midnight

Appendix A

Suggested Curricula and Course Sequence for all MSC options

Course Plan for Clinical Mental Health- General track

60 total hours   (6 elective hours)   (4- .5-hour IFLs required; 6 offered)

FALL 1st YEAR	Hrs	J-Term	Hrs	SPRING 1st YEAR	Hrs	MAY TERM 1st YEAR	Hrs	SUMMER 1st YEAR	Hrs
501 Counseling Skills Lab	1	610 Group	**3**	530 Child & Adult DX	3	580 Foundations of Add	3	680 Research Mthds	3
510 Intro to Couns	3			560 Assessment & Eval	3			600 IFL	.5
520 Theory & Practice	3			690-001 Practicum	3			(Elective?)	(3)
550M Legal & Ethical online	3			600 IFL	.5				
600 IFL	.5								
				Total	9-12.5				
Total	10.5	**Total**	3			**Total**	3	**Total**	3-6.5
FALL 2nd YEAR	Hrs			SPRING 2nd YEAR	Hrs	MAY TERM 2nd YEAR	Hrs	SUMMER 2nd YEAR	Hrs
540 Cultural Diversity	3			545 Trauma & Crisis	3	(Elective?)	(3)	648 Evdnc-Bsd Tech	3
625 Couples & Family	3			620 Career Coun	3			600 IFL	.5
645 C&Y Dev in Coun	3			692 Internship	1-3				
692 Internship	1, 2, or 3			600 IFL	.5				
600 IFL	.5			(Elective	(3)				
(Elective?)	(3)								
						Total	(?)	**Total**	3 or 3.5
Total	10- 15.5			**Total**	7-9.5				
Electives for Clinical Mental Health- General track									
630 Nature Therapy				535 Child Sex Abuse		660 C&E Arts		670 Theology & Christianity in Coun	
CMC 7070 Suffering & Christian Care				584 Phys & Pharm online		CMC 6020 Hum Sexuality			
CMC 6010 Ministry to Aging (odd yrs)									
PSYC 353 Theories of Personality (day)									

Course Plan for Clinical Mental Health- Addictions Counseling

60 total hours   (4- .5-hour IFLs required; 6 offered)

FALL 1st YEAR	Hrs	J-Term	Hrs	SPRING 1st YEAR	Hrs	MAY TERM 1st YEAR	Hrs	SUMMER 1st YEAR	Hrs
501 Counseling Skills Lab	1	610 Group	**3**	530 Child & Adult DX	3	580 Foundations of Add	3	680 Research Mthds	3
510 Intro to Couns	3			560 Assessment & Eval	3			600 IFL	.5
520 Theory & Practice	3			690-001 Practicum	3				
550M Legal & Ethical online	3			600 IFL	.5				
600 IFL	.5								
Total	10.5	**Total**	3	**Total**	9.5	**Total**	3	**Total**	3-3.5
FALL 2nd YEAR	Hrs			SPRING 2nd YEAR	Hrs	MAY TERM 2nd YEAR	Hrs	SUMMER 2nd YEAR	Hrs
540 Cultural Diversity	3			545 Trauma & Crisis	3			648 Evdnc-Bsd Tech	3
625 Couples & Family	3			620 Career Coun	3			600 IFL	.5
645 C&Y Dev in Coun	3			692 Internship	1-3			**693** Internship	1-3
692 Internship	1, 2, or 3			584 Phys & Pharm online	3				
582 Clinical Interventions	3								
				Total	9.5-12.5			**Total**	3-6.5
Total	13--15								

90

Course Plan for School Counseling

48/54 total hours

For students entering that do not have a current TDOE license: EDUC 530M: Education of Exceptional Children is required, as well as EITHER EDUC 520: Secondary Methods OR EDUC 576A: Elementary Methods.

Students are required to take 4 sections of IFL, total of 2 credit hours.

FALL 1st YEAR	Hrs	J Term	Hrs	SPRING 1st YEAR	Hrs	SUMMER 1st YEAR	Hrs	
501 Coun Skills Lab	1	610 Group	3	530 Child & Adult Dx	3	680 Research Mthds	3	
555 Prof School Coun	3			560 Assessment & Eval	3			
520 Theory & Practice	3			690-002 Practicum	3	EDUC520	3	**OR**
550M Legal & Ethical online	3			600 IFL *	.5	EDUC 576A	3	
EDUC 641M online	3			EDUC 530M online	3			
						600 IFL *	.5	
Total	13	**Total**	3	**Total**	12.5	**Total**	6.5	

FALL 2nd YEAR	Hrs			SPRING 2nd YEAR	Hrs	SUMMER 2nd YEAR (if needed)	Hrs
540 Cultural Div.	3			620 Career Couns	3		
645 C & Y Dev. In Coun	3			545 Trauma, Crisis, & Grief	3		
691 Internship	3			691 Internship	3		
600 IFL*	.5			600 IFL *	.5		
Total	9 .5			**Total**	9.5	**Total**	

The School Counseling Praxis (5422) must be taken and passed prior to enrolling in and being placed for SC Internship I. It is recommended that the Praxis be taken at the end of Practicum. At Praxis registration, scores should be sent to both Milligan University and The Tennessee Department of Education.

Course Plan for Clinical Mental Health/School Counseling Dual Track

72 total hours: includes separate internships for CMHC and School Counseling; For students entering that do not have a current TDOE license: EDUC 530M: Education of Exceptional Children is required, as well as EITHER EDUC 520: Secondary Methods OR EDUC 576A: Elementary Methods.

Students are required to take 4 sections of IFL for a total of 2 credit hours; offered every semester. (Parental Involvement & Education of Exceptional Children are counting as 2 cmhc electives.)

FALL 1st YEAR	Hrs	J TERM	Hrs	SPRING 1st YEAR	Hrs	MAY TERM	Hrs	SUMMER 1st YEAR	Hrs
501 Coun Skills Lab	1	610 Group Dynamics	3	530 Child & Adult DX	3			680 Research Mthds	3
510 Intro to Couns	3			560 Assessment & Eval	3				
520 Theory & Practice	3			690-004 Dual Practicum	3			EDUC 520	3 **OR**
550M Legal & Ethical online	3			EDUC 530M online	3			EDUC 576A	3
600 IFL	.5							600 IFL	.5
EDUC 641M Parent Inv. Online	3								
Total	13.5	**Total**	3	**Total**	12			**Total**	6.5

FALL 2nd YEAR	Hrs			SPRING 2nd YEAR	Hrs	MAY TERM	Hrs	SUMMER 2nd YEAR	Hrs
								648 Evdnc-Bsd Tech	3
540 Cultural Diversity	3			545 Trauma, Crisis, & Grief	3			692 CMHC Internship	3
555 Prof School Coun	3			620 Career Coun	3	580 Found. Add.	3		
692 Clinical Internship	3			691 SC Internship	3				
600 IFL	.5			600 IFL	.5				
Total	9.5			**Total**	9.5	**Total**	3	**Total**	6

FALL 3rd YEAR	Hrs			SPRING 3rd YEAR (if needed)	Hrs	MAY TERM 3rd YEAR (if needed)		SUMMER 3rd YEAR (if needed)	Hrs
625 Couples & FC	3								
691 SC Internship	3								
645 C&Y Dev in Couns	3								
Total	9								

The School Counseling Praxis (5422) must be taken and passed prior to enrolling in and being placed for SC Internship I. It is recommended that the Praxis be taken at the end of COUN 555. At Praxis registration, scores should be sent to both Milligan University and The Tennessee Department of Education.

COURSES FOR CERTIFICATE OF GRADUATE STUDY IN COUNSELING MINISTRY
(Students are required to have completed General Psychology or a reasonable substitute before enrolling in the certificate program.)

Required courses (13 hours):
COUN 520 Theory and Practice of Counseling (3 hrs)
COUN 530 Child and Adult Mental Health Diagnostics (4 hrs)
CMC 5010 The Person of the Minister (3 hrs)
CMC 7050 Basic Approaches to Christian Care and Counseling (3 hrs)

Elective courses (6 hours) – all courses listed are 3 hours:
COUN 535 Child Sexual Abuse (3 hrs)
COUN 540 Cultural Diversity in Counseling (3 hrs)
COUN 545 Crisis Intervention (3 hrs)
COUN 610 Group Dynamics and Group Counseling (3 hrs)
COUN 625 Marriage and Family Counseling (3 hrs)
COUN 645 Child and Adolescent Counseling (3 hrs)
COUN 650 Counseling for Grief and Loss (3 hrs)
CMC 6010 Ministry to the Aging and Their Families (3 hrs)
CMC 6020 Human Sexuality (3 hrs)
CMC 6030 Counseling and Multiculturalism (3 hrs)
CMC 7070 Suffering and Christian Care and Counseling (3 hrs)

Appendix B

Professional Competencies

Student: _____   **Date**: _____   **Check 1**- Mid-term: _____ OR Final: ____

Check 1- Practicum: ____ (Dispositions & Level 1 Counseling Skills)

Internship 1: ____ (Dispositions & Levels 1 & 2 Counseling Skills)

Internship 2: ____ (Dispositions & All Levels of Counseling Skills)

Name of Site: _____   **Rater(s)**: _____ (signature)

Check 1- Licensed Clinical Supervisor (LCS): ____   **LCS**: _____ (signature)

Task Supervisor: ____ (requires signature of licensed clinical supervisor)   Faculty: ____

As a Counselor Education Program, we value your honest assessment of this student under your supervision. Your feedback will provide information to the student regarding areas of strength and growth edges. Please consider tasks or settings where the student had an opportunity to demonstrate the professional competencies listed below. For each disposition or counseling skill listed, please use the following rating scale:

4 = Exceeds almost all of the behavioral standards almost all of the time.

3 = Meets almost all of the standards consistently.

2 = Fails to meet one or more standard on more than one occasion.

1 = Fails to meet one or more behavioral standard(s) on more than one occasion even after correction.

NOTO= No Opportunity to Observe

DISPOSITIONS

	Description of Standard	Score	NOTO	Comments: Required if scored other than 3
Attire/hygiene	Dress conforms with all Milligan and clinical experience dress code policies. Clothes and person are clean and well-groomed.			
Ethical Behavior	Follows the ACA code of ethics in all situations			
Collaborative w/ peers, coworkers	Takes initiative in working together with others or participates eagerly when asked. Makes positive contributions to the team. Demonstrates an attitude that lets others know their opinions are valued.			

	Description of Standard	Score	NOTO	Comments: Required if scored other than 3
Communication	Language is clear and simple as evidenced by listener understanding the message. Communication facilitates information sharing between appropriate parties. Communicates needs or changes well in advance. Vocal tone is respectful, non-judgmental. Responds to others' requests via email, text, or phone call within expected time frame (may depend on setting and circumstances).			
Accepts feedback	Accepts feedback in a professional manner as evidenced by showing appreciation (e.g. saying "thank you", asking follow-up questions, etc.) as opposed to being defensive, making excuses or becoming angry. Actively seeks opportunities for feedback from instructors, supervisors, and coworkers. Implements positive adjustments to practice based on feedback or appropriately provides reason for failure to implement feedback.			
Punctual	Arrives early to events that require advanced preparation. Arrives on time and is not late without sufficient cause. Seeks approval in advance for expected tardiness. Communicates appropriately and as soon as possible about unexpected tardiness.			
Regulates emotions	Inhibits expression of emotions as needed and appropriate (e.g. controls anger without outbursts, laughs at appropriate times, does not sob uncontrollably). Shows a consistent ability to recognize emotionally-charged situations and respond in a manner that encourages appropriate expression of emotion (e.g. remains calm and uses soft tone in front of another person expressing rage or panic).			

	Description of Standard	Score	NOTO	Comments: Required if scored other than 3
Accepts responsibility for actions	Independently notices mistakes or areas for improvement. Makes apologies or statements showing ownership of actions and consequences associated with actions. Independently makes self-corrections.			
Conflicts	Conflicts are resolved privately and respectfully. Attempts to resolve conflicts in a respectful way. Is able to avoid conflicts by finding mutual common ground.			
Organized w/ good time management	Assignments and projects are completed on time or in advance of due dates. Multiple assignments and projects are undertaken simultaneously in order to contribute positively to class, site, or team. Assignments and projects are arranged in a systematic way that adds to their clarity and/or usefulness to others.			
Flexible	Demonstrates the ability to change plans in response to unexpected changes and situations (e.g. may plan on completing a certain task but when presented with a more immediate need is able to address the more immediate need). Attitude outwardly reflects acceptance of unexpected needs that arise with clients, instructors, supervisors, or coworkers.			
Acceptance of diversity	Listens respectfully to differing opinions Interacts in various settings with others from a different race or culture (e.g. classroom, work environment, etc.). Tone of voice coveys respect and acceptance regardless of differences.			

Level 1- Basic Skills

	Description of Standard	Score	NOTO	Comments: Required if scored other than 3
Attending	Maintains eye contact with client Demonstrates verbal tracking/active listening skills (e.g. follows client's train of thought without randomly jumping from topic to topic). Uses appropriate body language (e.g. arms relaxed, sits up, may lean forward to show interest).			
Rapport	Establishes relational connections (e.g. finds common ground with the client). Helps client relax by creating a safe space (e.g. counselor smiles, asks what might help client relax, shows interest in client).			
Reflection of Content	Accurately paraphrases/summarizes what client has conveyed (e.g. does not sound like a parrot, but varies the words without changing the meaning). Uses words in reflection that are free from interpretation and judgment.			
Empathy	Demonstrates understanding of client's perspective (e.g. uses statements with content that client agrees matches the perspective being shared). Matches tone of voice (e.g. client speaking softly-counselor speaks softly; client speaking with joy- counselor speaks joyfully). Identifies feelings client may be experiencing.			
Self-Monitoring	Demonstrates excellent self-awareness of triggers and responses (e.g. in supervision acknowledges what behaviors or topics may ignite anger or sadness). Acknowledges biases with supervisor(s) and works to keep from imposing them on clients (e.g. may have strong opinions about divorce or abortion or other topics).			

	Addresses personal concerns with supervisor as needed (e.g. discloses health concerns or family problems that may interfere with the ability to counsel others).			

Level 2- Intermediate Skills

	Description of Standard	Score	NOTO	Comments: Required if scored other than 3
Reflection of Feeling	Listens for feeling client is expressing Labels feeling heard or observed even if client does not (e.g. "I heard anxiety in your voice just now"). Conveys reflection to client with neutral tone free of judgment and allows for correction by client if not accurate.			
Immediacy	Addresses the dynamic in the room (e.g. "the mood seems to have shifted; I sense you are not happy with what I said. Let's talk about that." Or, "You are quiet now and seem withdrawn. Help me understand what changed for you."). Uses meta-communication; talk about talking (e.g. "you and your partner are being critical and defensive; how can you say that without criticism or without being defensive?"). Confronts incongruency gently but firmly (e.g. if the client said something was fine but then responds in anger; or client make two contradictory statements and counselor points this out respectfully).			
Therapeutic Use of Silence	Identifies need for silence during session as evidenced either by stating this during supervision or implementing the silence during the session. Demonstrates being present with the client in the silence as evidenced by maintaining eye contact, keeping body posture mirroring client's, and joining client when client begins speaking again.			
Use of Metaphor	Crafts an analogy that matches the client in style (e.g. military analogy when working with veteran). Explains/delivers chosen analogy smoothly and in a way that relates to the client.			

	Description of Standard	Score	NOTO	Comments: Required if scored other than 3
	Uses visual aid as needed or available to bring analogy to life (e.g. may use an actual box when talking about learning how to put things away to deal with them at a later time).			
Problem Identification	Collaboratively defines problem to be addressed in counseling with client. Defines problem in ways that both client and counselor can recognize what it is (e.g. "depression" is operationalized so that it is recognized by both parties- state of feeling sad, showing withdrawn behavior, unable to sleep, etc.). Prioritizes with client which problem(s) need addressed first (e.g. suicidal ideation needs to be addressed before working on relationship with significant other).			
Theoretical Concept of Problem	Chooses theoretical framework that matches client's style (e.g. with very concrete client, counselor uses behaviorism or with a client who wants to gain insight into the problem, counselor uses a theoretical framework such as CBT or Narrative). Uses theoretical language accurately and consistently when describing the problem and technique to client and supervisor in supervision. Uses appropriate assessments and techniques from chosen theory (e.g. if CBT is chosen theoretical framework, counselor assesses and intervenes in areas of distorted thinking).			
Goal-Setting	Collaboratively identifies with client relevant and attainable goals. Aligns goals with theoretical approach chosen (e.g. if CBT is being utilized, goals center around thoughts and behaviors; if behaviorism is chosen, goals focus on desired behaviors to be achieved). Evaluates progress toward goal(s) each session.			

	Explores barriers to progress toward goal(s) as needed with client (e.g. "what is stopping you from implementing this change?").		

Level 3- Advanced Skills

	Description of Standard	Score	NOTO	Comments: Required if scored other than 3
Case Notes/ Documentation	Enters information in client's chart within 24 hours of session. Writes succinct notes that include relevant information from the session (e.g. problem addressed, progress or not towards goal, etc.). Uses professional language and good grammar in clinical notes. Addresses SI/HI in every note.			
Diagnosing	Supports DSM-5 diagnoses fully by considering presenting symptomatology and appropriate rule-outs. Identifies ICD code(s) properly.			
Self-Disclosure	Shares personal information with client when relevant. Spends minimal time when using self-disclosure (e.g. does not talk more than client on this subject).			
Engaging Difficult Clients	Mirrors client's affect, posture, or tone as needed to build connection with client. Avoids power struggles with the client (e.g. if client becomes withdrawn and quiet, counselor does not keep berating the client with questions). Explores with the client what has worked and hasn't worked with prior counseling if applicable. Tries different approaches when client rejects one approach by counselor (e.g. changes theoretical framework; writes notes instead of using verbal communication.			

Challenges Clients	Asks client for permission to give feedback or challenge client's thinking. Introduces alternative perspectives as a way to challenge client's thinking (e.g. "others may disagree with you"). Explores with client how others may think about client's behavior or choices as a way of confronting client.			
	Description of Standard	Score	NOTO	Comments: Required if scored other than 3
Effective group leader	Demonstrated ability to lead or co-lead group in organized manner that encouraged appropriate participation from group members. Used awareness of group processes in therapeutic manner. Addressed individual needs in appropriate manner. Groups led facilitated goal setting and progress toward goals.			
Appropriate Use of Consultation	Recognizes when others have more experience with certain theories or client problems and welcomes their suggestions. Asks colleagues and supervisor for feedback and suggestions after brainstorming and exploring options. Implements recommendations received from others.			
Termination	Acknowledges when client has reached goals or is not longer making progress towards goals. Discusses a plan with client for ending counseling sessions in a way that is comfortable and acceptable to all participants. Reviews with client problems addressed, goals met and unmet, plan for continued success, and plan for possibility of relapse or new needs to be addressed at a later time. Completes all documentation necessary upon termination.			
Below for AC candidates only	**Description of AC Standard**	Score	NOTO	Comments: Required if scored other than 3
Addiction-specific assessments & diagnoses	Demonstrated competency in screening, assessment, and testing for addiction, including diagnostic interviews, mental status examination, symptom inventories, psychoeducation and personality assessments, assessment of biopsychosocial and spiritual history relevant to addiction			

Addictions-specific treatment plan	Demonstrated ability to evaluate and identify individualized strategies and treatment modalities relative to clients' stage of dependence, change or recovery.			

Revised 8-2023

Appendix C

Background Check Instructions

The Tennessee Bureau of Investigation is using IdentoGo Centers to process their Fingerprinting for Background checks. You must register *before* you go to have your fingerprints taken. You may register for fingerprint processing one of two ways:

1. On-Line Registration
   a. Go to www.identogo.com
   b. Click on GET FINGERPRINTED
   c. Select State (TN)
   d. Choose DIGITAL FINGERPRINTING
   e. Schedule an Appointment

If you see a question about the *service code*, choose "don't know service code" and continue.

   f. Agency Name – choose **Non-DCS Child Care/Adoption Provider**
   g. Applicant Type – choose **Child-Related Worker (Private)**
   h. Enter Milligan's ORI number – **TNCC10004**

You will get a prompt "You have selected Milligan University. Is this Correct? CHOOSE "YES". If you do not get this prompt, check to make sure you entered the ORI number for Milligan University correctly.

   i. Check the "I agree and affirm…" button
   j. Enter Zip Code
   k. Choose a Location
   l. Schedule a Location
   m. Pick a Time
   n. Enter Applicant Information

(If you do not have a social security number, enter all 5's. This will allow you to complete the registration of personal information.)

   o. SUBMIT
   p. Information Verification – verify that you have entered your information correctly
   q. Payment Collection – enter payment information

2. Register by Phone at 1-855-226-2937. Make sure your Social Security Number is collected correctly! You will be asked to provide an ORI number. Milligan's ORI number is **TNCC10004**.

Fingerprinting and Background Checks must be completed at least one week prior to placement in a Clinical Experience. ***You will NOT be allowed into the Clinical Experience classroom without completing the Fingerprint / Background check!***

TBI Background Check / Information Waiver

(Use this form for Milligan to release results to employer/internship site)

I hereby authorize the release of information related to my TBI Background Check for purposes of employment and / or field placement.

Student's Signature:

_____

Student's Printed Name:

_____

Date:

_____

Applicant Waiver

I am applying for licensing (or placement) with Milligan University. By signing this waiver, I am agreeing to the release of any and all of my criminal history, including juvenile history that may be in the TBI and FBI criminal databases, to the aforementioned entity/agency.

Student's Signature:

_____

Student's Printed Name:

_____

Date:

_____

This completed form should be submitted to:
Milligan University Area of Education
Mail to: P.O. Box 309, Milligan, TN 37682
Email to: kpresnell@milligan.edu
Fax to: (423) 461-3103
If you have any questions, please call (423) 461-8927

Appendix D

KPI Schedule for CMHC- both concentrations (general & Addictions)

KPI= Key Performance Indicators. These are key assignments that the MSC faculty have identified represent professional standards and as such must meet or exceed expectations for students to progress on schedule through the program. Other academic and dispositional requirements

Fall 1st year	J-term	Spring 1st year	May-term	Summer 1st year
COUN 550M- SSS participation & performance COUN 510- Professional Identity Paper	COUN 610 Group Dynamics and Group Processes – Theory presentation with group facilitation of theory-based group activity, and co-facilitation of group.	COUN 530 Case Conceptualization & Treatment Plan Assignment COUN 560 Feedback from all 3 Videos showing Assessment and Diagnostic Processes		COUN 680 Systematic Review/Research Project
Fall 2nd year	J-term	Spring 2nd year	May-term	Summer 2nd year
COUN 540 Cultural Diversity in Counseling– Case conceptualization and treatment plan Research Paper COUN 645- Children & Youth Development & Counseling- Case Study Analysis		COUN 620- Career Case study COUN 692 & 693- Comprehensive Portfolio as well as site hours logs, faculty & site supervisors' PC ratings, & self-assessments (CASES) (due at conclusion of internship experiences)		