



IUP Graduate Handbook

*Master of Education in School Counseling and Master of Arts in
Clinical Mental Health Counseling*

Department of Counseling

Handbook Updated Summer 2022

Master of Education in School Counseling and Master of Arts in Clinical Mental Health Counseling
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Introduction

The Department of Counseling Graduate Master's Student Handbook has been developed for your use and convenience in answering those questions most pertinent to your academic needs. This Handbook is not meant to replace the student advisement process but is offered instead as a means of assisting in that process. We encourage you to read this Handbook carefully, as it can help to facilitate your progress through your program of study. We also recommend that you familiarize yourself with the Graduate School Catalog, as it details the overarching policies of the School of Graduate Studies and Research (<https://catalog.iup.edu/index.php?catoid=4/>). For your convenience, a listing of important IUP telephone numbers and faculty e-mail addresses is included in Appendix A.

As you read this Handbook, you are encouraged to utilize the forms in the Appendices to help plan your course of study, track your academic progress, and make note of any personal responsibilities pertaining to degree candidacy, program progression (including Practicum and Field Experiences), and postgraduate licensure/certification requirements.

Using this Handbook effectively will enhance the advisement process and enable you to take a more active role in attaining your personal and professional goals in a timely fashion. If you cannot locate any information you need in this Handbook, you are encouraged to contact your advisor. This handbook is accessible on the web at: <http://www.iup.edu/counseling/students/>.

Whether or not you take the time to review this Handbook in depth, you will be held accountable for knowing and adhering to the Program's governing principles as described herein. Please note that some of these policies and processes may change based upon Department, College, or University decisions and/or their response to evolving circumstances. Please check your email regularly and maintain contact with your advisor for updates.

Indiana University of Pennsylvania

Indiana University of Pennsylvania (IUP) has a history rich in accomplishment. The first building, named John Sutton Hall in 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 Pennsylvania's fifth largest University and the largest in the PA State System of Higher Education. Current enrollment is at more than 9,300 students and includes individuals from 30+ states and more than 50 countries.

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 followed by a rapid growth in the liberal arts program in the 1960s.

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 also 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 to more than 9,300 students at the university's three campuses, 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 institution authorized to confer doctoral degrees.

Academic offerings include more than 100 undergraduate majors with a variety of internship and study abroad programs, as well as more than 40 graduate programs, including 13 doctoral degrees. Unique opportunities for research at all levels and the Robert E. Cook Honors College provide special challenges for academic growth. The variety and quality of instruction are characteristic of a big university, yet at IUP, close, one-on-one relationships develop within the teaching framework, and a strong sense of community prevails.

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

<https://catalog.iup.edu/content.php?catoid=7&navoid=951>

Title IX Reporting Requirement

<https://catalog.iup.edu/content.php?catoid=7&navoid=959>

Student Conduct and Student Rights

<https://www.iup.edu/studentssupportandstandards/policies/index.html>

www.iup.edu/gradcatalog

Department of Counseling

The Department of Guidance and Counseling was formed in 1966 with three initial faculty members. The master's program at that time was designed to prepare only school counselors. In 1969, the Counseling Services Program was added to the Department in response to students wanting to work in community agencies. In the early 70s, the Department changed its name to Counselor Education. Other graduate programs (Student Affairs in Higher Education, Adult and Community Education) were later added to the Department. In 1996, as a part of a reorganization effort, we were re-named as the standalone Department of Counseling.

In 1998-1999, two additional faculty members were added to the Department (resulting in a total of six) and several major curriculum proposals were approved. In addition to the MA and MEd programs transitioning to a 48-credit requirement, the Department established a “licensure-only” post-master's admission track and an MA degree program at Pittsburgh East. In 2001-2002, two new faculty members were hired to assist with instruction at both the main campus and Pittsburgh East. The Department of Counseling now has a total of eight graduate faculty and has grown into one of the largest graduate programs at IUP. In 2017, the department added a PhD in Counselor Education and Supervision, which was designed as one of the first doctoral programs in the nation to meet the newly adopted 2016 CACREP standards.

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 and who advocate 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 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 chapter of the Chi Sigma Iota (CSI) national honor society, whose members engage in community service and professional development activities each semester. 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. Service-learning opportunities are also 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 content and clinical 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

Jacqueline Kerr – Administrative Assistant	jmkerr@iup.edu	(724) 357-2306
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Dr. Matthew Nice	mnice@iup.edu	(724) 357-2306
Dr. Brittany Pollard-Kosidowski – Asst. Chairperson	bpollard@iup.edu	(412) 824-3225
Dr. Sibyl West	swest@iup.edu	(724) 357-2306

Admission

The MEd in School Counseling requires an Undergraduate GPA (UGPA) of 3.0, with the Pennsylvania Department of Education (PDE) caveat that 10% of admitted students can fall below that criteria. The MA in Clinical Mental Health Counseling requires a minimum of a 2.8 UGPA. Any student falling below these requirements can request a UGPA waiver by contacting the master's Graduate Coordinator, Dr. Pollard-Kosidowski (bpollard@iup.edu). If a waiver is granted, all other Graduate School Admissions requirements MUST be met.

The two-stage admissions process is outlined below:

Stage One – The “Document” Review:

- Submit application, goal statement, two letters of recommendation, and collegiate transcripts through the Graduate School's online portal by either the regular (February) application deadline or during our summer rolling admissions period.
- When application is complete and has met all Graduate School admission standards, it is forwarded to the Department of Counseling for review.
- Applicant's materials are independently reviewed by faculty.

Stage Two – The Admissions Workshop (Typically facilitated in March):

- Applicants who apply by the spring deadline and who satisfy the credential screening process are invited to participate in the spring Admissions Workshop. This includes:
 - Individual and group interviews with faculty
 - Writing sample
 - Program overview and tour of our Digital Counselor Training Facilities
- Admissions recommendations are made to the Graduate School by the counseling faculty soon after the workshop.

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

For more information regarding Admission Classification and Provisional Admission for International Graduate Application, please 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 and administrative activities. There are a limited number of Graduate Assistantships available each year. Because of our rolling admissions for the PhD program, doctoral students are notified of

Graduate Assistantship awards between April and June, while master's students are notified in March or 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, graduate level (doctoral or master's), and year.

Assistantship applications can be obtained at: <https://www.iup.edu/counseling/grad/counseling-admissions/graduate-assistant-applications.html> and should be submitted to the email address indicated on the application form. Master's students must apply by February 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 January 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.

Scholarships

The George L. Spinelli Memorial Scholarship was established in honor of the late Dr. George L. Spinelli in 1998. Dr. Spinelli made significant contributions to the Department of Counseling by serving as its first chairperson until he retired in 1983. Mrs. Ruth E. Spinelli donated \$10,000 with the hope that someone as caring and compassionate as her late husband would benefit from this scholarship. Award amounts have varied between \$1,300-\$1,400 and are given annually to one or two current students in the MA or MEd counseling programs. Eligible applicants must have completed at least 12 credit hours and maintained a 3.5 GPA or higher. The scholarship is awarded by the College of Education and Educational Technology Scholarship Committee each spring and is announced at the May departmental commencement ceremony. The application deadline is typically in the spring and the application materials are available in the Department office (Stouffer 206) and at the front desk at the Pittsburgh East campus.

Scholarship Information: <https://www.iup.edu/admissions/graduate/financialaid/scholarship-and-fellowship-opportunities.html>

Costs and Financial Aid: <https://www.iup.edu/admissions/graduate/financialaid/index.html>

Academic Advisement

After students are admitted to the Department of Counseling and the Graduate School, they are assigned an advisor within the Counseling Department. It is very important for students to maintain contact with their faculty advisor throughout their course of study.

Advisors will help students to plan their course schedule, select electives, discuss Practicum and Field Experience sites, and guide them through the program in a timely fashion. Personal Identification Numbers (PINs) are sent to the advisors every semester so that students must reach out to and/or meet with their advisors prior to registering. See Appendix F for the current Tri-Semester Course Schedule (please note that the tri-semester schedule is subject to change – consult with your advisor) offerings and Appendix C for the Counseling Program Student Plan of Study forms.

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/
Disability Support Services: www.iup.edu/disabilitysupport/
Office of Social Equity: www.iup.edu/socialequity/
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-resources/index.html

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 <https://www.iup.edu/itsupportcenter/get-support/e-mail-and-calendar/general/> to learn more about setting up this account. For more information regarding University Policy on email communications, 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

There are currently three degree programs offered within the Department of Counseling, including: the PhD in Counselor Education and Supervision, the MEd in School Counseling (preparation for PreK-12 certification), and the MA in Clinical Mental Health Counseling (preparation for professional licensure).

In addition to these degree programs, the Department offers two other admission classifications: "certification-only" and "licensure-only." The certification-only track is for students possessing a relevant master's degree, regardless of area of specialization, and who want to pursue "certification" as a school counselor in PA. The licensure-only track is for students who already hold a minimum of a 48-credit hour master's degree in Counseling or a very closely related field and need additional credits to meet PA licensure standards. The maximum number of credits needed toward certification or licensure must not exceed 18 in order for an applicant to be eligible for one of these tracks.

In order to accommodate part-time students and working professionals, most counseling courses are offered during the evening hours, Monday through Thursday. During summer sessions, courses are also sometimes offered during the day. Practicum and Field Experiences require additional time beyond standard class times for client/student meetings and/or faculty supervision.

Master's Program

Master of Education in School Counseling (PreK-12)

This degree program is designed to prepare students for elementary and secondary school counseling positions. Comprehensive, developmental school counseling programs function in elementary, middle/junior, and high school settings. They are designed to support the educational mission of a school, providing services to students in such specific areas as social/emotional growth, career exploration and development, and academic achievement. School counselors are also leaders and advocates that work with all school stakeholder groups, such as students, teachers, administrators, parents/guardians, and community members.

Program Philosophy. The hallmark of IUP's School Counseling MEd program is its philosophy based on a comprehensive, developmental approach to school counseling. Our program is based on the ASCA National Model and applicable state models of school counseling. We believe that it is important to train school counselors who work as a part of a team to remove impediments to academic success for all students. In addition, we believe it is critical for school counselors to learn how to develop and manage school counseling programs that are both comprehensive and developmental in nature.

Curriculum. To qualify for institutional endorsement for Commonwealth certification as PreK-12 school counselors, students must complete a 60-credit hour competency-based program to

include Elementary and Secondary Counseling Practicum Experiences, as well as a 600-hour Field Experience. In addition, students applying for Pennsylvania School Counseling Certification must pass the PRAXIS School Counseling Specialty Exam, School Guidance and Counseling. All students have five (5) years from the date of their first course enrollment to complete their degree program.

While teaching experience is not a prerequisite for school counselor certification in Pennsylvania, students are expected to possess an understanding of child or adolescent growth and development. They should also understand the basic principles of psychology, sociology, and learning theory, in addition to courses specific to working with either child or adolescent populations. All students seeking an MEd degree for certification will take COUN 613, COUN 615, COUN 617, COUN 618, COUN 621, COUN 624, COUN 628, COUN 636, COUN 637, COUN 639, COUN 659, COUN 667, COUN 672, COUN 677, COUN 682, COUN 720, COUN 755 (6 credits), GSR 615, and one 3-credit hour elective.

PDE Requirements. The Pennsylvania Department of Education (PDE) has placed its own requirements for admission into initial certification programs. As of Fall 2003, an undergraduate GPA of 3.0 is necessary to gain admittance into a PDE certification program. The PRAXIS School Guidance & Counseling subject exam must also be taken and passed in order to become certified. Additionally, students need to have taken up to 9 credits in coursework focused on working with diverse learners and 3 credits focused on working with English Language Learners (ELL) in their undergraduate programs. If students do not meet these requirements, they may be required to take up to 6 credits focused on working with Special Education/Students with Disabilities and up to 2 credits focused on working with ELL as co-requisites in the MEd program. Please note - there are exceptions to this requirement for those who were certified prior to 2011.

Praxis School Guidance and Counseling. Students must pass the computerized Praxis Professional School Counselor exam (Code 5421) with a minimum score of 590. Customarily, students take this exam during their last semester in the MEd program. Students can register at www.ets.org/praxis/pa and should do so at least two months prior to the testing date. The score from the Praxis test is sent to the student, as well as to the Pennsylvania Department of Education. It is also highly recommended that students send their scores to Indiana University of Pennsylvania, to ensure their certification, as well as to aid the College in ongoing accreditation processes.

Certification. Students may apply for certification during their Field Experience semester. Students must create an account in the Teacher Information Management System (TIMS) and can do so at any time during their program. Students use this account to apply for certification when it is time and will pay for it electronically via the Marketplace on the TIMS system.

All students **MUST** initiate the PDE certification process. Directions for doing so and all necessary forms can be found on the "For Students" section of the Department of Counseling website (www.iup.edu/counseling/). Once the certification endorsement form is received by the Department, it is held until the student's final grades are issued. Upon confirmation of final grades and the posting of the student's degree, the Graduate Coordinator audits the student's transcripts to ensure they have completed all requirements for certification. The Department of

Counseling then sends the completed application to the College of Education and Communications. All student applications are compiled and sent by the College of Education and Communications to the Pennsylvania Department of Education (<http://www.pde.state.pa.us/>).

Students can check on the status of their application at any point throughout the process by contacting the College of Education and Communications at (724) 357-2480.

Occupational Outlook. Employment of school and career counselors is expected to grow by 11% by 2030, which is faster than the average growth rate expected for all occupations. The number of students attending school at all levels is expected to increase during the projection's decade, boosting demand for both school and career counselors (Bureau of Labor Statistics, *Occupational Outlook Handbook*, April 2022).

Master of Arts in Clinical Mental Health Counseling

This degree program is designed for students seeking preparation leading to counseling-related employment in community and business settings. Degree programs are individually designed to prepare students to work in a variety of settings, including mental health centers, drug and alcohol treatment programs, correctional institutions, health care settings, social service agencies, and business and industry. Students completing this 60-credit hour program are positioned to eventually seek PA licensure as a Licensed Professional Counselor, and, upon the successful completion of the National Counselor Examination (NCE), to become a Board-Eligible Nationally Certified Counselor.

Program Philosophy. The Master of Arts in Clinical Mental Health Counseling fosters a training model that recognizes the interactive effect between people and their environment. The program philosophy is to approach helping from an educational, contextual, and developmental perspective, emphasizing prevention, and promoting enrichment in people's lives while also providing skills for effective intervention. The wide variety of employment settings in which graduates are found reflects this developmental, preventative, and interventionist focus.

Curriculum. The curriculum is designed to prepare students for careers in counseling and human service agencies and to meet the curricular requirements set forth by NBCC, the PA licensure board, and CACREP. Students receive instruction in counseling theories, participate in individual and group practicum experiences utilizing various counseling approaches with clients, and engage in a 600-hour supervised Field Experience in a professional setting that reflects their counseling interests. There are eight core academic areas required by CACREP, including: Professional Identity, Social and Cultural Diversity, Human Growth and Development, Career Development, Helping Relationships, Group Work, Assessment, and Research and Program Evaluation. All students have six (6) years from their first course enrollment to complete the degree program.

Students enrolled in the MA program will complete 60 credits for the degree. The program requires the following core courses or their equivalents: COUN 615, COUN 617, COUN 618, COUN 634, COUN 636, COUN 637, COUN 639, COUN 657, COUN 672, COUN 677, COUN 669, COUN 671, COUN 710, COUN 720, COUN 755 (6 credits), GSR 615, and 9 credit hours of elective courses, to be determined by students in consultation with their advisor.

Occupational Outlook. The counseling profession is growing, with ever-increasing opportunities for counselors to work in a wide variety of community settings. The employment of clinical mental health counselors is expected to grow by 23% by 2030, with a growth rate “much faster” than those associated with other occupations on average (BLS, *Occupational Outlook Handbook*, April 2022). As such, counselor training is currently in extremely high demand.

Upon completion of the Master of Arts in Clinical Mental Health Counseling, recipients are qualified to seek work in mental health centers, human service agencies, substance abuse programs, correctional institutions, health care settings, and business and industry.

Licensure. This 60-credit hour degree meets all educational requirements for licensure as a Licensed Professional Counselor (LPC) in PA. Additional requirements for licensure include passing the National Counselor Examination (NCE) and accruing 3,000 hours of supervised postgraduate clinical experience. Specific licensure requirements are detailed by the State Board of Social Workers, Marriage and Family Therapists, and Professional Counselors, in Chapter 49 of the PA licensure law. All questions regarding licensure requirements should be directed to the State Board (<http://www.dos.state.pa.us/bpoa/> (see Health-Related Boards section).

MA and MEd Counseling Programs at Pittsburgh East (Monroeville area)

The Clinical Mental Health Counseling program (MA) and the School Counseling program (MEd) are also offered off-campus at the IUP Pittsburgh East Graduate and Professional Center. The Clinical Mental Health Counseling program enrolled its first Pittsburgh East student cohort in January 2000 and the School Counseling program (secondary-focused at the time) enrolled its first Pittsburgh East cohort in January 2005. These programs are identical in both structure and content to the main campus MA and MEd counseling programs. Students can enroll in a full-time daytime program if offered for their admission semester. All master’s programs at both campus locations are offered on a “menu-driven” basis with courses following the tri-semester calendar (Appendix F).

Doctoral Programs

PhD in Counselor Education and Supervision

The PhD program in Counselor Education and Supervision prepares students for leadership positions in the counseling profession and for teaching opportunities as university professors. This residential, full-time program allows students to build upon their CACREP-accredited master’s degree and includes advanced practicum and field experiences. The doctoral program in Counselor Education and Supervision enhances student knowledge of counseling, supervision, teaching, research & scholarship, and leadership & advocacy.

Certificates and/or Certification and/or Licensure

School Counseling Certification Only

Those students already possessing a master's degree and desiring School Counseling certification (elementary and/or secondary) may apply to the Counseling Department for "Certification Only" status. Applicants' graduate transcript(s) are evaluated by the master’s Graduate Coordinator to determine program eligibility and the coursework needed for the completion of commonwealth certification requirements. Applicants for "Certification Only" must meet similar admission requirements as degree-

seeking applicants, to include a minimum 3.5 graduate GPA. Eligible applicants are those needing fewer than 18 credits toward the requirements set forth by the PDE.

Licensure Only

The “Licensure Only” track for admission is designed for individuals who have completed a master’s degree in Counseling or a very-closely related field and who need fewer than 18 credits toward meeting PA licensure standards (60-credit hour requirement). An applicant's transcript is evaluated by the master’s Graduate Coordinator to determine program eligibility and which additional courses are recommended for credit beyond their completed master's degree. The State Board of Social Workers, Marriage and Family Therapists, and Professional Counselors makes all final determinations of coursework deemed acceptable for licensure. If a student has questions about course acceptability, they should contact the Licensing Board directly to inquire. Additionally, the Graduate Coordinator may require the applicant seek a full board audit before determining their eligibility for the licensure only program. Applicants for “Licensure Only” status must meet similar admission requirements as degree-seeking applicants, to include a minimum 3.5 graduate GPA.

Course Descriptions

Please visit the graduate catalog for individual course descriptions.

General Catalog: <https://catalog.iup.edu/index.php?catoid=4>

Counseling Course Descriptions: <https://www.iup.edu/counseling/grad/index.html>

Evaluation of Students

There are no candidacy or Qualifier Exams and no Comprehensive Exam for the master’s programs in Counseling. For information regarding School of Graduate Studies and Research policies on grading, view the Graduate Catalog: www.iup.edu/gradcatalog

Degree Completion

Degree requirements and graduation processes are detailed in the Graduate Catalog: www.iup.edu/gradcatalog

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

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

Thesis Completion

The Department of Counseling has an **optional** thesis for any student pursuing the MA or MEd. Students can seek the assistance of their academic advisor in determining which option is best for them.

Thesis Process

Students considering a thesis should consult with their advisor as early in the program as possible. Although it is not required to identify the thesis option early, doing so will increase the likelihood of completing the thesis in a timely manner. Academic advisors serve as the chairperson of thesis committees; however, another chair may be selected if it is more appropriate. The process of completing a thesis involves various steps.

Student must:

1. Identify a thesis committee chairperson.
2. Develop an initial topic outline.
3. Identify the other committee members to serve.
4. Submit the Research Topic Approval form to the Graduate School.
5. Develop the full thesis proposal.
6. Obtain approval by the Institutional Review Board for the Protection of Human Subjects.
7. Defend the proposal to the committee.
8. Gather data.
9. Write the final report.
10. Defend the thesis to their committee.
11. Make final revisions and submit the completed thesis to the Graduate School.

Students planning to complete a thesis should allow a minimum of two semesters to do so. The Thesis/Dissertation Manual is available online at: <https://www.iup.edu/graduatestudies/resources-for-current-students/research/thesis-dissertation-information/thesis-dissertation-manual.html>. The thesis counts as a 3-credit elective in the plan of study.

Evaluation Outcome for Thesis

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, please 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 Department of Counseling's Graduate 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

Academic Integrity

Bereavement-Related Class Absences

Continuous Graduate Registration for Dissertation and Thesis

Grade Appeal Policy

Graduate Fresh Start Policy

Graduate Residency Requirement

Leave of Absence Policy

Time Limitations

Time-to-Degree Masters/Doctoral Dismissal Appeal Policy

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

Transfer of Credits Policy

Department Policies and Procedures

Student Conduct

While enrolled in their counseling program, students are expected to maintain the highest standards of integrity and practice consistent ethical behavior. Special attention should be given to confidentiality, the completion of original work and appropriate attribution (i.e., avoiding plagiarism), as well as copyright laws and conventions. Unethical behavior, impaired performance, and/or unprofessional practices may result in disciplinary action on the part of the Department or university. See the 2014 ACA *Code of Ethics* for further guidelines pertaining to counseling student behavior. In addition, the IUP Student Handbook Policies and Procedures provide more information on academic integrity, as well as the sections on the 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 members are ethically bound to monitor student development to ensure 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 process and can be found in Appendix E. The purpose of the process is also to ensure that the student has completed and progressed through an appropriate Plan of Study. In addition, this process allows faculty to address critical areas such as impairment, incompetence, ethical misconduct, and problematic behaviors that could potentially impact the future clients/students with whom they work.

During the yearly student review process, every student is reviewed. If an issue is identified, the student will be directed to meet with their advisor to discuss identified concerns. If remediation is needed, a remediation plan will be developed and signed by both 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 so that faculty can provide encouragement, feedback, and support as appropriate. A designated faculty member (e.g., advisor) will monitor the student's progress according to an agreed upon timeline, and a faculty review will determine the next course of action, if needed.

Sometimes problematic behavior issues arise throughout the academic year and must be addressed outside of the formal annual 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 basis. 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(s) of concern. The same remediation process described above is then followed. If remediation is needed, a remediation plan will be developed and signed by members of the Student Development Committee, the student, and the student's 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 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 professional development.

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

Potential remediation activities could include:

- Referral to individual/group counseling
- Focused reading in particular area
- Completion of academic paper or presentation to faculty
- Taking an "incomplete" grade 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 program dismissal
- Referral to writing center
- Referral to the University Judicial Board
- Decrease in course load
- Increased supervision
- Prescribed courses

Appeals of decisions made by the Student Development Committee are directed to the Dean of the School of Graduate Studies and Research or to the Dean's designee.

Policies from the Office of Student Conduct can be viewed at: www.iup.edu/studentconduct/policies/.
(IUP Email Communication Policy, Student Behavior Regulations, The Source, Student Rights and Responsibilities, etc.)

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 content and clinical course. Instructions for obtaining the software include:

1. From www.livetext.com, click on the Register link in the upper right corner.
2. Under Purchase Membership, click the Purchase button.
3. 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.
4. 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.
5. Enter your billing information and click the Continue button.
6. 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.

Departmental Participation, COVID, and Attendance Policy

In order to continue to provide the best possible in-class experience, and to limit the possible spread of COVID-19, students will be required to follow all IUP COVID response policies and procedures. As of March 2, 2022, IUP no longer requires face coverings/masks to be worn when in buildings on campus, with the exceptions of the IUP Health Service and the IUP Counseling Center which both still require face coverings to be worn by staff and visitors. IUP is also following the CDC recommendation to wear a mask if a student has COVID-19 symptoms, receives a positive test, or is exposed to someone with COVID-19. Individuals in private offices and in private residence hall rooms are permitted to ask that visitors wear masks when in these areas. Anyone who wishes to wear a face covering is encouraged to do so.

Students who experience **ANY** COVID-19 symptoms (including fever, cough, shortness of breath, fatigue, body aches, headache, sore throat, congestion, runny nose, etc.) are encouraged to attend to their own personal wellness and communicate with their faculty instructor. Students should seek medical assistance and wear a mask to protect others as appropriate.

Please also be aware of the Department of Counseling Participation and Attendance Policy listed below:

For maximum learning to occur, students must attend 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.

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 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 a student's course grades. Attendance for both face-to-face and remote courses means arriving for class on time in the modality specified by the instructor, staying for the duration of the class, and 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 one's 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 the 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. The 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. See instructions at the end of this Handbook for account setup, information about fees, and steps for uploading documents.

Plan of Study

All students must complete a plan of study designed to facilitate progress toward degree completion. The plan of study must be completed by the student and their advisor during the semester that the student completes of 12 hours of graduate credits. The signed, completed plan of study will then be given to the Department Chairperson. During the student review process, the Department Chairperson will present the completed Plan of Study to department faculty. The completed Plan of Study form is added to the student's departmental file and documented in the departmental database. See the Plan of Study for both the MEd and MA degree programs in Appendix C.

Change of Program

If a student desires to change program/degree emphasis (within the Counseling Department) at any time during their course of study, a new Graduate School application and new Goal Statement are needed. These materials must be submitted to the Graduate School to initiate the process. Admission to the new degree and/or certification program may not require re-attendance of an Admissions Workshop. The Graduate School Policy regarding transfer credits applies to departmental change of program requests. For more specific information please refer to:

<https://www.iup.edu/graduatestudies/resources-for-faculty-and-staff/graduate-coordinator-resources/transfer-credits.html>

Change of Campus

If students desire to change campuses (from Indiana to Pittsburgh East or Pittsburgh East to Indiana), they must discuss the rationale for the change with their advisor. If their advisor agrees that a strong case has been made for the change in campus, the advisor will have them submit the request in writing to the department chairperson. The department chairperson will bring the request forward to department faculty members for discussion and approval at the next faculty meeting. Following the faculty meeting, students will be notified of the decision by their advisor.

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 and a school or clinical mental health professional. 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/student. Two primary national organizations: the American Counseling Association (ACA) and the American School Counselors 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 Specialists in Group Work (ASGW) and National Career Development Association (NCDA). Professional organizations offer members numerous benefits including journals, newsletters, annual or biannual 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 becoming involved with these professional organizations as part of their professional identity development by joining early in their student careers. Examples of past student involvement

include making presentations at state and national conferences, receiving reduced conference registration fees, obtaining scholarships, and participating in professional networking activities.

Professional Codes of Ethics and Standards of Practice

As members/future members of the counseling profession, both faculty and students in the Department of Counseling must adhere to the profession's Codes of Ethics. Counseling students are required to complete a course focusing on 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 (p. 13).

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 (p. 15).

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 (p. 15).

The second professional issue relevant to students is that of personal well-being. Counselors must be able to monitor their emotional, mental, and physical health in order 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, role-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* (2014) to address these issues.

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 (p. 13).

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 (p. 14).

F.8.d. Addressing Personal Concerns. Counselor educators may require students to address any personal concerns that have the potential to affect professional competency (p. 14).

(See also Handbook section re: *Student Review and Remediation*).

Student Professional Logs

All students will participate in practicum and field experiences. During these courses, time records will be kept of the hours spent in these experiences. It is important that all students keep records from practicum and field experiences (final completed and signed logs), as they may be needed for licensing, especially for meeting other states' licensure requirements as needed.

Research

Student research support is available by contacting our department's Expert Librarian, Dr. Kelly Heider, at (724) 357-4886 or at kheider@iup.edu. For more research information and/or support, students may also consult the:

Applied Research Lab: www.iup.edu/arl/
Graduate Catalog: www.iup.edu/gradcatalog

Office of Research: www.iup.edu/research/

Department/Program Awards

Janet L. Fontaine Outstanding Student Award

At the May departmental graduation ceremony, the “Janet L. Fontaine Outstanding Counseling Student Award” is given to a graduate who, in the eyes of faculty, has demonstrated exceptional professional behavior. Nominations are accepted during March and April (for May and August graduates) and in November and December (for December graduates). The recipient is acknowledged at the graduation ceremony and receives a plaque recognizing their accomplishments.

Practicum and Field Experiences

Practicum

Students will take two practicum courses as part of their degree program. These practicum experiences require significant time outside of class for meeting with students/clients and attending supervision. Students should consult the Department website (<https://www.iup.edu/counseling/students/>) to obtain the current Practicum Manual which outlines the requirements in more detail.

IMPORTANT: Students wishing to enroll in practicum courses **must** complete a **mandatory** pre-practicum orientation on D2L the semester BEFORE the expected enrollment. This online orientation consists of reading materials and a quiz which students must pass with 100%. They must also submit all the required paperwork by the due dates for the semester desired. Failure to do so could result in referral to the Student Development Committee.

School Counseling Practicum Experiences

All school counseling students are required to take two practicum courses that are needed for PreK-12 school counseling certification.

- COUN 667: Elementary School Practicum
 - Direct Service: 20 hours
 - Indirect Service: 30 hours

- COUN 659: Secondary School Practicum
 - Direct Service: 20 hours
 - Indirect Service: 30 hours

Clinical Mental Health Practicum Experiences

All clinical mental health counseling students are also required to take two practicum courses.

- COUN 657: Individual Counseling Practicum
 - Direct Service: 30 hours
 - Indirect Service: 45 hours
- COUN 669: Group Counseling Practicum
 - Direct Service: 10 hours
 - Indirect Service: 15 hours

Field

Field Experience is designed as the final training experience and provides the opportunity to integrate and practice learning obtained throughout the degree/certification program. Even though Field Experience is scheduled as one of the last courses in a student's program, early planning is necessary. The department mandates that all required core COUN degree coursework must be completed BEFORE a student is eligible for the Field Experience.

All students enrolling in the Field Experience for the first time are **required** to attend a **mandatory** Field Experience orientation meeting. This meeting provides information on such topics as liability insurance, course requirements, site selection, time deadlines, etc. An overview of the required paperwork will be discussed during this meeting. This paperwork must be completed and returned to the Field Experience Coordinator by the specified due date. Students who do not submit the necessary paperwork by the required deadline may be referred to the Student Development Committee. Students should consult the Department of Counseling website (<https://www.iup.edu/counseling/students/>) to obtain the current Field Experience Handbook, which outlines the requirements in more detail.

A 600-hour Field Experience is required for school counseling students and clinical mental health counseling students. Students may complete these hours in one semester (600 hours) or over two semesters (300 hours each semester). Students may have a maximum of two field experience sites during the 600-hour field experience.

School Counseling Field Experience

- Option 1: 600 hours in one semester
 - Students will likely have two sites (one for elementary and one for secondary)
 - Students will split their time between the two sites, completing approximately 20 hours per week at each site
 - Direct Service: 120 hours at each level (elementary & secondary)
 - Indirect Service: 180 hours at each level (elementary & secondary)
- Option 2: 600 hours over two semesters
 - Students will have one site each semester (one semester will be at the elementary level and one will be at secondary level)
 - Students will complete approximately 20 on-site hours per week each semester
 - Direct Service: 120 hours per semester
 - Indirect Service: 180 hours per semester

Clinical Mental Health Counseling Field Experience

- Option 1: 600 hours in one semester
 - Direct Service: 240 hours
 - Indirect Service: 360 hours
- Option 2: 600 hours over two semesters
 - Direct Service: 120 hours per semester
 - Indirect Service: 180 hours per semester

Students who have questions about practicum and/or field requirements should directly contact the Department of Counseling's Clinical Coordinator for master's degree programs, Dr. Guth (lguth@iup.edu).

Student Services and Organizations

Chi Sigma Iota

<http://www.csi-net.org/>

As defined on their website, "CSI is an international honor society that values academic and professional excellence in counseling. We promote a strong professional identity through members (professional counselors, counselor educators, and students) who contribute to the realization of a healthy society by fostering wellness and human dignity. Our mission is to promote scholarship, research, professionalism, leadership, advocacy, and excellence in counseling, and to recognize high attainment in the pursuit of academic and clinical excellence in the profession of counseling." The IUP Chapter, Iota Upsilon Pi, was chartered in 1997. Students are inducted typically in the Spring semester; students interested in IUP CSI membership should contact a CSI executive officer or the faculty advisor, Dr. Nice (mnice@iup.edu).

Counselors for Social Justice

<https://www.counseling-csj.org/>

As it states on their website, "Counselors for Social Justice works to promote social justice in our society through confronting oppressive systems of power and privilege that affect professional counselors and our clients and to assist in the positive change in our society through the professional development of counselors." The IUP Chapter was established in 2021 and is open to students, faculty, alumni, counseling professionals, and other community stakeholders. Students interested in joining should contact someone from the departmental CSJ leadership team or one of the co-faculty advisors, Dr. West (swest@iup.edu) or Dr. Pollard-Kosidowski (bpollard@iup.edu).

The Counseling Center

<http://www.iup.edu/counselingcenter/>

The Counseling Center provides confidential personal counseling on an individual and group basis to students seeking assistance. The Center is located in Suites on Maple East, G31 at 901 Maple Street. Students may call 724-357-2621 with questions or for an initial appointment. The Center is open from 8 a.m. to 4:30 p.m., Monday-Friday. These services are available for graduate students free of charge. We encourage students to take advantage of these services for their personal and professional growth.

Career Development Center

<http://www.iup.edu/career/>

The Career Development Center, Suite 302 Pratt Hall, is open to all IUP graduate students and alumni. Individuals and classes are encouraged to utilize the resources of professional staff, career-related materials, and physical facilities for ongoing assistance in the process of career planning and successful entry into meaningful and productive employment. The primary functions of the program include career planning assistance through voluntary conferences with professional career counselors; arranging campus interviews; and publicizing career-related information. Other functions include receiving and assembling current job vacancy listings which are available on a regular schedule, maintaining a career information library, arranging for dispersal of occupational information through extensive meetings with representatives from education, business, industry, and government, and conducting frequent statistical studies of graduates to assemble "supply/demand" data.

The Office of Career Services also sponsors various recruiting and networking events. In some instances, pre-registration is required. Students are encouraged to “Like” the Center’s Facebook page to keep current on the events of interests – search for Indiana University of Pennsylvania Career Development Center.

Services for Students with Disabilities

<http://www.iup.edu/disabilitySupport/>

The Department for Disability Access and Advising (D²A²), located in room 216 Pratt Hall, “provides services to students with disabilities of all kinds, including learning, physical, hearing, vision, or psychological. IUP is committed to ensuring equal access to education as intended by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act.”

Students with disabilities are urged to register with the office. Services provided may include early registration; assistance in locating accessible housing; equipment loan; test proctoring and reading; note taking; recording of books; liaison conversations with faculty, OVR, and BVS; and general advising and counseling. Students can get further information by calling (724) 357-4067. The department and faculty will make all accommodations for students as directed by the Department for Disability Access and Advising.

Indiana University of Pennsylvania recognizes its responsibility for creating an institutional climate in which students with disabilities can thrive. If you have any type of disability for which you require accommodations to promote your learning in this class, please contact your professors as soon as possible to discuss your needs. Proper documentation of the disability is necessary. If you believe that accommodations are needed, please contact the IUP Advising and Testing Center Disability Support Services Program located in 216 Pratt (724-357-4067).

University Health Service

<http://www.iup.edu/healthservice/>

The University Health Service operates an outpatient clinic and provides routine health care to students while classes are in session. The outpatient clinic is staffed with physicians, nurse practitioners, nurses, and educators. It is located at the Center for Health and Well-Being Suites on Maple East at 901 Maple Street. For emergency care on campus when the Center is not open, go to Indiana Regional Medical Center’s emergency department or call 911 (9-911 if on campus).

In addition to primary medical care, including minor surgery, some laboratory tests, and allergy injections, the University Health Service offers a self-care cold clinic and programs in chemical health, health education, and wellness. Call (724) 357-2550 for an appointment or (724) 357-6475 for more information.

Writing Center

<http://www.iup.edu/writingcenter/>

The mission of the IUP Writing Center has been to help students succeed with writing assignments in their classes at IUP. To accomplish this, trained Writing Center tutors offer one-on-one tutoring and group workshops. Due to the intensive writing requirements of graduate school, students are encouraged to familiarize themselves with the services of the writing center and take advantage of what they have to offer. The Writing Center is located in Eicher Hall, Room 218, and the phone number is

(724) 357-3029. The Writing Center hours are Monday through Thursday, 9:00am – 5:00pm and 6:00pm – 9:00pm, and Friday, 9:00am – 3:00pm.

IUP Center for Creativity and Change

<http://www.iup.edu/counseling/centers/>

The IUP Center for Creativity and Change is based in the Department of Counseling and has offered workshops for Counseling students and area mental health professionals since 2005. Presenters are nationally and internationally known experts in the counseling profession. Workshops are offered at a discounted student rate during the early and regular registration periods. Information about upcoming Center workshops is emailed to IUP Counseling students and announced in classes.

Appendix A: IUP Offices and Faculty

The Indiana, PA zip code is: 15705

The Pittsburgh, PA zip code for Pittsburgh East is: 15235

NOTE: All main campus phone numbers have a 724 area code. Pittsburgh East phone numbers have a 412 area code.

Department of Disability Access & Advising:	357-4067
African American Cultural Center Bookstore:	357-2455
Student Billing Office:	357-3145
Campus Library Reference Desk:	357-2207
Campus Police:	357-2141
Career Services:	357-3006
Financial Aid:	357-2218
Graduate School Office:	357-2222
Center for Health and Well-Being Information – IUP:	357-9355
Registrar:	357-2100
Scheduling:	357-2652
Student Payroll:	357-2511

Department of Counseling Faculty & Staff Contact Information

Jacqueline Kerr – Administrative Assistant	jmkerr@iup.edu	(724) 357-2306
Dr. Holly Branthoover – Doctoral Coordinator	hbrnthvr@iup.edu	(724) 357-2306
Dr. Stacy Carone	scarone@iup.edu	(724) 357-2306
Dr. Kimberly Desmond – Chairperson	kdesmond@iup.edu	(724) 357-2306
Dr. Lorraine Guth	lguth@iup.edu	(724) 357-2306
Dr. Nadene L'Amoreaux	nlamoro@iup.edu	(724) 357-2306
Dr. Matthew Nice	mnice@iup.edu	(724) 357-2306
Dr. Brittany Pollard-Kosidowski – Asst. Chairperson	bpollard@iup.edu	(412) 824-3225
Dr. Sibyl West	swest@iup.edu	(724) 357-2306

Department of Counseling website: <http://www.iup.edu/counseling/>
Department telephone number: (724) 357-2306
Department fax number: (724) 357-7821
Pittsburgh East telephone number: (412) 824-1149
Pittsburgh East fax number: (412) 824-3320
Center for Creativity and Change: <http://www.iup.edu/counseling/centers/>

Appendix B: Liability Insurance and Clearances

All counseling students must obtain the required clearances and liability insurance as specified by Department of Counseling policy. All documents must then be uploaded to the CastleBranch Clearance Management System.

Clinical Mental Health Counseling:

- Professional Liability Insurance (\$1 million per claim/\$3 million per occurrence coverage)
- Federal Fingerprinting Clearance (DHS), within the last 5 years
- Protection of Minors Training, less than one year old
- Act 34, Criminal Record Clearance, less than one year old
- Act 151, Child Abuse Clearance, less than one year old

School Counseling:

- Professional Liability Insurance (\$1 million per claim/\$3 million per occurrence coverage)
- Act 24, Arrest/Conviction Report and Certification Form
- Act 34, Criminal Record Clearance, less than one year old
- Act 151, Child Abuse Clearance, less than one year old
- Act 114, Federal Fingerprinting Clearance (PDE), within the last 5 years
- Act 126, Child Abuse Recognition and Reporting Act (Protection of Minors), less than one year old
- TB test, less than one year old (school districts may require shorter time periods at practicum or field placement)

New Student Clearance Requirements

After admission and between July 1 – August 15*, all students must obtain the following required clearances and upload the documents to the CastleBranch system. Note that these documents must be dated within this timeframe and cannot be documents obtained prior to July 1.

Policy & Procedure for Obtaining Liability Insurance

All students must obtain professional liability insurance and submit proof of the insurance policy. Liability insurance may be purchased through any appropriate insurance carrier. **Liability insurance limits of 1 million: 3 million are required by the university.** Two options often used by counseling students include:

1. **HPSO Professional Liability Insurance**
1-800-982-9491
<http://www.hpso.com>
Approximately \$37.00 per year for students
2. You may also join the American Counseling Association at www.counseling.org. Student members receive professional liability insurance through HPSO as part of their membership.

Policy for Updating Liability Insurance and Clearances

Students are responsible for keeping liability insurance and all clearances updated for the duration of the degree program. Renewals also need to be dated between July 1 to August 15. Students are also responsible for uploading all updated documents into CastleBranch before they expire. Failure to provide updated liability insurance and clearances would prevent a student from enrolling or continuing in classes.

Students engaging in practicum and field experiences must follow the clearance deadlines that are communicated by the clinical coordinator. As part of the approval process, students entering these clinical experiences may need to renew clearances early. For students enrolled in either practicum or field experience classes, all clearances **MUST** be valid and **not** expire during the semester. Non-compliance with this departmental policy may result in disenrollment from the clinical class(es), referral to the student development committee, or other actions.

Clearance Findings

If a student has a finding on any clearance(s), the student should contact the Clinical Support Services Contact in the Dean’s Office in the College of Education and Communications. Prior to any practicum or field experience, this IUP representative is required to contact potential sites to disclose and discuss any findings.

Clinical Support Services
College of Education and Communications Stouffer Hall, Room 104
1175 Maple Street
Indiana, PA 15705-1058
Phone: 724-357-2485

Procedures for Obtaining Clearances

1. PA Criminal Record Check – This is included in the CastleBranch fee and they will obtain.
2. PA Child Abuse History Clearance – May be done online at: <https://www.compass.state.pa.us/CWIS>. This clearance is free for students.
3. Federal Criminal History Record – Your application can be made online at www.identogo.com.

MorphoTrust Service Code: **1KG6RT** (School Students)
 1KG6ZJ (CMHC Students)

- a. Click on “Get Fingerprinted”
 - b. Select State
 - c. Click on “Digital Fingerprinting”
 - d. Click on “FBI History Check”
 - e. Schedule an appointment
 - f. Complete Information
4. Protection of Minor and Act 126 – complete training via www.reportabusepa.pitt.edu and submit certificate of completion.
 5. *Arrest/Conviction Form and Certification – This is required under Act 24 of 2011. This form is available on the Pennsylvania Department of Education website.
<http://www.education.pa.gov/documents/teachers-administrators/background%20Checks/arrest%20or%20conviction%20form.pdf>
 6. *TB test for students in the school counseling program, it is a requirement of the Pennsylvania Department of Education to have proof of a negative tuberculosis test prior to any placement in a school district. There are two options for getting this testing:
 - a. You may go to any general practitioner of your choice, either electing to self-pay or utilize your private health insurance benefits.
 - b. If you are unable to pay for the testing, testing is available at no charge from the Allegheny County Health Department.

****School counseling students only or if required by the site***

All clearances and insurance documents must be uploaded in CastleBranch by August 15 of each year.

Appendix C: Plans of Study

MA Clinical Mental Health Counseling for Summer/Fall 2022 Admits

Student:

Advisor:

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 12 hours of graduate credits. The signed completed plan of study is submitted to the department chairperson.

	First 12 Credits	Projected Semester Enrollment
*COUN 615 Counseling Across the Lifespan		
*COUN 617 Basic Counseling Skills		
*COUN 634 Assessment Procedures for Clinical Mental Health Counselors		
*COUN 636 Career Counseling		
*COUN 637 Counseling Theories		
*COUN 639 Group Counseling Theory and Experience		
*COUN 657 Individual Practicum Pre-req: COUN 617, COUN 637, & COUN 720 MUST pass with a B or better		
*COUN 669 Group Counseling Practicum Pre-req: COUN 617, COUN 639, & COUN 720 MUST pass with a B or better		
*COUN 671 Diagnostic and Treatment Issues for Counselors		
COUN 672 Counseling and Consulting within Systems Pre-req: COUN 617 & COUN 637		
COUN 677 Crisis & Addictions Counseling Pre-req: COUN 617		
*COUN 710 Clinical Mental Health Counseling Pre-req: COUN 720		
*COUN 720 Professional Orientation and Ethical Practice in Counseling		
Elective (3 credits)		
Elective (3 credits)		
Elective (3 credits)		
COUN 755 Field Experience (6 credits in one semester or 3 credits over 2 semesters) Pre-req: Core* and practicum courses		
GSR 615 Elements of Research		
	Total 60 Credits	

Student's Signature _____ Date _____
 Advisor's Signature _____ Date _____
 Filed in Student's Record _____ Date _____
 Recorded in the Department's Database _____ Date _____

MEd School Counseling for Summer/Fall 2022 Admits

Student:

Advisor:

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.

	First 12 Credits	Projected Semester Enrollment
GSR 615 Elements of Research		
* COUN 615 Counseling Across the Lifespan		
* COUN 617 Basic Counseling Skills		
* COUN 618 Multicultural and Diversity Issues in Counseling		
* COUN 621 Introduction to Professional School Counseling		
* COUN 624 Assessment Procedures for School Counselors		
* COUN 636 Career Counseling		
* COUN 628 Management of a Professional School Counseling Program Pre-req: COUN 621		
* COUN 637 Counseling Theories		
* COUN 639 Group Counseling		
* COUN 659 Secondary Counseling Practicum Pre-req: COUN 617, 621, 637, 639, 720		
* COUN 667 Elementary Counseling Practicum Pre-req: COUN 617, 621, 637, 639, 720		
* COUN 720 Professional Orientation and Ethical Practice in Counseling		
COUN 613 Counseling Children Pre-req COUN 617 & COUN 637		
COUN 682 Counseling Students/Clients with Disabilities Pre-req: COUN 617		
COUN 672 Counseling and Consulting within Systems Pre-req: COUN 617 & COUN 637		
COUN 677 Crisis & Addictions Counseling Pre-req: COUN 617		
Elective (3 credits)		
COUN 755 Field Experience (6 credits in one semester or 3 credits over 2 semesters) Pre-req: Core* and practicum courses and EDEX 323		
	Total 60 Credits	
Co-requisite: EDEX 323: English as a Second Language; 2-credit undergraduate course (not included in the 60-credit requirement)		

Student's Signature _____ Date _____

Advisor's Signature _____ Date _____

Filed in Student's Record _____ Date _____

Recorded in the Department's Database _____ Date _____

Appendix D: Student Review Rubric

Department of Counseling
Student Review Rubric

U = Unacceptable A = Acceptable N/A = Not Applicable

Student Name: _____ Faculty Completing Rubric: _____

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	<p>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</p>				
Academic Aptitude and Coursework	<p>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.</p>				

Appendix E: Remediation Plan Template

IUP Department of Counseling Student Remediation Plan

___ Initial Plan Review ___ Follow-up ___ Final Review

Student: _____ Date: _____
Advisor: _____ Banner ID: _____

Identified Areas of Concern:

- 1.
- 2.

Remediation Plan and Timeline:

Identified Behavioral Changes: Student will:

- 1.
- 2.

Advisor Comments and Recommendations (if any):

Student Comments (if any):

This remediation plan will remain in effect for the duration of the _____ semester. It will be reviewed and revised after that time in a follow-up meeting between the Student Development Committee and the identified student.

Your signature below indicates that you understand the requirements of this remediation plan. Failure to complete any of the above items will be seen as non-compliance and will result in additional consequences, including and up to potential dismissal from the IUP Counseling/Counselor Education program. Please sign and return to _____ by email no later than _____.

Student Signature: _____ Date: _____

Advisor Signature: _____ Date: _____

Faculty Signature: _____ Date: _____

Appendix F: Tri-Semester Schedule

Tri-Semester Schedule Fall 2021-2024

Note: The Tri-semester schedule is a planning guide for student and faculty advisor use. However, the guide is subject to change based on Department, College, and University decisions that impact on course offerings. Therefore, students are required to meet with their advisors regarding program planning.

Classes	IN Fall	IN Spring	IN Summer	Online			IIV			PC Fall	PC Spring	PC Summer
				F	SP	S	F	SP	S			
COUN 613 Couns Children Preq: COUN 617, COUN 637			1								1	
COUN 615 Lifespan				1	1							
COUN 617 Basic Skills	1						1			1		
COUN 618 Diversity			1					1			1	
COUN 621 Intro to School							1					
COUN 624 Assess for Sch. Preq: None					1							
COUN 628 Mgmt for Sch. Preq: COUN 621				1								
COUN 634 CMHC Assess		1								1		
COUN 636 Career Couns		1				1				1		
COUN 637 Theories		1								1	1	
COUN 639 Group Theory	1									1		
COUN 657 Ind. Prac Preq: COUN 617, COUN 637, COUN 720 MUST pass with B or better	2	1								1	2	
COUN 659: Elem Prac Preq: COUN 617, COUN 637, COUN 639, COUN 720 MUST pass with B or better							1	1				
COUN 667: Sec Prac Preq: COUN 617, COUN 637, COUN 639, COUN 720 MUST pass with B or better							1	1				
COUN 669 Group Prac Preq: COUN 617, COUN 639, COUN 720 MUST pass with B or better	1	1								1	1	
COUN 671: Diagnosis		1									1	
COUN 672: Systems/Family Preq: COUN 617, COUN 637		1								1	1	
COUN 677: Crisis & Add. Preq: COUN 617	1									1		
COUN 682: Disabilities Preq: COUN 617								1				
COUN 710: CMHC Preq: COUN 720	1									1		
COUN 720: Ethics			1			1					1	
GSR 615 Elements of Research*												
COUN 755 Field Experience School Preq: COUN 615, COUN 617, COUN 618, COUN 621, COUN 624, COUN 628, COUN 636, COUN 637, COUN 639, COUN 659, COUN 667, COUN 720 CMHC Preq: COUN 615, COUN 617, COUN 618, COUN 634, COUN 636, COUN 637, COUN 639, COUN 657, COUN 669, COUN 671, COUN 710, COUN 720							2	2	1			
Electives (1 elective pre-summer, 1 summer 1, 1 summer 2)			3								3	
COUN 860	X (odd)									X (even)		
COUN 870	X (odd)									X (even)		
COUN 880			X (even)								X (odd)	
COUN 890							X (even)					
COUN 900		X (even)								X (odd)		
COUN 910			X (even)								X (odd)	
COUN 920								X (even)				
COUN 930		X (even)								X (odd)		
COUN 940								X (odd)				
COUN 950							X (odd)					
COUN 960	X (even)	X (odd)								X (odd)	X (even)	
Total Classes Per Semester (Master's)	7	7	6	2	2	2	6	6	4	7	7	6

Courses highlighted in Green are required for M.Ed. students; Course highlighted in Orange are for MA students; all Yellow highlighted course are standard for every student.

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

Submit to the Counseling Office by the first date of your first fall semester in the Department of Counseling. The department staff will keep this signed document on file.