



**IUP Graduate Handbook**

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*Counselor Education and Supervision*

Department of Counseling

Handbook Updated Summer 2023

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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 Ph.D. students in the areas of teaching, supervision, research, scholarship, and leadership/advocacy. The Counselor Education and Supervision Student Handbook highlights policies and procedures that will help guide you throughout the program; however, this handbook is meant to supplement 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 the information you need in this handbook, please get in touch with 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 accomplishments. 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 more than 14,000 students, including individuals from 36 states and over 55 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 in Indiana, Pennsylvania. In 1959, the legislature approved a change of name to Indiana State College, followed by 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 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 educational environments comparable to those at Ivy League schools but at affordable prices. IUP provides an intellectually challenging.

## 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](http://www.iup.edu/gradcatalog)

## Department of Counseling

The Department of Guidance and Counseling was formed in 1966 with three 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 renamed the Department of Counseling.

In 1998-1999, two additional faculty members were added to the Department, resulting in six total, and major curriculum proposals were approved. In addition to the M.A. and M.Ed. programs transitioning to a 48-credit requirement, the Department established a "licensure-only" post-masters experience for more than 14,000 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.

## Mission Statement

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

## Program Objectives

1. Maintain a contemporary and relevant curricular learning environment that promotes the standards of the counseling profession, fosters a strong professional identity for counselors, counselor educators, and supervisors, and promotes competence for working effectively with clients and students across the lifespan.

**Evaluation Method:** Current CACREP standards, Pennsylvania Department of Education standards, and state licensure requirements are reflected in all syllabi. Program graduates, site supervisors, and employers are routinely surveyed for program evaluation to engage in continuous improvement.

2. Engage master's and doctoral students in experiences that encourage personal and professional insight, awareness, and growth, enhancing their ability to deliver holistic client- and student-centered, culturally responsive, and ethically sound counseling, academic, and supervisory services.

**Evaluation Method:** All master's students are required to participate in a 10-hour personal growth group counseling experience. Membership is encouraged in our Counselors for Social Justice (CSJ) and Chi Sigma Iota (CSI) student associations, both of which sponsor service activities, professional development, and community-building experiences each semester. Doctoral student membership is encouraged in the North Atlantic Region of the Association of Counselor Education and Supervision. Our student review process evaluates each student annually (see section 2 of the Student Review Rubric) regarding their "Personal Maturity and Interpersonal Skills." Reflective, experiential, and service-learning opportunities are provided throughout the master's and doctoral curricula.

3. Provide sequential hands-on learning experiences with individuals and groups that enhance counseling and educational work with clients/students across the lifespan and encompass the theoretical, ethical, and scholarly knowledge bases of counseling and counselor education and supervision.

**Evaluation Method:** All students are required to earn a "B" grade or better in practicum courses and maintain current professional clearances and liability insurance. Each student is evaluated annually through the student review process (see section 1 of the Student Review Rubric) regarding their "Clinical Competence."

4. Facilitate student attainment of clinical, academic, and supervisory assessment and conceptualization skills and their ability to utilize relevant literature and contemporary research to inform their work with clients, students, and supervisees.

**Evaluation Method:** All courses have a culminating assignment or Summative Assignment with a corresponding grading rubric. Performance on these assignments is tracked across each course through the LiveText platform. Benchmark performance is also measured through IUP's use of the

Nuventive Improve Assessment platform. Each student is evaluated annually through the student review process (see sections 1 and 3 of the Student Review Rubric) regarding their "Clinical Competence" and "Academic Aptitude."

5. Establish and maintain a supportive, proactive, and engaged departmental culture with high expectations for professional behavior, academic performance, multicultural and social justice awareness, and sound ethical judgment for all counselors- and counselor educators-in-training.

**Evaluation Method:** All admitted students will meet or exceed the published admissions criteria for their respective master's or doctoral program. All students are evaluated annually on their clinical competence, personal maturity, interpersonal skills, and academic aptitude (see Student Review Rubric), in addition to the ongoing formative assessments conducted by their course instructors and faculty supervisors.

6. Provide curricular and cocurricular experiences that promote and empower student involvement in active scholarship, community engagement, and leadership and advocacy throughout their career.

**Evaluation Method:** All students attend a program-specific orientation and are provided with a Department of Counseling handbook containing professional membership and student group information at the onset of their graduate studies. These opportunities are also incorporated into program information sessions, where master's and doctoral applicants are recruited. Students are encouraged to collaborate with faculty on scholarly activities (e.g., conducting studies, co-authoring professional publications, attending conferences, and co-presenting) and maintain student membership in professional counseling and counselor education and supervision organizations. Membership and leadership are also encouraged in our Counselors for Social Justice and Chi Sigma Iota student associations, which provide meaningful opportunities each semester for engaging in community building, public service, and professional development activities.

## Faculty and Staff

Jacqueline Kerr – Administrative Assistant	<a href="mailto:jmkerr@iup.edu">jmkerr@iup.edu</a>	(724) 357-2306
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## Admissions

### Admission Criteria

After consulting with the department screening committee, the doctoral coordinator 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 IUPs Ph.D. program (no more than 2-3 pages)
- Resume/Vita
- 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 or a closely related clinical degree *not* from a CACREP-accredited program.

Students whose master's degree meets criteria 1B must complete the additional coursework necessary to meet current CACREP standards. A transcript audit will be conducted to identify any additional coursework. No applicant who needs more than 12 credit hours, including practicum, will be admitted.

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 A4:

Doctoral program admission criteria include:

- a. academic aptitude for doctoral-level study,
- b. previous professional experience,
- c. dispositions consistent with professional practice,
- d. oral and written communication skills,
- e. commitment to diversity, equity, inclusion, and social justice,
- f. potential for scholarship, and
- g. potential for professional leadership and advocacy.

Graduate Admissions: [www.iup.edu/admissions/graduate/](http://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](http://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. Graduate Assistants receive a financial stipend and funds toward fall and spring semester tuition to compensate for their work within the department. 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.html> and should be submitted to the email address indicated on the application form. Master's students must apply by March 15th of each year to receive full consideration for the following academic year. Doctoral students must apply before June 1st 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, training, 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 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](mailto:scarone@iup.edu).

### Financial Aid

The Financial Aid Office (724-357-2218), located in Clark Hall, [www.iup.edu/financialaid/](http://www.iup.edu/financialaid/), offers financial information and counseling to all students attending IUP. The types of financial assistance provided Financial Aid Office offers include student employment, loans, and scholarships. In most cases, the Pennsylvania State Grant Application determines eligibility for these programs. Contact the Financial Aid office for more information. FAFSA Form: <https://studentaid.gov/h/apply-for-aid/fafsa>

## Academic Advisement

Consistent with CACREP standards, an advisor will be assigned at the time of admission, and students will complete a program of study. The doctoral student's advisor is the Doctoral Program Coordinator (Dr. Branthoover – [hbrnthvr@iup.edu](mailto:hbrnthvr@iup.edu)). 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. Advisors should be students' first point of contact for any programmatic questions. If the issue is unable to be resolved, students should consult with the Department Chair (Dr. Desmond – [kdesmond@iup.edu](mailto:kdesmond@iup.edu)). Students will be allowed to evaluate their advising experience during the annual exit survey sent annually to program graduates. Personal Identification Numbers (PINs) are forwarded to the advisors every semester, so students must reach out to and/or meet with their advisors before registering. See Appendix B for the current Plan of Study form.

## Campus Resources & Student Support

The School of Graduate Studies and Research: [www.iup.edu/graduatestudies/](http://www.iup.edu/graduatestudies/)  
Graduate Catalog: [www.iup.edu/gradcatalog](http://www.iup.edu/gradcatalog)  
Office of Student Billing: <https://www.iup.edu/student-billing/>  
Office of the Registrar: [www.iup.edu/registrar/](http://www.iup.edu/registrar/)  
Disability Support Services: [www.iup.edu/disabilitysupport/](http://www.iup.edu/disabilitysupport/)  
Office of Social Equity: [www.iup.edu/socialequity/](http://www.iup.edu/socialequity/)  
IUP Campus Library: [www.iup.edu/library/](http://www.iup.edu/library/)  
MyIUP: [www.iup.edu/myiup/](http://www.iup.edu/myiup/)  
IT Support Center: [www.iup.edu/itsupportcenter/](http://www.iup.edu/itsupportcenter/)  
Veterans and Service Members: [www.iup.edu/veterans/resource-center/](http://www.iup.edu/veterans/resource-center/)  
IUP Writing Center: [www.iup.edu/writingcenter/](http://www.iup.edu/writingcenter/)  
IUP Career and Professional Development Center: [www.iup.edu/career/](http://www.iup.edu/career/)  
IUP Parking Services and Visitor Center: [www.iup.edu/parking/](http://www.iup.edu/parking/)  
University Policy: [www.iup.edu/police/](http://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](http://www.iup.edu/registrar/students/registration-resources/index.html)

## IUP Email and Technology

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, which 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](http://www.iup.edu/gradcatalog). In addition to utilizing your IUP email regularly, you will also need to learn and consistently utilize our Desire2Learn (D2L) course management system ([www.d2l.iup.edu](http://www.d2l.iup.edu)), MyIUP ([www.my.iup.edu](http://www.my.iup.edu)), CastleBranch clearance management portal ([www.castlebranch.com](http://www.castlebranch.com)), LiveText portfolio management system ([www.livetext.com](http://www.livetext.com)), and VALT (<https://valtstf.coe.iup.edu/login> or <https://valtpe.coe.iup.edu/login>). IT support for students is available at: <https://www.iup.edu/itsupportcenter/get-support/student/index.html>. Department of Counseling faculty will provide additional instructional support for using departmentally required technologies.

## 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 to university-wide and graduate-specific policies and areas of concern in the cultural, intellectual, and social life of the part- and full-time graduate student. Visit [www.iup.edu/graduatestudies/gsa](http://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 Ph.D. in Counselor Education and Supervision, the M.Ed. in School Counseling (with PreK-12 certification), and the M.A. in Clinical Mental Health Counseling.

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 closely related field and need additional credits to meet PA licensure standards. The maximum number of credits required toward certification or licensure must not exceed 18 for an applicant to be eligible for one of these tracks.

To accommodate part-time students and working professionals, most master's counseling courses are offered during the evening hours, Monday through Thursday. During summer sessions, systems are also sometimes offered during the day. Practicum and Field Experiences require additional time beyond standard class times for client/student meetings and faculty supervision. Doctoral counseling courses are offered during daytime hours, typically on Tuesdays and Thursdays, though exceptions may occur. The doctoral program is cohort-based, with students matriculating through a set schedule as a unified group.

### Master's Program

IUP offers two CACREP-accredited master's level counseling programs at its Indiana and Pittsburgh East campuses, including various counseling skills courses and practicum and field experience. The MA program in Clinical Mental Health Counseling is designed to prepare students to work in various 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 verification and is based on the developmental approach to school counseling. Both programs are 60 credits and provide opportunities for self-growth and awareness.

### Doctoral Programs

The Ph.D. program in Counselor Education and Supervision prepares students for leadership positions in counseling and teaching opportunities as university professors. 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, teaching, supervision, research & scholarship, leadership & advocacy. The doctoral program is offered at the Indiana and Pittsburgh East campuses.

## Certification and Licensure

Students with 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, of (b) 48 credit hours. All applicants should contact the program coordinator for additional information regarding admission requirements. Visit [here](#) for additional information about licensure in PA as a Professional Counselor.

## Course Descriptions

The official course descriptions are listed in the Graduate Catalog at [www.iup.edu/gradcatalog](http://www.iup.edu/gradcatalog). 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 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. The 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 in the Counseling Profession. 3c-01-3cr

Prepares students for entering the professoriate through studying and applying 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 current trends and issues in counseling. 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 three graduate counseling courses. This course will also cover ethical guidelines for teaching in counselor education.

**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

It 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. Students must pass this practicum experience with a B or better to advance to field experience.

**COUN 940** Preparation for the Professoriate: Conducting Research in Counselor Education and Supervision 3c-01-3cr

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

**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. Prerequisites: 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 the student's professional goals and repeated for a maximum of 6 credits.

**COUN 995** Dissertation in Counselor Education and Supervision

3c-01-3cr

It allows students to successfully propose, complete, defend, and submit their 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](http://www.iup.edu/gradcatalog)

## Comprehensive/Candidacy Examinations

### Written Comprehensive Examinations

The written comprehensive exam will be a three-week take-home exam. Each question will require a response of at most eight pages of text, not including a cover page or references. You may NOT use appendices. Exams should be formatted using the current APA format. Exams will be submitted into the learning management system (currently D2L) by the due date. 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 or the library as resources. 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. Students who require support in any way during the comprehensive exam process should seek that support from the doctoral coordinator since the coordinator is not grading exams.

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 CACREP doctoral standards, including counseling, leadership and advocacy, research and scholarship, supervision, and teaching. Students will be expected to incorporate scholarly resources to support their position, adhere to the APA format, and demonstrate the ability to evaluate and apply material critically.

### 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 faculty feedback received on the rubric. Students will have one week to revise and resubmit their original responses. 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 and retake the question during the next administration of the comprehensive exams. Currently, comprehensive exams are administered annually. Please note that students cannot proceed to dissertation until they have successfully passed their comprehensive exams.

**Policy for Late, Incomplete, or Failure to Submit Exam(s)**

All exams must be submitted via the learning management platform at the designated time. Late exams are not accepted. The submitted papers must be complete. Incomplete submissions are not accepted. A complete submission is defined as covering all required content, having a reference list, and in-text citations. On submission one, all five papers must be submitted. For submission one, partial submission, defined as less than five complete submissions, are not accepted. For submission two, the revise and resubmit a submission, all papers that were graded as revised resubmit from submission one must be submitted. For submission two, partial submissions, defined as less than the required number of revised resubmitted submissions, are not accepted. For example, if a student has earned a revise and resubmit in teaching and supervision, they must turn in complete papers for *both* questions on time for the submission to be considered for grading. Suppose a student has late, incomplete, or fails to submit exams during submission one or two as defined by this section. In that case, the student will be removed from the exam process and be required to take comprehensive exams during the next offering. This is typically the following year. Students may take coursework while waiting to re-take exams, but they may not participate in the dissertation.

**Outcome – per question (submission one)**

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

**Outcome (submission two)**

Pass	Remediation and Reexamination
Move to oral comprehensive.	Complete remediation plan. Removal from the current comprehensive exam process for this question. Take a reexamination of the question during the next comprehensive exam administration, which is typically the following year. Coursework may be taken, but the dissertation can only be started once all five comprehensive exams are completed.

**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 for the oral examination. Oral comprehensive exams will be scheduled by their assigned faculty exam team leader and last up to 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 will move to a remediation plan for that topic area and retake the oral examination for that question during the next administration of the comprehensive exams.

Outcome (attempt one)

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

Outcome (attempt two)

Pass	Remediation and Reexamination
Move to doctoral candidacy.	Complete remediation plan. Removal from the current comprehensive exam process for this question. Take an oral reexamination of the question during the next comprehensive exam administration, which is typically the following year. Coursework may be taken, but the dissertation cannot be started until all five comprehensive exams are completed.

**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 exam's administration and/or evaluation.

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 examination outcome.



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 caused by the dean of the SGSR may not be appealed.

Suppose it is found that policy/and/or procedure has been violated. In that case, the dean of the SGSR will instruct the program/department to allow the student to retake the exam, fully adhering to policy and procedures. If a finding supports the student's 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 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.

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](http://www.iup.edu/gradcatalog)

### Dissertation Completion

More information about the dissertation process at IUP can be found at this website: <https://www.iup.edu/graduatestudies/resources-for-current-students/research/thesis-dissertation-information/>

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 a dissertation when they have completed all coursework to date and passed Comprehensive Exams. Please note: There is an eight-year limit for completing the degree. All students must graduate no later than eight years from their first doctoral course date. Please refer to:

<https://catalog.iup.edu/content.php?catoid=7&navoid=1007>

#### Components of the Dissertation

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 Counselor's 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. Acknowledgements (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

### ***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 summarize professional literature and research to understand the problem under investigation.

### ***Chapter 3: Methodology***

This section includes a detailed discussion of specific steps involved in conducting the study and can vary depending on the design (i.e., quantitative, qualitative, or mixed-methods analysis).

### ***Chapter 4: Results/Findings***

This chapter includes an introduction of findings/results, data collection procedures, data analysis, and study findings. 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 Process**

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

**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:

<https://www.iup.edu/graduatestudies/resources-for-current-students/research/thesis-dissertation-information/thesis-dissertation-manual.html>

To access the electronic RTAF, log in to MyIUP. Find the Graduate Student Resources section from the Academics page, 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 outlined in the proposal. Any committee member, including the student, may request a meeting of the entire dissertation committee before submitting the RTAF.

*Once the RTAF has been submitted, the student may only change dissertation committee members after 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.

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 the 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. *All dissertation committee members must agree for the doctoral student to pass the proposal defense.*

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' votes. 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, if 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 dissertation committee member, the student should seek the advice 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.

### ***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 dissertation committee meeting 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. The decision to have an open or closed defense is made by the chair and defending student. 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 your committee has approved the thesis or dissertation, 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 the required approvals have been obtained (including, but not limited to, RTAF, IRB, IACUC, and outside readers). 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.

### ***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**

**committee members from the Department of Counseling must be faculty members.** The third committee member may be an IUP faculty member outside the department or an approved outside reader. Students who wish to have an outside reader (a faculty member outside the bargaining unit) 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/research/thesis-dissertation-information/thesis-dissertation-manual.html>). 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.

### ***Preparing and Submitting Dissertations***

Please refer to the Graduate School policy and procedure for preparing and submitting dissertations: <https://www.iup.edu/graduatestudies/resources-for-current-students/research/thesis-dissertation-information/finishing-your-degree/preparing-and-submitting-theses-and-dissertations.html>.

IUP does provide free Graduate Editing Services to doctoral students nearing the completion of their dissertation: <https://www.iup.edu/writingcenter/graduate-writer-services/index.html>. Please schedule *several months in advance* 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. *All committee members must agree for the doctoral student to pass the dissertation defense.*

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 member's vote. For the doctoral student to pass, all dissertation committee members must agree.

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

**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

**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](http://www.iup.edu/gradcatalog)

## University Policies and Procedures

**University policy is the baseline policy.** Programs may have a more stringent policy than the University baseline policy, but not less stringent than the University baseline policy. For questions regarding this statement, please get in touch with the Department of Counseling’s graduate coordinator, the School of Graduate Studies and Research.

### Academic Calendar

View the IUP Academic Calendar: [www.iup.edu/news-events/calendar/academic/](http://www.iup.edu/news-events/calendar/academic/)

**The Following University and SGSR policies can be found at [www.iup.edu/gradcatalog](http://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

### Diversity and Social Justice Statement

Diversity, equity, and inclusion are part of IUP’s fundamental mission and are integral to achieving academic excellence. The Department of Counseling supports this mission and emphasizes the

importance of striving for social justice in our work. Fundamental principles underlying our efforts include the values of inclusion, collaboration, community, and equity. Our departmental goal is to establish an environment that supports open dialogue and appropriate risk-taking, where everyone feels respected, valued, and safe. We expect that everyone in our community will contribute to maintaining this climate, which means that we collectively strive to attend to issues of power, privilege, and oppression in all that we do. In each of our roles, we must remember that the privilege of being at IUP also comes with a responsibility to be civil, respectful, decent, and fair to all people. We recognize and celebrate that our department is comprised of individuals with diverse backgrounds, experiences, and perspectives, as is our professional discipline. As such, we are committed to fostering a learning environment free of inequitable treatment, including discrimination, bias, hate speech, and violence. We view diversity and inclusion as means by which we can improve upon a broad range of social, political, and health outcomes and encourage and empower students to share in our efforts.

### 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, original work completion, appropriate attribution (i.e., avoiding plagiarism), and 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 provides more information on academic integrity and 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.

The Department of Counseling engages in a formal student review process each year to monitor student progress and development. Each student is reviewed in three key areas: clinical competencies, personal maturity, interpersonal skills, academic aptitude, and coursework. A rubric has been developed for this review process and can be found in Appendix C. 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 impact 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. 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 the Student Development Committee members, the student, and the student's advisor (when appropriate). A designated committee member monitors progress according to this plan and determines the next course of action if needed. If remediation is not required, 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 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 a particular area
- Completion of academic paper or presentation to faculty
- Taking an "incomplete" grade and attending a 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 the program
- Recommendation for program dismissal
- Referral to the 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 first to the Graduate Coordinator, followed by the Department Chair, and subsequently the Dean of the School of Graduate Studies and Research or the Dean's designee. A student's failure to comply with a remediation plan developed by the Student Development Committee may result in a range of potential outcomes up to and including the Department's recommendation for program dismissal.



Policies from the Office of Student Conduct can be viewed at:

<https://www.iup.edu/studentsupportandstandards/policies/index.html>. (*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, must obtain the LiveText software to submit summative assignments for each class. The direction to obtain the software are listed below:

1. From [www.livetext.com](http://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.

## Department of Counseling Participation and Attendance Policy

For maximum learning to occur, you must attend class meetings. It is expected that all readings be completed prior to class to maximize class discussions. During class, relevant questions, pertinent comments, and risk-taking are welcomed and encouraged.

Graduate students are trained 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 various ways, including their participation and attendance in class meetings 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 class 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 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 cameras 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, including, but not limited to, the following consequences. Students missing the equivalent in online classes, as determined by the instructor guidelines, are also subject to the following possible action:

- 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 instructor's convenience, completing additional web-based assignments, etc.

A student who rarely or never participates in class, 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 in training to be counselors.

### Letters of Recommendation

Letters of Recommendation are considered by the 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 (<https://www.iup.edu/counseling/students/index.html>), and all relevant documents must be uploaded to the CastleBranch system. See the website link for instructions on account setup, information about fees, and steps for uploading documents.

### 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 essential 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 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 profession, faculty and students in the Department of Counseling must adhere to the profession's Code 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 responsible for evaluating students' academic strengths and limitations and facilitating remediation as needed. This could include recommending the student seek personal counseling in certain circumstances.

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 cannot 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 that of 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, actual playing (role-plays in which the situation being discussed has a personal meaning), small

interpersonal groups, and self-reflection papers. The faculty focus is on helping students in positive ways to appreciate their emotional 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.

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.

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

Student research support is available by contacting our department's Expert Librarian, Dr. Theresa McDevitt, at (724) 357-4892 or at [mdevitt@iup.edu](mailto:mdevitt@iup.edu). For more research information and/or support, students may also consult the following:

Applied Research Lab: [www.iup.edu/arl/](http://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/](http://www.iup.edu/graduatestudies/)

[www.iup.edu/gradcatalog](http://www.iup.edu/gradcatalog)

[www.iup.edu/research/](http://www.iup.edu/research/)

## Appendices

### 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.

Department of Disability Access & Advising:	357-4067
African American Cultural Center Bookstore:	357-2455
Office of Student Billing:	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	<a href="mailto:jmkerr@iup.edu">jmkerr@iup.edu</a>	(724) 357-2306
Dr. Holly Branthoover – Doctoral Coordinator	<a href="mailto:hbrnthvr@iup.edu">hbrnthvr@iup.edu</a>	(724) 357-2306
Dr. Stacy Carone	<a href="mailto:scarone@iup.edu">scarone@iup.edu</a>	(724) 357-2306
Dr. Kimberly Desmond – Chairperson	<a href="mailto:kdesmond@iup.edu">kdesmond@iup.edu</a>	(724) 357-2306
Dr. Lorraine Guth	<a href="mailto:lguth@iup.edu">lguth@iup.edu</a>	(724) 357-2306
Dr. Nadene L'Amoreaux	<a href="mailto:nlamoro@iup.edu">nlamoro@iup.edu</a>	(724) 357-2306
Dr. Matthew Nice	<a href="mailto:mnice@iup.edu">mnice@iup.edu</a>	(724) 357-2306
Dr. Brittany Pollard-Kosidowski – Asst. Chairperson	<a href="mailto:bpollard@iup.edu">bpollard@iup.edu</a>	(412) 824-1999
Dr. Sibyl West	<a href="mailto:swest@iup.edu">swest@iup.edu</a>	(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) 824-1999; *Pittsburgh East fax number:* (412) 824-3320

## Appendix B: 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 faculty advisor.

### Counselors for Social Justice

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

As it states on its 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 faculty advisors.

### The Counseling Center

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

The Counseling Center provides confidential personal counseling on an individual and group basis to students seeking assistance. The Center is 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 use these services for personal and professional growth.

### Career Development Center

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

The Career Development Center, B20 Stabley Library, 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 career planning and successful entry into meaningful and productive employment. The program's primary functions 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 and arranging for the 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**

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

The Department for Disability Access and Advising (D<sup>2</sup>A<sup>2</sup>), located in room 246 Stouffer Hall, “provides services to students with disabilities, 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 arrange all student accommodation as directed by the Department for Disability Access and Advising. Indiana University of Pennsylvania recognizes its responsibility for creating an institutional climate where students with disabilities can thrive. If you have any disability for which you require an accommodation 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 accommodation is needed, please get in touch with the IUP Advising and Testing Center Disability Support Services Program located at 246 Stouffer (724-357-4067).

### University Health Service

<https://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 has 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

<https://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 writing center's services 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, 9:00 am – 5:00 pm and 6:00 pm – 9:00 pm, and Friday, 9:00 am – 3:00 pm.



## Appendix C: Program Plan of Study

### Ph.D. Counselor Education and Supervision

**Student:** \_\_\_\_\_ **Advisor:** Dr. Branthoover **Date:** \_\_\_\_\_

The plan of study is 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 is submitted to the department chairperson.

<b>Ph.D. Counselor Education and Supervision</b>	<b>Projected Semester</b>
COUN 950 Research Specialty: Mixed Methods Research in Counselor Education – 3cr	Fall 23
COUN 870 Advanced Counseling – 3cr	Fall 23
COUN 860 Counselor Education and Supervision Professional Identity – 3cr	Fall 23
COUN 920 Qualitative Methodology in Counselor Education – 3cr	Spring 24
COUN 900 Preparation for the Professoriate: Teaching in Counseling – 3cr	Spring 24
COUN 930 Doctoral Practicum in Counseling – 3cr	Spring 24
COUN 880 Preparation for the Professoriate: Leadership and Advocacy in the Counseling Profession – 3cr	Summer 24
COUN 910 Counseling Supervision and Consultation – 3cr	Summer 24
COUN 890 Quantitative Research and Statistical Analysis in Counselor Education – 3cr	Fall 24
COUN 960 Doctoral Field Experience in Counselor Education – 3cr	Fall 24
COUN 940 Preparation for the Professoriate: Conducting Research in Counselor Education & Super – 3cr	Spring 25
COUN 960 Doctoral Field Experience in Counselor Education – 3cr	Spring 25
COUN 995 Dissertation in Counselor Education and Supervision - 6cr	Summer 25
COUN 995 Dissertation in Counselor Education and Supervision - 6cr	Fall 25
<b>TOTAL</b>	<b>48 Credits</b>

Co-Requisites Needed	Projected Semester

\*Typed signatures cannot be accepted; please sign.

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, 7/2/21, 6/23**

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
<b>Clinical Competencies</b>	<p><u>Counseling</u>: Attends/responds empathically and non-judgmentally; formulates short &amp; 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>				
<b>Personal Maturity &amp; Interpersonal Skills</b>	<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>				
<b>Academic Aptitude and Coursework</b>	<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: VALT Confidentiality Statement

“I confirm that I will use the VALT recording system as trained by all IUP and Department of Counseling policies throughout my time in the MA, Med, or Ph.D. program. This includes maintaining the confidentiality of any recording partners as instructed, utilizing the equipment as intended to be used, and abstaining from viewing any recorded sessions of which I am not a part. I understand that my failure to adhere to these regulations will result in consequences ranging from a referral to the Student Development Committee to potential disciplinary action.”

Signature:

Date:

**Submit to Doctoral Coordinator – 206 Stouffer Hall  
The Department of Counseling will keep this signed document on file.**

## 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 Doctoral Coordinator – 206 Stouffer Hall  
The Department of Counseling will keep this signed document on file.**