



IUP Graduate Handbook

Counselor Education and Supervision

Department of Counseling

Handbook Updated August 2021

Counselor Education & Supervision

Department of Counseling

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INTRODUCTION

Dear Doctoral Student,

We are pleased to welcome you to the doctoral program for Counselor Education and Supervision at Indiana University of Pennsylvania. The Department of Counseling is committed to successfully preparing PhD students in the areas of teaching, supervision, research, scholarship, and professional service. The Counselor Education and Supervision Student Handbook is intended to highlight policies and procedures that will help to guide you throughout the program; however, this handbook is not meant to replace the student advisement process. We encourage you to review the contents of this handbook and refer to it often to ensure your adherence to departmental procedures and regulations. In addition to utilizing this handbook effectively, we encourage you to familiarize yourself with the Graduate School Catalog for the overall policies of the Graduate School (<http://www.iup.edu/graduatestudies/catalog/>), as well as contact the Department of Counseling with any further questions. Using this handbook effectively will enhance the advisement process and enable you to take an active role in attaining your personal and professional goals. If you cannot locate information you need in this handbook, please contact your advisor or the doctoral coordinator. We hope that this is a rewarding and enjoyable experience and we look forward to working with you.

Sincerely,
The Department of Counseling Faculty and Staff

Indiana University of Pennsylvania

Indiana University of Pennsylvania (IUP) has a history rich in accomplishment. The first building, named John Sutton Hall in the honor of the first president of the Board of Trustees, was opened for students on May 17, 1875. Since that year, when IUP served only 225 students in a single building, the university has experienced continuous growth, becoming the largest in the PA State System of Higher Education.

In April 1920, control and ownership of the school passed to the commonwealth of Pennsylvania. In May 1927, by the authority of the General Assembly, the Indiana State Normal School became a college with the right to grant degrees. The name was changed to the State Teachers' College at Indiana, Pennsylvania. In 1959, the legislature approved a change of name to Indiana State College; in the 1960s, there followed a rapid growth in the liberal arts program.

In December 1965, Indiana State College was re-designated Indiana University of Pennsylvania and given the authority to expand its curriculum and to grant degrees at the master's level. At this time the first doctoral program was initiated.

With its original 1875 building still standing at the heart of its campus, Indiana University of Pennsylvania has a long tradition of academic excellence. The university is recognized as a "Public Ivy" in company with other public colleges and universities that offer academic environments comparable to those at Ivy League schools but at affordable prices. IUP provides an intellectually challenging experience, all easily accessible from Pittsburgh and the Middle Atlantic region. IUP is the largest member of the PA State System of Higher Education (PASSHE) and the only one authorized to confer PhD doctoral degrees.

IUP's Civility Statement

As a university of different peoples and perspectives, IUP aspires to promote the growth of all people in their academic, professional, social, and personal lives. Students, faculty, and staff join together to create a community where people exchange ideas, listen to one another with consideration and respect, and are committed to fostering civility through university structures, policies, and procedures. We, as members of the university, strive to achieve the following individual commitments:

To strengthen the university for academic success, I will act honestly, take responsibility for my behavior and continuous learning, and respect the freedom of others to express their views.

To foster an environment for personal growth, I will honor and take care of my body, mind, and character. I will be helpful to others and respect their rights. I will discourage intolerance, hatred, and injustice, and promote constructive resolution of conflict.

To contribute to the future, I will strive for the betterment of the community; myself, my university, the nation, and the world.

Affirmative Action

www.iup.edu/gradcatalog

Title IX Reporting Requirement

www.iup.edu/gradcatalog

Student Conduct and Student Rights

[Student Policy Index A-Z – Student Affairs - IUP](#)

www.iup.edu/gradcatalog

Department of Counseling

The Department of Guidance and Counseling was founded in 1966 with only three faculty members. Since then, the Department of Counseling has grown to include nine graduate level faculty members that instruct students working towards their M.Ed. in School Counseling, M.A. in Clinical Mental Health Counseling, and Ph.D. in Counselor Education and Supervision. The doctoral program in Counselor Education and Supervision allows graduates to enter academia and positions of leadership with specialization in counseling, supervision, scholarship, teaching, and leadership and advocacy. The doctoral curriculum was designed to meet the 2016 CACREP standards and is currently under review for CACREP accreditation with an anticipated decision date of July 2021.

Mission Statement and Program Objectives

Mission Statement

The mission of the Department of Counseling at Indiana University of Pennsylvania is to prepare culturally responsive school counselors, clinical mental health counselors, and counselor educators/supervisors who will facilitate holistic client/student improvement through exemplary individual and group counseling skills and sustained engagement in career development, assessment, ethical practice, scholarship, and leadership.

We strive to develop professionals dedicated to wellness, humanistic ideals, and lifespan development. In addition, we seek to train our graduates to be critical thinkers who are scientifically minded as well as advocates for social justice.

Program Objectives

1. Maintain a current and relevant curricular learning environment that promotes the standards of the counseling profession, fosters a strong professional identity, and creates clinical competence across the lifespan.

Evaluation Method: Current CACREP standards, Pennsylvania Department of Education, and state licensure requirements are reflected in all syllabi. Graduates, site supervisors, and employers are surveyed for program evaluation and feedback.

2. Engage students in experiences that create personal and professional insight, awareness, and growth thereby enhancing their ability to deliver client-centered, culturally responsive, and ethically competent counseling services.

Evaluation Method: All master's students are required to participate in a ten-hour group counseling experience. Students are also required to earn a "B" grade or better in practicum courses. Membership is encouraged in our chapters of the Chi Sigma Iota (CSI) international honor society and Counselors for Social Justice (CSJ), whose members engage in community service and professional development activities each semester. These organizations also provide various leadership opportunities for their members. Every student is also evaluated annually through the student review process (see section 2 of Student Review Rubric) related to Personal Maturity and Interpersonal Skills. In addition, Service-learning opportunities are provided throughout the curriculum.

3. Provide sequential clinical experiences with individuals and groups that enhance counseling work with clients/students across the lifespan and encompasses theoretical, ethical, and current bases of knowledge in the profession.

Evaluation Method: All students are required to earn a "B" grade or better in practicum courses and maintain current clearances/liability insurance. Every student is also evaluated annually through the student review process (see section 1 of Student Review Rubric) related to clinical competence.

4. Facilitate attainment of clinical assessment and conceptualization skills, as well as the ability to use relevant literature/research to inform counseling work with students and clients.

Evaluation Method: All courses have a culminating assignment or Summative Assignment with corresponding rubric. Performance on the assignment is tracked across courses through LiveText. Every student is also evaluated annually through the student review process (see section 1 of Student Review Rubric) related to clinical competence.

5. Develop a supportive departmental culture with high expectations for professional/ethical behavior, academic performance, multicultural awareness, and sound clinical judgment in helping relationships for all counselors in training.

Evaluation Method: All accepted students will meet or exceed the published admissions criteria for their respective counseling program. Students are evaluated annually related to their clinical competence, personal maturity, interpersonal skills, and academic performance/ coursework.

6. Create curricular and co-curricular experiences that promote and encourage student involvement in scholarship, community engagement, and leadership throughout their career.

Evaluation Method: All students attend program orientation and are given a Department of Counseling handbook with professional membership information at the start of their graduate studies. Students are encouraged to collaborate on scholarly activities (e.g. publications, conference attendance and presentations) with faculty and maintain student membership in professional counseling organizations. Membership is encouraged in our chapters of the Chi Sigma Iota (CSI) international honor society and Counselors for Social Justice (CSJ), whose members engage in community service and professional development activities each semester. These organizations also provide various leadership opportunities for their members.

Faculty and Staff

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**Doctoral Coordinator

***Assistant Chairperson

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Admission

Admission Criteria

The doctoral coordinator, after consulting with the department screening committee, will submit a recommendation regarding applicants to the Graduate School and Research. The following criteria will be reviewed:

- All official college/university transcripts
- Two letters of academic or professional recommendation
- Goal Statement: A summary of relevant educational/work experience; reasons for wanting to earn a Ph.D. in Counselor Education and Supervision (career goals); reasons interested in IUP's Ph.D. program (no more than 2-3 pages)
- Resume/Vita
- GRE
- Example of written work

Admission Requirements

Students seeking admission to the program must meet the following criteria:

1A. Have earned a 48- or 60-credit hour master's degree in counseling from a CACREP-accredited institution.

OR

1B. Have earned a 48- or 60-credit hour master's degree in counseling *not* from a CACREP-accredited program.

Students whose master's degree is *not* from a CACREP-accredited program, but hold a 48- or 60-credit counseling degree, must complete the additional coursework necessary to meet CACREP 2016 standards. A transcript audit will be completed to identify any additional coursework. No applicant will be admitted who needs more than 12 credit hours including practicum.

2. Have a minimum graduate grade point average of 3.5.

Review/Interview Process

Once the materials listed above are received and reviewed by counseling faculty, doctoral applicants will be interviewed by the doctoral admissions sub-committee (comprised of Department of Counseling faculty members). The submitted application materials and the interview process will address CACREP Standard 6 A3:

- Doctoral program admission criteria include (a) academic aptitude for doctoral-level study; (b) previous professional experience; (c) fitness for the profession, including self-awareness and emotional stability; (d) oral and written communication skills; (e) cultural sensitivity and awareness; and (f) potential for scholarship, professional leadership, and advocacy.

Graduate Admissions: www.iup.edu/admissions/graduate/

For more information regarding Admission Classification and Provisional Admission for International Graduate Application, view the Graduate Catalog: www.iup.edu/gradcatalog

Financial Assistance

Graduate Assistantships

The Counseling Department offers several full-time Graduate Assistantships (20 hours per week) for full-time students and half-time Assistantships (10 hours per week) for both full- and part-time students. Graduate Assistants (GAs) are supervised by an assigned faculty member or administrator, with duties including assisting with faculty research, helping with class preparation, and supporting university service activities. There are a limited number of Graduate Assistantships available each year. Because of our rolling admissions for the Ph.D. program, doctoral students are notified of Graduate Assistantship awards between April and June, while master's students are notified in April of awards to begin in August of the following academic year.

In compensation for their work within the department, Graduate Assistants receive a financial stipend and funds toward fall and spring semester tuition. Funding amounts vary by position type, level (doctoral or master's), and year.

Assistantship applications can be obtained at: <https://www.iup.edu/counseling/grad/counseling-admissions/graduate-assistant-applications/> and should be submitted to the email address indicated on the application form.

Master's students must apply by March 15th of each year in order to receive full consideration for the following academic year. Doctoral students must apply before June 1st in order to receive full consideration for the following academic year, with positions being awarded on a rolling basis. GA application forms are typically made available/updated by February 1st for the following academic year. If offered a Graduate Assistantship, Agreements (sent from the Graduate School to the student's IUP email address) must be accepted, signed, and returned to the School of Graduate Studies and Research by the recipient to confirm and solidify the award. IUP and Human Resources require multiple clearances, trainings, and processes that must be obtained and/or followed before the student is permitted to begin work as a Graduate Assistant.

Please note that the hiring processes and requirements to become a Graduate Assistant are both separate and different from the requirements to enroll as a student in the Department of Counseling. Even though there may be some duplicate requirements, please be sure to submit them separately to the two different entities (once as directed for the Assistantship and once as directed by the Graduate Coordinator when you enroll).

Any questions regarding Graduate Assistantships in the Department of Counseling should be addressed to Graduate Assistantship Coordinator, Dr. Carone at: scarone@iup.edu.

Financial Aid

The Financial Aid Office, (724-357-2218), located in Clark Hall, www.iup.edu/financialaid/ offers financial information and counseling to all students attending IUP. Types of financial assistance offered by the Financial Aid Office include student employment, loans, and scholarships. In most cases, the Pennsylvania State Grant Application is used to determine eligibility for these programs. Contact the Financial Aid office for more information. FAFSA Form: <http://www.fafsa.ed.gov/>.

Academic Advisement

Consistent with CACREP standards, an advisor will be assigned at the time of admission and students will complete a program of study. A new student orientation will also be held to aid students as they transition into the doctoral program. It is the responsibility of the student to work with her/his advisor to develop a program of study and ensure program requirements are met.

Campus Resources & Student Support

The School of Graduate Studies and Research: www.iup.edu/graduatestudies/
Graduate Catalog: www.iup.edu/gradcatalog
Office of Student Billing: <https://www.iup.edu/student-billing/>
Office of the Registrar: www.iup.edu/registrar/
IUP Counseling Center: www.iup.edu/counselingcenter/
Department for Disability Access and Accommodations (D²A²): www.iup.edu/disabilitysupport/
Office of Social Equity: www.iup.edu/social-equity/
IUP Campus Library: www.iup.edu/library/
MyIUP: www.iup.edu/myiup/
IT Support Center: www.iup.edu/itsupportcenter/
Veterans and Service Members: www.iup.edu/veterans/resource-center/
IUP Writing Center: www.iup.edu/writingcenter/
IUP Career and Professional Development Center: www.iup.edu/career/
IUP Parking Services and Visitor Center: www.iup.edu/parking/
University Policy: www.iup.edu/police/ | 724-357-2141
Crisis Intervention 24/7 Hotline: 1-877-333-2470
Student Registration: www.iup.edu/registrar/students/registration/

IUP Email

IUP offers an email account to all active students. **Your IUP email address is the primary means by which the university will contact you with official information and you should use for all IUP official communications. It is your responsibility to check your IUP email regularly.** Visit [IT Support - IUP](#) to learn more about setting up this account.

You maintain the responsibility to regularly read your IUP e-mail account and, if electronically responding to or sending e-mail regarding official IUP matters, use your IUP e-mail account to do so. Information officially communicated to students through their IUP e-mail accounts includes billing invoices and information addressing academic, judicial, student safety and emergency matters. Regular use of your IUP e-mail account is an expectation of all students. Make this a daily habit as it will contribute to your success at IUP.

For more information regarding University policy on email communication, view the Graduate Catalog: www.iup.edu/gradcatalog

Graduate Student Assembly

The Graduate Student Assembly (GSA) represents the graduate student body's interests at IUP and within the Indiana community. The GSA makes recommendations related University-wide and graduate-specific policies and in areas of concern in the cultural, intellectual, and social life of the part- and full-time graduate student. Visit www.iup.edu/graduatestudies/gsa for more information.

Programs and Degrees

Master's Programs

IUP offers two CACREP accredited master's level programs in counseling at both its Indiana and Pittsburgh East campuses that include a variety of counseling skills courses in addition to practicum and field experience. The MA program in Clinical Mental Health Counseling is designed to prepare students to work in a variety of settings, including mental health centers, drug and alcohol treatment programs, specialized community agencies, rehabilitation programs, correctional institutions, health care settings, and business and industry. The MEd program in School Counseling prepares students to obtain their preK-12 commonwealth certification and is based on the developmental approach to school counseling. Both programs are 60 credits and provide opportunities for self-growth and awareness.

Doctoral Program

The PhD program in Counselor Education and Supervision prepares students for leadership positions in the counseling profession and for teaching opportunities as a university professor. This residential, full-time program allows students to build on their CACREP master's degree and includes advanced practicum and field experiences. The doctoral program in Counselor Education and Supervision enhances student knowledge of counseling, supervision, research & scholarship, as well as leadership & advocacy. The doctoral program is offered at both the Indiana and Pittsburgh East campus locations.

Certificates and/or Certification and/or Licensure

Students who already possess a master's degree and are interested in obtaining an elementary or secondary school counseling certification may apply to the counseling department for "Certification Only." The "License Only" option is designed for individuals who need additional credits to meet licensure standards. Students seeking licensure only status must have a master's degree with (a) a minimum of 36 credit hours and meet all other criteria for grandparenting as outlined by the Licensing Board, or (b) 48 credit hours. All applicants should contact the program coordinator for additional information regarding admission requirements. Visit

<http://www.dos.pa.gov/ProfessionalLicensing/BoardsCommissions/SocialWorkersMarriageandFamilyTherapistsandProfessionalCounselors/Pages/default.aspx> for additional information about licensure in PA as a Professional Counselor.

Course Descriptions

The official course descriptions are listed in the Graduate Catalog at <http://www.iup.edu/graduatestudies/catalog/>. They are also listed below.

In keeping with the mission and philosophy of the program to prepare students for the professoriate, research and scholarship is infused in all of the courses below.

COUN 860 Counselor Education and Supervision Professional Identity 3c-01-3cr

Examination of the professional identity of a Counselor Educator and Supervisor, current issues and trends in the field, involvement in scholarly activities, professional service, and responsibilities of the doctoral degree. The professional roles in five doctoral core areas are explored: counseling, supervision, teaching, research and scholarship, and leadership and advocacy.

COUN 870 Advanced Counseling 3c-01-3cr

Explores major counseling theories in depth and through analysis of their utility within multiple contexts; lesser known ones and contemporary applications are also covered. Content includes critical evaluation of applicability to multicultural populations, evidence based practices, and integration of theories. Use of theories in measuring counselor effectiveness, and the professional development of students is emphasized.

COUN 880 Preparation for the Professoriate: Leadership, Advocacy, and Service 3c-01-3cr

in the Counseling Profession

Prepares students for entering the professoriate through study and application of the principles and practices of leadership, advocacy, and service in professional counseling. Exploration of current topical and political issues in counseling and how these issues affect the counseling profession and faculty role. Students use contemporary research to analyze the current trends and issues of the counseling profession. The course also includes practice in developing leadership and advocacy skills.

COUN 890 Quantitative Research and Statistical Analysis in Counselor Education 3c-01-3cr

Prepares students for basic quantitative research in counseling. Research design, statistics, data analysis, and institutional review board preparation for doctoral-level research projects, scholarly publications and grant proposals in Counselor Education and Supervision will be emphasized.

COUN 900 Preparation for the Professoriate: Teaching in Counseling 3c-01-3cr

Focuses on the development of university-level teaching in counselor education. Course development, syllabi construction, course evaluation, and class implementation will be highlighted. Students will explore multiple strategies for classroom teaching to create interactive learning environments for students. Students will also develop teaching philosophies that will be demonstrated in constructing, teaching and evaluating at least 3 graduate counseling courses. Ethical guidelines for teaching in counselor education will also be covered in this course.

COUN 910 Counseling Supervision and Consultation 3c-01-3cr

Examination of supervision and consultation practices within clinical mental health and professional school counseling settings, as well as the supervisory responsibilities of counselor educators. Exploration of the ways in which clinical supervision parallels the therapeutic process, including requisite roles and responsibilities, varying theoretical orientations, and strategies for implementation, reflection on relevant legal and ethical considerations, and assessment of current field-specific issues and trends.

COUN 920 Qualitative Methodology in Counselor Education 3c-01-3cr

Introduces students to qualitative research and will prepare them for basic qualitative research inquiry relevant to counseling and counselor education. Qualitative research theory, design, data collection, data analysis and representation, validity, reliability, and ethical considerations in Counselor Education and Supervision will all be emphasized.

COUN 930 Doctoral Practicum in Counseling 3c-01-3cr

Participate in a 100 hour (40 direct hours) doctoral level, supervised counseling practicum in an agency or school setting. Emphasis will be placed on applying counseling theories and techniques in a clinical setting customized to the student's learning goals. Focus on theoretical integration, diagnostic evaluation, and accountability under intensive supervision

COUN 940 Preparation for the Professoriate: Conducting Research in 3c-01-3cr

Counselor Education and Supervision

Examines the status of current research in various domains in counseling and the academics role of scholarly inquiry. Students will articulate their role as researcher/scholar as future faculty in institutions of higher education. Students are expected to more fully develop their dissertation proposal through course content and have completed the initial chapters of this project.

COUN 950 Advanced Research in Counselor Education: Mixed Methods Approaches 3c-01-3cr

This doctoral level course introduces students to Mixed Methods research and will prepare them for basic Mixed Methods research inquiry relevant to counseling and counselor education. Mixed Methods research theory, design, data collection, data analysis and representation, validity, reliability, and ethical considerations in counselor education and supervision will all be emphasized. Provides a deeper understanding of methods of research in educational settings. Exploration of advanced methodological principles within theoretical frameworks and procedures will provide the framework for this course. Prerequisite: COUN 890 and COUN 920.

COUN 960 Doctoral Field Experience in Counselor Education 3c-01-3cr

Apply counselor education knowledge and skills in a 300-hour intensive capstone field experience in three of the following five areas: counseling, supervision, teaching, research and scholarship, and leadership and advocacy. Under supervision, experience is gained in a customized field setting relevant to student's professional goals. Repeated for a maximum of 6 credits.

COUN 995 Dissertation in Counselor Education and Supervision 3c-01-3cr

Provides an opportunity for students to successfully propose, complete, defend, and submit the dissertation. Students must demonstrate doctoral level scholarship in counselor education and supervision by conducting a research investigation in the principal field of study and making an original contribution to knowledge in the field.

Evaluation of Students

For information regarding School of Graduate Studies and Research policies on grading, view the Graduate Catalog: www.iup.edu/gradcatalog

Comprehensive/Candidacy Examinations

Written comprehensives

The written comprehensive exam will be a three-week take-home exam. Each question will require a response of no more than 10 pages of text, not including cover page, references, or appendices. Exams should be formatted using current APA format. Exams will be submitted by the due date into the learning management system (currently D2L). Submissions will be evaluated through Turnitin Academic Integrity Software when uploaded into the learning management system. Faculty will have access to the Turnitin Report.

Students must complete the exam independently but can use the writing center as a resource. Students may not seek assistance from faculty members, previous IUP doctoral cohort members, current IUP doctoral cohort members, or IUP master's students. Students will also be asked to sign and submit a Comprehensive Exam Statement of Understanding prior to the exam.

The exam will be administered over three weeks, starting two weeks before the semester starts and running through the first week of the fall semester.

Content

Written comprehensive exams will address the current CACREP doctoral standards including: counseling; supervision; research & scholarship; and leadership & advocacy. Students will be expected to incorporate scholarly resources to support their position, adhere to APA format, and demonstrate the ability to critically evaluate and apply material.

Evaluation

Written comprehensive exams will be de-identified; and a team of Department of Counseling faculty will evaluate the responses using a department approved rubric. Students will earn a grade of Pass or Revise and Resubmit in each of the areas. A “Pass” evaluation indicates a student has successfully demonstrated mastery of the topic and moves to the oral comprehensive exam for that question. A “Revise & Resubmit” evaluation indicates that a student must revise and resubmit their response to that question based on detailed faculty feedback received on the rubric. Students will have one week to revise and resubmit their original response. The resubmission will be graded by the same faculty team. A “Pass” evaluation indicates a student has successfully demonstrated mastery of the topic and moves to the oral comprehensive exam for that question. If the revise & Resubmit evaluation is unsuccessful, the student will move to a remediation plan for that topic area.

Outcome – per question (submission one)

Pass	Revise & Resubmit
Move to oral comprehensive	Receive a rubric that includes specific, detailed feedback. Make a second submission.

Outcome (submission two)

Pass	Remediation plan
Move to oral comprehensive	Complete remediation plan (which includes as oral examination for that area) and resubmit in spring to remediation committee. Outcome of the remediation plan is Pass or remove from program.

Oral Comprehensives

All students complete an oral comprehensive exam for all questions. Faculty teams for written comprehensive exams will be restructured so that one faculty member from each written question will become part of a new oral comprehensive committee. Students will defend ALL passed written comprehensives to one committee in one sitting. During the exam, faculty may ask questions for clarification or expansion of ideas on each written comprehensive exam response. Students may bring a copy of their written comprehensive response and any notes they prepare to the oral examination. Oral comprehensive exams will be scheduled by their assigned faculty exam team leader and last no longer than one hour inclusive of all questions.

Evaluation

The team of faculty, by majority vote, will determine the outcome of the oral comprehensive exam. If the outcome of the oral examination is “Pass,” then the student has successfully demonstrated mastery of the material and moves to doctoral candidacy. If the oral examination outcome is “Redefend,” then the student will redefend the question in Attempt two with the same faculty team based on detailed feedback received on a rubric. At redefend if the outcome of the oral examination is “Pass,” then the student has successfully demonstrated mastery of the material and moves to doctoral candidacy. If the redefend is unsuccessful, the student is removed from the program.

Outcome (attempt one)

Pass	Redefend
Move to doctoral candidacy	Receive a rubric to prepare for second oral clarification.

Outcome (attempt two)

Pass	Remove from program
Move to doctoral candidacy	

Teaching comprehensive

Students will show competency through a graded teaching demonstration in the fall or spring semester of their second program year. The demonstration will be completed while the student is fulfilling the requirement for their supervision field area. The demonstration will be Part 2 of the field course summative assignment. Competency for the teaching area will be met for CACREP standards by passing the teaching class and completing the graded teaching demonstration. If the teaching demonstration receives a “C” grade or lower, the student will be referred to a doctoral subcommittee for remedial work in the teaching area.

Program Level Examination Appeals

Appeals for Program Level Exams such as, candidacy, comprehensive, or qualifying examinations, are made to the dean of the School of Graduate Studies and Research (SGSR) based on policy and/or procedural violations. The appeal can be based only on policy and/or procedural violations; and not simply on the outcome of the examination. Procedural violations would be cases in which the program /department failed to follow program/department and/or University policies and/or procedures relating to the administration and/or evaluation of the exam.

The appeal must be made in writing to the dean of the School of Graduate Studies and Research. Documentation of the policy(ies)/procedures in question must be provided, along with a detailed description of the alleged violations(s). All evidence supporting the alleged violation should also be provided. The student must submit the written appeal to the dean of the SGSR within 30 days of receipt of the outcome of the examination.

Upon receipt of the written appeal to the dean of the SGSR, the dean will conduct an investigation of the allegation, review the documentation and render a final decision which completes the appeal process. The final decision rendered by the dean of the SGSR may not be appealed.

If it is found that policy/and/or procedure has been violated, the dean of the SGSR will instruct the program/department to allow the student to retake the exam, fully adhering to policy and procedures. In the event of a finding in support of the student allegation, the reexamination may not be counted as one of the attempts permitted under the University or Department's Reexamination Policy.

Reexamination Policy

No student is permitted a "third" examination without a recommendation to that effect from the degree program's sponsoring department per their adopted written procedures and the approval of the School of Graduate Studies and Research dean (or designee). Exceptions to this policy for programs can be made only with the approval of the School of Graduate Studies and Research. In the event a student does not successfully complete the comprehensive re-examination according to program requirements and the failure results in program dismissal, the program must notify the School of Graduate Studies and Research (SGSR) of the dismissal in writing. The SGSR will send an official notification of the dismissal to the student.

Degree Completion

The Ph.D. program in Counselor Education and Supervision is designed to build on the 60 credit CACREP Master's degree in counseling. The curriculum requires a minimum of 48 semester hours of acceptable graduate credit beyond the Master's degree. Each student must complete the following 1) all required and elective course work 2) comprehensive examinations 3) dissertation proposal and its defense 4) dissertation and its defense.

For more information, view the Graduate Catalog: www.iup.edu/gradcatalog

Access forms processed through the School of Graduate Studies and Research, click on *Current Students*: <http://www.iup.edu/graduatestudies/>

Thesis and/or Dissertation Completion

Dissertation

More information about the dissertation process at IUP can be found at this website: [Thesis-Dissertation Information - Research - Resources for Current Students - Graduate Studies and Research - IUP](#)

A dissertation is required of all doctoral candidates and must demonstrate the candidate's mastery of research and reflect the results of an original investigation in the principal field of study. The goal should be to make a definite original contribution to knowledge in the field. Students are eligible for dissertation when they have completed all coursework to date and passed Comprehensive Exams.

Please note: There is a seven-year limit for completing the degree. All students must graduate no later than seven-years from the date of their first doctoral course. Please refer to:

<https://www.iup.edu/graduatestudies/catalog/university-policies/academic-policies/time-limitations/>
Dissertation Committee

Dissertation Committees must be comprised of at least three members with the chair being a tenured or tenure-track faculty member in the Department of Counseling. **Please note that at least two members of the committee must be faculty members from the Department of Counseling.** The third committee member may be an IUP faculty member outside the department. Students who wish to have a fourth committee member that is outside the faculty bargaining unit ("outside readers") must contact their doctoral coordinator and the School of Graduate Studies and Research for guidance on the process for outside reader approval. The doctoral student is responsible for selecting a dissertation chair. The dissertation chairperson is expected to guide and advise the student during the dissertation preparation. For doctoral committees, the chair must have graduate teaching eligibility at the doctoral level. The remaining committee members must have graduate teaching eligibility at the master's level. For more information about the role of the dissertation chair and committee members, please refer to the School of Graduate Studies Thesis and Dissertation Manual (<https://www.iup.edu/graduatestudies/resources-for-current-students>). . If the student is requesting a dissertation committee change (including chair), students should first speak with the current committee chair and then submit this request in writing to the Doctoral Coordinator.

Dissertation Process

After successful completion of comprehensive exams, the student should assemble their dissertation committee. If students are unsure about dissertation chair and members, they should meet with the Doctoral Coordinator who can help with committee selection (see Dissertation Committee section).

The components of a dissertation include the following from the IUP Thesis and Dissertation Manual and *A Counselor's Guide to the Dissertation Process*. [Flamez, B., Lenz, S. A., Balkin, R. S., Smith, R. L., (2017). *A Counselors Guide to the Dissertation Process: Where to Start and How to Finish*.

Alexandria, VA: American Counseling Association. ISBN: 9781556203596]

1. Title Page

2. Copyright Page (optional)
3. Signature Page
4. Abstract
5. Acknowledgments (optional)
6. Table of Contents
7. List of Tables (if required)
8. List of Figures (if required)
9. Chapter 1: Introduction
10. Chapter 2: Literature Review
11. Chapter 3: Method
12. Chapter 4: Results/Findings
13. Chapter 5: Discussion
14. References
15. Appendices

Research Topic Approval Form (RTAF)/Institutional Review Board (IRB) Approval

In conjunction with the dissertation chair, the student develops a 2-page RTAF proposal of the intended dissertation research project including the topic, rationale, method of study, references and estimated timeline for the project. Please see the Dissertation Manual for an example of one of these proposals:

[Thesis-Dissertation Manual - Thesis-Dissertation Information - Research - Resources for Current Students - Graduate Studies and Research - IUP](https://www.iup.edu/graduatestudies/resources-for-current-students/research/thesis-dissertation-information/thesis-dissertation-manual/)<https://www.iup.edu/graduatestudies/resources-for-current-students/research/thesis-dissertation-information/thesis-dissertation-manual/>.

To access the electronic RTAF, log in to MyIUP. From the Academics page, find the Graduate Student Resources section, then click the **Research Topic Approval Form** link and follow the on-screen instructions. Note: This form is not compatible with Internet Explorer.

Students should work closely with the dissertation chairperson to discuss the research, create the RTAF, and develop IRB protocols. Once the chairperson and student agree that the RTAF is in near final draft form, the student should circulate the proposal to the dissertation committee members. The approvals on the RTAF indicate that the committee agrees with the general topic as outlined in the proposal. Any member of the committee, including the student, may request a meeting of the entire dissertation committee prior to submitting the RTAF.

Once the RTAF has been submitted, the student may not change any dissertation committee members without first discussing with the current chair and submitting a written request to the Doctoral Coordinator. The student will work with the chair and committee to develop the protocols for the Institutional Review Board for the Protection of Human Subjects (IRB) and/or Institutional Animal Care and Use Committee (IACUC).

Please note that if the project requires review by either the university's Institutional Review Board for the Protection of Human Subjects (IRB) or the Institutional Animal Care and Use Committee (IACUC), final approval of the Research Topic Approval Form will not be forthcoming from the Assistant Dean for Research until either the IRB or IACUC has reviewed and approved the research project.

Proposal Defense

Students should work with the dissertation chair and committee members to develop the first three chapters of the dissertation. After the first three chapters are completed, a proposal defense must be scheduled to outline the purpose and procedure of the intended research study.

Chapter 1: Introduction

Conceptualizes the topic and situates it broadly within the existing literature, outlines an argument based on the need for the study and presents specific research questions. Also previews the next chapter for the readers.

Chapter 2: Literature Review

This section includes references and details that summarizes professional literature and research to understand the problem under investigation.

Chapter 3: Methodology

This section includes detailed discussion of specific steps that were involved to conduct the study and can vary depending on the design (i.e., quantitative, qualitative, or mixed-methods study).

Prior to scheduling the Proposal Defense students must submit RTAF and IRB approval to all committee members. Once the committee agrees that the first three chapters are near completion, a Proposal Defense date is scheduled, and room is reserved. The proposal defense is closed to individuals other than the student and committee members.

Process: The Dissertation Chairperson will conduct the defense. Students are encouraged to work with the dissertation chairperson to understand how the defense will be directed. *For the doctoral student to pass the proposal defense, all dissertation committee members must agree.*

The following is an example of a possible defense process. The Committee Pre-Meeting (typically 10 minutes) will begin with committee members while the student is out of the room. The committee will discuss their perspectives on the chapters and what requires further clarification. The student will then provide a brief presentation (approximately 15-20 minutes) about the proposed research. The committee members will take turns asking clarifying questions about the project. After the discussion, the student will again be asked to leave the room while the committee determines the defense outcome. The chair facilitates discussion with the committee and members vote. When the student returns, the committee will detail any required revisions. Feedback regarding proposal defense results is delivered by the chairperson of the committee as well as defense outcome. The dissertation chair also communicates with the Doctoral Coordinator about the results of the proposal defense.

Possible Outcomes: There are four possible outcomes of the dissertation proposal defense. 1. Pass with revision (chair approval needed for revisions, no second meeting required), 2. Pass with revisions (committee approval needed for revisions, no second meeting required), 3. Revise & Resubmit (second proposal meeting required), 4. Fail (Entire proposal process is repeated).

Grievances: Students are expected to work through problems that might arise during the dissertation process with their chair. However, in the event that an issue cannot be resolved in consultation with the chair, students should seek the guidance of the Doctoral Program Coordinator. Should the coordinator also be a member of the dissertation committee, the student should seek the guidance of the Department of Counseling chairperson or faculty member appointed.

Finishing the Dissertation

After successfully defending the first three chapters, students are required to complete Chapters 4 and Chapter 5.

Chapter 4: Results/Findings

This chapter includes an introduction of findings/results, data collection procedures, data analysis, and findings of the study. Students provide readers with information regarding response rate and participant demographics.

Chapter 5: Discussion

This chapter includes a discussion, implications, limitations, suggestions for further research, and a conclusion.

Dissertation Approval Process

Upon acceptance of the dissertation by the candidate's dissertation chair, the candidate must provide copies for review by the dissertation committee. The candidate shall request a formal meeting of the dissertation committee, at a time convenient to all members, to defend the dissertation and secure dissertation approval. Two weeks prior to the defense, a Counseling Department email should be sent advertising the defense, which may be attended by Counseling Department faculty, students, and invited guests. All defense attendees should be approved by the dissertation chair. A draft electronic copy must be submitted to the Dissertation Office in the School of Graduate Studies and Research for compliance review at least two weeks prior to final submission. The dissertation must be approved in writing by each member of the committee, as well as by the dean of the School of Graduate Studies and Research.

When the thesis or dissertation has been approved by your committee, submit it to the Thesis-Dissertation Office for format and compliance review. It must be submitted by July 1 (for August graduation); November 1 (for December graduation); or April 1 (for May graduation) to grad-research@iup.edu. The Thesis-Dissertation Office will verify that the thesis or dissertation meets the style manual guidelines indicated on the Research Topic Approval Form, and will contact the candidate via e-mail with all necessary corrections. They will also confirm that all necessary approvals have been obtained (including, but not limited to, RTAF, IRB, IACUC, and outside reader). Additionally, they will review the document for plagiarism using iThenticate software. You will receive an electronic copy of the iThenticate report with your format revision notes.

Preparing and Submitting Dissertations

Please refer to Graduate School policy and procedure for preparing and submitting dissertations: [Dissertation and Thesis Collections - Digital Collections - Departments - IUP Libraries - IUP](#). IUP does provide free Graduate Editing Services to doctoral students nearing the completion of their dissertation: [Writing and Editing Services - Kathleen Jones White Writing Center - IUP](#). Please schedule *several months in advance* in order to meet deadlines outlined by the School of Graduate Studies and Research.

Dissertation Defense

Process: The dissertation defense follows a similar process to the proposal defense. All attendees besides the dissertation committee must be approved by the dissertation chair. The Dissertation Chairperson will conduct the defense. Students are encouraged to work with the dissertation chairperson to understand how the defense will be directed. *For the doctoral student to pass the dissertation defense, all committee members must agree.*

The following is an example of a possible defense process. The Committee Pre-Meeting (typically 10 minutes) will begin with committee members while the student is out of the room. The committee will discuss their perspectives on the dissertation and what requires further clarification. The student will then provide a brief presentation (approximately 15-20 minutes) about the outcomes of the dissertation research. The committee members will take turns asking clarifying questions. After the question/answer discussion, the student will again be asked to leave the room while the committee determines the defense outcome. The dissertation chair facilitates discussion with the committee and members vote. For the doctoral student to pass, all dissertation committee members must agree.

When the student returns, the committee will detail any required revisions. Feedback regarding dissertation defense results is delivered by the chairperson of the committee. The dissertation chair also communicates with the Doctoral /Coordinator about the results of the defense.

Possible Outcomes: There are four possible outcomes of the dissertation defense. 1. Pass with revision (chair approval needed for revisions, no second meeting required), 2. Pass with revisions (committee approval needed for revisions, no second meeting required), 3. Revise & Resubmit (second defense meeting required), 4. Fail (Entire defense process is repeated).

Once all feedback and changes have been completed for the dissertation, students should follow the procedures outlined in the School of Graduate Studies Thesis and Dissertation Manual under Finishing Your Degree (<https://www.iup.edu/graduatestudies/resources-for-current-students>).

Evaluation Outcome for Dissertation

Thesis/Dissertation Defense Department Process or Protocol about how the dissertation and/or thesis are evaluated and possible results and what they mean for the student. For example, pass, pass with revisions, revise and resubmit, fail.

For students admitted after Fall 2017 – Dissertation and thesis credits will be assigned Pass or Fail as the final evaluation outcome for the taken credits and carry no quality points weighted towards a student's CGPA.

For students admitted prior to Fall 2017 – Dissertation and thesis credits will be assigned a letter grade as the final evaluation outcome for the credits taken and carry quality points weighted towards a student's CGPA for the number of dissertation credits required for the program. "Extended" dissertation credits are not calculated into a student's CGPA.

For more information, view the Graduate Catalog: www.iup.edu/gradcatalog

University Policies and Procedures

University policy is the baseline policy. Programs may have policy that is more stringent than the University baseline policy; however, not less stringent than the University baseline policy. For questions regarding this statement, please contact the Doctoral Coordinator or the School of Graduate Studies and Research.

Academic Calendar

View the IUP Academic Calendar: www.iup.edu/news-events/calendar/academic/

The following University and SGSR policies can be found at www.iup.edu/gradcatalog

Academic Good Standing

www.iup.edu/gradcatalog

Academic Integrity

www.iup.edu/gradcatalog

The Source: A Student Policy Guide: www.iup.edu/studentconduct/thefsource/

Bereavement-Related Class Absences

www.iup.edu/gradcatalog

Continuous Graduate Registration for Dissertation and Thesis

www.iup.edu/gradcatalog

Grade Appeal Policy

www.iup.edu/gradcatalog

Graduate Fresh Start Policy

www.iup.edu/gradcatalog

Graduate Residency Requirement

www.iup.edu/gradcatalog

Leave of Absence Policy

www.iup.edu/gradcatalog

Time Limitations

www.iup.edu/gradcatalog

Time-to-Degree Masters/Doctoral Dismissal Appeal Policy

www.iup.edu/gradcatalog

Time-to-Degree Extension for Master's Thesis and Doctoral Dissertation

www.iup.edu/gradcatalog

Transfer of Credits Policy

www.iup.edu/gradcatalog

Departmental Policies & Procedures

Student Conduct

While enrolled in their counseling program, students are expected to maintain high standards of integrity and practice the highest ethical behavior. Special attention should be given to confidentiality, original work and attribution (i.e., plagiarism), as well as copyright laws and conventions.

Unethical behavior, impaired performance, or unprofessional practices may result in disciplinary action on the part of the Department or university. See the 2014 ACA Ethical Standards for further guidelines pertaining to counseling student behavior. In addition, the IUP Student Handbook Policies and Procedures provide more information on academic integrity and the section on student review process and remediation plans in this handbook.

Student Remediation

The American Counseling Association (ACA), the Association for Counselor Education and Supervision (ACES), and the Council for Accreditation of Counseling and Related Educational Programs (CACREP) require counselor educators to serve as gatekeepers for the counseling profession. As gatekeepers, faculty are ethically bound to monitor student development to make sure that upon graduation, certification and/or licensure, students are equipped with the appropriate knowledge, skills, and values for professional practice.

To monitor student progress and development, the Department of Counseling engages in a formal student review process each year. As part of this process each student is reviewed in three key areas, clinical competencies, personal maturity and interpersonal skills, and academic aptitude and coursework. A rubric has been developed for this review. In addition, this process allows faculty to address critical areas such as impairment, incompetence, ethical misconduct and problematic behaviors that could potentially impact future clients.

During the yearly student review process, every student is reviewed. If an issue is identified, the student will be directed to meet with his/her advisor to discuss the concerns. If remediation is needed, a remediation plan will be developed that will be signed by the student and advisor. A template example of a remediation plan is included in Appendix E. Additionally, all faculty involved will receive a copy of the remediation plan. This is so faculty can provide encouragement and feedback. A designated faculty member (e.g., advisor) will monitor progress according to an agreed upon timeline, and a faculty review will determine the next course of action, if needed.

Problematic Behaviors of students also arise throughout the year, outside of the formal yearly student review process. The Student Development Committee, which is a sub-committee of faculty in the Department of Counseling, addresses these concerns with students on a case-by-case situation. The Student Development Committee will request to meet with the student to facilitate a timely and positive response to address the behavior(s) and issue of concern(s). The same process is then followed as described above. In this case, if a remediation is needed, a remediation plan will be developed that will be signed by members of the Student Development Committee, the student, and the advisor (when appropriate). A designated member of the committee will monitor progress according to this plan and determine the next course of action, if needed. If a remediation is not needed, a professional development plan may be established so that the student is aware of the necessary steps they must take for continued and successful development professionally.

Some examples of Problematic Behaviors that could have significant implications for students include:

- Absenteeism

- Chronic tardiness
- Lack of participation in class
- Unprofessional/unethical conduct
- Academic concerns (failure to turn in assignments, poor performance on assignments, poor communication skills, cheating/plagiarism, poor writing)
- Interpersonal concerns (inappropriate self-disclosure, failure to respect boundaries, unprofessional interactions with faculty, unwillingness to respect others' points of view, poor hygiene/self-care)
- Unwillingness and/or inability to use and to accept feedback
- Inability to express feelings effectively and appropriately
- Inability to handle conflict

Some potential Remediation Activities could include:

- Referral to individual/group counseling
- Focused reading in particular area
- Completion of academic paper or presentation to faculty
- Taking "incomplete" and attending course for 2nd time
- Receiving more specific feedback/assistance from a particular faculty member
- Developing additional tapes/additional practice with clinical skills
- Volunteer work to gain experience
- Suspension from program
- Recommendation for Dismissal from program
- Referral to writing center
- Referral to the University Judicial Board
- Decrease in course load
- Increased supervision
- Prescribed courses

LiveText

Beginning in the Fall 2016 semester, all students, as part of our CACREP assessment and continuous improvement plan, are required to obtain the LiveText software in order to submit summative assignments for each class. The direction to obtain the software are listed below:

- From www.livetext.com, click on the Register link in the upper right corner.
- Under Purchase Membership, click the Purchase button.
- Enter your personal information into the required fields (students should use their IUP email for both school and personal; their school ID is their Banner ID) and click the Continue button.
- Select your membership package from the dropdown menu. The students will purchase the Field Experience Edition. Then, click the checkbox indicating you've read and agree to the terms of service. Finally, click the Continue button.
- Enter your billing information and click the Continue button.
- After successfully completing the registration process, LiveText will display the Congratulations page. This page will display your username and the option to click to reveal your password.

Pass/Fail Grading

There will be no pass/fail grading permitted in doctoral classes.

Departmental Participation and Attendance Policy

In order for maximum learning to occur, you must attend all class meetings. It is expected that all readings be completed prior to class in order to maximize class discussions. During class, relevant questions, pertinent comments, and risk-taking are welcomed and encouraged. In addition, students should be aware of the Department of Counseling Participation and Attendance Policy that states:

Graduate students are training to be professional counselors/counselor educators. As such, they demonstrate to the department faculty their professionalism and ability to attend to career responsibilities and client/student concerns in a variety of ways, including through their participation and attendance in class meetings, both in face-to-face, remote, and online courses. Through participation and attendance faculty evaluate the readiness and preparedness of each student to enter the profession.

Participation and attendance constitute a portion of your course grades. Attendance for both face-to-face and remote courses means arriving for class on time and staying for the duration of the class, as well as remaining focused on the class for the duration of the class meeting. (Attendance in online courses is determined by the individual instructor.) Participation means preparing for class by reading required texts/materials, entering into class and online discussions with informed and relevant comments/questions, and participating in class activities. Participation in remote classes includes having your camera turned on, paying attention to class content, and minimizing disruptions in the learning environment. Students who turn off their camera for the majority of a class will not earn credit for class participation and/or attendance.

A student who misses more than five hours of class time in face-to-face or remote courses may be subject to possible action by the instructor, which includes, but is not limited to the following consequences. Students missing the equivalent in online courses, as determined by instructor guidelines, are also subject to the following possible actions:

Recommendation to withdraw from the class prior to the end of the University withdrawal period.

Additional assignments to complete from the class.

Reduction in grade per the percentage allotted to attendance and participation.

Other actions deemed appropriate by the instructor. These may include but are not limited to making up a missed class meeting at the convenience of the instructor, completing additional web-based assignments, etc.

A student who rarely or never participates in class or online discussions or activities may also receive a grade reduction despite attendance. Department of Counseling faculty members are sensitive to significant life circumstances that may result in class absences or cameras not being turned on. In such instances, faculty will attempt to work with these students on a case-by-case basis.

In summary, good attendance and reasonable levels of class participation are expected behaviors for graduate students training to become counselors.

Letters of Recommendation

Letters of Recommendation are considered by IUP Department of Counseling faculty to be letters of endorsement for continued education, employment, professional credentialing, or professional awards. Such letters are not automatically provided. Students are invited to ask individual faculty members if they will write a letter of recommendation or endorsement, with adequate advance notice. Faculty members reserve the right to refuse these requests.

Liability Insurance and Clearances

All counseling students must obtain the required clearances and liability insurance as specified by departmental policy (Appendix B) and all relevant documents must be uploaded to the CastleBranch system. Up to date information about CastleBranch policies and procedures is located on the department website. Note: doctoral students are not required to submit clearances once classes are complete and students are enrolled in one-credit dissertation only status.

Professional Orientation and Responsibilities

One of the most important learning experiences for students enrolled in a counseling program is the development of a professional identity as a counselor or counselor educator. The Department of Counseling faculty are committed to helping students grow in this regard. It is important that students understand the various facets of this development. This section is meant to provide students with an overview of the process.

Membership in Professional Organizations

Within the field of counseling, there are several professional organizations that focus on both counselor and client. Two primary national organizations: the American Counseling Association (ACA) and the American School Counselor Association (ASCA) have state affiliates - the Pennsylvania Counseling Association (PCA) and the Pennsylvania School Counselors Association (PSCA). Also, within these organizations there are sub-divisions for special interest groups, such as the Association for Counselor Education and Supervision (ACES), Association for Specialists in Group Work (ASGW) and National Career Development Association (NCDA). Professional organizations offer members numerous benefits including journals, newsletters, annual conferences, scholarships, and reduced liability insurance rates. These organizations encourage students in counseling programs to become members by providing substantially reduced rates. Students are encouraged to consider involvement in these professional organizations as part of their professional identity development by joining them early in their student careers. Examples of past student involvement include making presentations at state and national conferences, receiving reduced conference registration fees, being scholarship recipients, and participating in job/professional networking.

Professional Codes of Ethics and Standards of Practice

As members/future members of the counseling professional, both faculty and students in the Department of Counseling must adhere to the profession's Codes of Ethics. Counseling students are required to be familiar with professional ethical standards. Two sections within these Codes and Standards refer directly to students. First, students should understand that faculty members are charged with a responsibility to evaluate students' academic strengths and limitations and to facilitate remediation as needed. In certain circumstances, this could include a recommendation for the student to seek personal counseling.

The Department's position, stated above, is based on Section F of the ACA Code of Ethics (2014):

Section F: Counseling Supervision, Evaluation, Remediation, and Endorsement F.6.b. Gatekeeping and Remediation. Through initial and ongoing evaluation, supervisors are aware of supervisee limitations that might impede performance. Supervisors assist supervisees in securing remedial assistance when needed. They recommend dismissal from training programs, applied counseling settings, and state or voluntary professional credentialing processes when those supervisees are unable to demonstrate that they can provide competent professional services to a range of diverse clients. Supervisors seek consultation and document their decisions to dismiss or refer supervisees for assistance. They ensure that supervisees are aware of options available to them to address such decisions.

F.9. Evaluation and Remediation

F.9.a. Evaluation of Students. Counselor educators clearly state to students, prior to and throughout the training program, the levels of competency expected, appraisal methods, and timing of evaluations for both didactic and clinical competencies. Counselor educators provide students with ongoing feedback regarding their performance throughout the training program. F.9.b. Limitations. Counselor educators, through ongoing evaluation, are aware of and address the inability of some students to achieve counseling competencies. Counselor educators do the following: 1. assist students in securing remedial assistance when needed, 2. seek professional consultation and document their decision to dismiss or refer students for assistance, and 3. ensure that students have recourse in a timely manner to address decisions requiring them to seek assistance or to dismiss them and provide students with due process according to institutional policies and procedures.

The second professional issue relevant to students is personal well-being. Counselors must be able to monitor their emotional, mental, and physical health to maximize their professional effectiveness and competence. The 2014 ACA Code of Ethics dictates that counselors refrain from offering services if they are impaired in any way. Given this professional obligation, it is imperative that the counseling faculty help students increase their self-awareness in this regard and facilitate the process of self-exploration and self-understanding. In many classes, students are asked to engage in activities to help them become more self-aware and to grow personally and interpersonally. Examples of such activities are journaling, real-playing (role-plays in which the situation being discussed has a personal meaning), small interpersonal groups, and self-reflection papers. Faculty focus is on helping students in positive ways to appreciate their own personal wellness. However, it is important that students understand that while the faculty do their best to honor students' confidentiality, there may be issues/disclosures which bring to faculty members' attention students' limitations (as noted above) or impairments (as defined below). This could result in a faculty member being obligated by the ACA Code of Ethics to address these issues. As needed, student personal well-being issues may be referred to and managed by the Student Development Committee. The committee can act as a direct support for students or refer the students to outside sources of support as needed.

Section - F.5.b. Impairment. Students and supervisees monitor themselves for signs of impairment from their own physical, mental, or emotional problems and refrain from offering or providing professional services when such impairment is likely to harm a client or others. They notify their faculty and/or supervisors and seek assistance for problems that reach the level of professional impairment, and, if necessary, they limit, suspend, or terminate their professional responsibilities until it is determined that they may safely resume their work.

Section - F.8.c. Self-Growth Experiences. Self-growth is an expected component of counselor education. Counselor educators are mindful of ethical principles when they require students to engage in self-growth experiences. Counselor educators and supervisors inform students that they have a right to decide what information will be shared or withheld in class.

F.8.d. Addressing Personal Concerns. Counselor educators may require students to address any personal concerns that have the potential to affect professional competency.
(See also handbook section re: Student Review and Remediation).

Research

Applied Research Lab: www.iup.edu/arl/

For more information, visit the website of the School of Graduate Studies and Research, click on

Research: www.iup.edu/graduatestudies/

www.iup.edu/gradcatalog

www.iup.edu/research/

Signature Page

My signature below indicates that I am responsible for reading and understanding the information provided and referenced in this department/program student handbook.

_____ [please initial] I understand my program coordinator may share this document with the School of Graduate Studies and Research.

Print Name

Signature

Date

https://iup.co1.qualtrics.com/jfe/form/SV_eKFJbGjGGGoIoEMR

Submit to Doctoral Coordinator – 206 Stouffer Hall

The Department of Counseling will keep this signed document on file.

Appendix A Program Plan of Study

Ph.D. Counselor Education and Supervision	Projected Semester
COUN 860 Counselor Education and Supervision Professional Identity	
COUN 870 Advanced Counseling	
COUN 880 Preparation for the Professoriate: Leadership and Advocacy in the Counseling Profession	
COUN 890 Quantitative Research and Statistical Analysis in Counselor Education	
COUN 900 Preparation for the Professoriate: Teaching in Counseling	
COUN 910 Counseling Supervision and Consultation	
COUN 920 Qualitative Methodology in Counselor Education	
COUN 930 Doctoral Practicum in Counseling	
COUN 940 Preparation for the Professoriate: Conducting Research in Counselor Education & Super	
COUN 950 Research Specialty: Mixed Methods Research in Counselor Education	
COUN 960 Doctoral Field Experience in Counselor Education – 3cr	
COUN 960 Doctoral Field Experience in Counselor Education – 3cr	
COUN 995 Dissertation in Counselor Education and Supervision - 6cr	
COUN 995 Dissertation in Counselor Education and Supervision - 6cr	
TOTAL	48 Credits

Ph.D. Counselor Education and Supervision

Student: _____ **Advisor:** Branthoover **Date:** _____

The plan of study is designed to facilitate progress towards degree completion. The plan of study must be completed by the student and his/her advisor during the semester that the student completes of 12 hours of graduate credits. The signed completed plan of study is submitted to the department chairperson.

Co-Requisites Needed	Projected Semester

Student's Signature _____ Date _____

Advisor's Signature _____ Date _____

Filed in Student's Record _____ Date _____

Recorded in the Department's Database _____ Date _____

UPDATED 3/8/17, 5/1/17, 9/5/17, 9/13/19

Appendix B

Student Review Rubric

Department of Counseling Student Review Rubric

U=unacceptable A=acceptable n/a=not applicable

Student Name: _____ Faculty Completing Rubric: _____
 Letter: _____ Status: _____

Target Skills	Description	U	A	N/A	Comments
Clinical Competencies	<p><u>Counseling:</u> Attends/responds empathically and non-judgmentally; formulates short & long terms goals, can articulate personal theory of counseling, possesses the ability to be present, the ability to acknowledge areas for growth; the ability to demonstrate basic counseling skills and ethical practice</p> <hr/> <p><u>Supervision:</u> Demonstrates a willingness to learn through active participation in individual, small group and other supervisory situations and a willingness to receive feedback; shows professionalism; demonstrates the ability to conceptualize and reflect upon intervention skills, conceptualization skills, personalization skills, and professional skills; demonstrates awareness of self and others; recognizes and accepts one's own power.</p>				

**Personal
Maturity &
Interpersonal
Skills**

Recognizes personal limitations; reacts in emotionally appropriate manner in difficult situations; recognizes own biases and assumptions about human behavior; is authentic, sincere, and able to admit mistakes; is present-oriented; demonstrates a sincere interest in the welfare of others; has one's own identity, and appreciates self; demonstrates receptiveness to feedback, possesses the ability to be self-reflective; demonstrates professional behavior; is psychological healthy; is sensitive to multicultural issues; establishes, maintains, and respects boundaries

**Academic
Aptitude and
Coursework**

Communicates ideas well orally and in writing on reports, summaries, and case studies; shows openness to new learning experiences; is ethically and morally grounded in laws and procedures; is prepared for class and practices outside of class; is appropriately self-disclosing; integrates knowledge, skills and self; prompt in turning in assignments, participates successfully and fully in group projects; demonstrates evidence of achieving class goals, participates in class with minimal absences/lateness.