

School Counselor Specialty Area Program (SAP) Proposal

This document provides guidance regarding the information and evidence requested for School Counselor Specialty Area Program (SAP) proposal reviews. All SAP proposal evidence should be uploaded into TNAtlas for review. A listing of the upcoming review cycle submission dates is available in the *Approval Process* section of the [department website](#).

Tennessee-approved Educator Preparation Providers (EPPs) must submit a proposal to the Tennessee Department of Education (TDOE) if they would like to apply for conditional approval to offer:

- new School Counselor SAP(s) that leads to licensure; or
- significant revision(s) to a currently approved School Counselor SAP.

The approval process description and state preparation standards are located in the [Tennessee Educator Preparation Policy \(5.504\)](#) and the [Literacy and Specialty Area Standards for Educator Preparation Policy \(5.505\)](#).

Cover Page

Upload the TDOE-generated cover page with the proposal contact person, contact information, and signature of EPP head administrator or designee.

Section 1: Program Overview

Program Synopsis Narrative: Provide a high-level overview of the design and/or structure of the proposed School Counselor program. In the narrative, please include the following:

- describe how candidates progress through the program leading to the graduate degree (e.g., cohort based, self-paced) and the modalities for program offerings (e.g., face-to-face, online, hybrid);
- supervised professional practice (clinical experience) clock hours;
- pathways according to Educator Licensure Rule 0520-02-03;
- any entities involved in the preparation of school counselor candidates outside of the approved EPP (e.g., College of Behavior Sciences, partnering organizations), and
- any special considerations important to the review.

If the EPP is submitting on behalf of a partner entity, please include:

- the name of the entity,
- contact person for the entity, and
- how the EPP will ensure that the entity consistently meets the guidelines to Tennessee State Board of Education rules and policies.

If the EPP is not submitting on behalf of a partner entity, please state: "We will not be recommending candidates for licensure for this endorsement for a partnering entity."

Admission Requirements Narrative: Provide a narrative description of candidate admission requirements for the post-baccalaureate program level. Ensure all requirements in Educator Preparation Policy 5.504 are addressed, including if the EPP offers appeals processes to applicants and which policy requirements are eligible for candidates to appeal (i.e., minimum overall GPA of 2.75 from a completed baccalaureate or postbaccalaureate degree program or a GPA of 3.00 in the

most recent sixty (60) credit hours earned at a regionally accredited IHE). *Please note that all admissions appeals processes must be approved by the department.*

Section 2: Program of Study and Alignment to Standards

Program of Study Upload: Upload a clear and organized program of study (i.e., information presented to candidates during advising) that outlines the scope and sequence of the entire program (e.g., from program admission to completion, including the specialty area/content major, counseling courses, professional practice (clinical experience), required GPA, etc.). If more than one clinical pathway is proposed, a program of study should be included for each.

Standards Alignment Upload: Upload the department-generated SAP spreadsheet:

- In the Program Requirements spreadsheet, indicate the course(s) in which each of the following elements of Educator Preparation Policy 5.504 are addressed:
 - *Teaching Religious Content:* EPPs shall provide instruction on what is constitutionally permissible with teaching religious content and strategies for dealing with religious content in curriculum that are educationally sound, fair, neutral, and objective.
 - *Educator Evaluation Framework:* EPPs shall provide training to support candidates' understanding of the Tennessee educator evaluation system, as outlined in Tenn. Code Ann. § 49-1-302, Educator Evaluation SBE Rule 0520-02-01, and Educator Evaluation Policy 5.201.
- In the Transition Point spreadsheet, name the transition points (or gateways) and applicable benchmarks required for candidates to progress throughout the program from admission to completion.
- In the SPA standards worksheet, clearly align all courses and clinical experiences provided in the program of study (section 2) to each standard.
 - In Column A, list the applicable Council for Accreditation of Counseling and Related Educational Programs (CACREP) standards **OR** the American School Counselor Association (ASCA) Counselor Competencies. In the top spreadsheet cell, hyperlink the website(s) used to identify the SPA standards.
 - In Column B, provide the course names and hyperlink the course description to each applicable course name (a separate document is allowable if online descriptions are unavailable).
 - In Column C, provide the names of coursework assignments and/or assessments, and for clinicals, provide the clinical experiences and key assessments used to demonstrate candidate understanding and application of the standard expectations.

If multiple clinical pathways are proposed in a single proposal, please differentiate (e.g., specific tabs for baccalaureate internship and post-baccalaureate job-embedded).

Section 3: Program Components

Program Components Narrative: Please address the applicable program components for each proposed endorsement area using Part II of the [Literacy and Specialty Area Standards for Educator Preparation Policy \(5.505\)](#). *It is recommended to cut and paste the specific program component(s) found in the 5.505 policy's Part II into the TNAtlas narrative space and provide a short narrative under each describing how the program components are addressed.* If the program components are addressed in other sections of the proposal, please indicate under which section these program components can be found.

Section 4: Design of Clinical Experiences

Clinical Experience Sequence Upload: Upload a spreadsheet or chart that demonstrates a clear sequence of the professional practice (clinical experiences), with corresponding course number, and include brief descriptions of field experience and clinical practice (ex: Fall 1, EDUC 2000, Description of Field Experience). Please ensure that the clinical experiences provided are included in the standards alignment spreadsheets.

Clinical Experience Design Narrative: Using the Educator Preparation Policy (5.504), provide a narrative that clearly describes the design of the clinical experiences and support for candidates during professional practice (clinical experiences). Please include how the program offers well-integrated clinical experiences involving candidates in a variety of settings and opportunities, including how the program offers well-integrated professional practice in both grades pre-K–8 and in grades 9–12. Descriptions should include the program component requirements to be included in professional practice:

- individual and group counseling,
- teacher and parent consultation,
- classroom guidance,
- opportunities to demonstrate skill in building cooperative relationships in the school, leadership, and advocacy, and
- development of partnerships with community resources.

Clinical Experience Supervision and Evaluation Narrative: Using the Educator Preparation Policy (5.504), provide a narrative describing how candidates will be supervised and evaluated during professional practice (clinical experiences), including the required formal observations and feedback opportunities for candidates from the EPP clinical supervisor and the clinical mentor.

Section 5: Optional

Optional Upload: Provide any additional information the EPP would like to provide to program reviewers.