



IUP Graduate Handbook

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

Department of Counseling

Handbook Updated Summer 2023

Master of Education in School Counseling and Master of Arts in Clinical Mental Health Counseling
Department of Counseling
1175 Maple Street
Stouffer Hall, Room 206B
Indiana, PA, 15705
Phone: 724-357-2306
Fax: 724-357-7821
Pittsburgh East Phone: 412-824-1149
Pittsburgh East Fax: 412-824-3320

Email: couns-inquiry@iup.edu
Program Website: <https://www.iup.edu/counseling/>

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Introduction

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

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

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

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

Indiana University of Pennsylvania

Indiana University of Pennsylvania (IUP) has a history rich in accomplishment. The first building, named John Sutton Hall in honor of the first president of the Board of Trustees, was opened for students on May 17, 1875. Since that year, when IUP served only 225 students in a single building, the university has experienced continuous growth, becoming Pennsylvania's fifth largest University and the largest in the PA State System of Higher Education. Current enrollment is at more than 9,300 students and includes individuals from 30+ states and more than 50 countries.

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

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

With its original 1875 building still standing at the heart of its campus, Indiana University of Pennsylvania has a long tradition of academic excellence. The university is recognized as a "Public Ivy" in company with other public colleges and universities that offer academic environments comparable to those at Ivy League schools, but at affordable prices. IUP provides an intellectually challenging experience to more than 9,300 students at the university's three campuses, all easily accessible from Pittsburgh and the Middle Atlantic region. IUP is the largest member of the PA State System of Higher Education (PASSHE) and the only institution authorized to confer doctoral degrees.

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

IUP's Civility Statement

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

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

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

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

Affirmative Action

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

Title IX Reporting Requirement

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

Student Conduct and Student Rights

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

Department of Counseling

The Department of Guidance and Counseling was formed in 1966 with three initial faculty members. The master's program at that time was designed to prepare only school counselors. In 1969, the Counseling Services Program was added to the Department in response to students wanting to work in community agencies. In the early 1970s, the Department changed its name to Counselor Education. Other graduate programs (Student Affairs in Higher Education, Adult and Community Education) were later added. In 1996, as part of a reorganization effort, we were re-named as the standalone Department of Counseling.

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

Mission Statement

The mission of the Department of Counseling at Indiana University of Pennsylvania is to prepare culturally responsive school counselors, clinical mental health counselors, 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 in an effort to engage in continuous improvement.

2. Engage master's and doctoral students in experiences that encourage both personal and professional insight, awareness, and growth; thereby, 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. Each student is evaluated annually through our student

review process (see section 2 of Student Review Rubric), with regard to their "Personal Maturity and Interpersonal Skills." Reflective, experiential, and service learning opportunities are provided throughout both 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 both 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 Student Review Rubric), with regard to their "Clinical Competence."

4. Facilitate student attainment of clinical, academic, and supervisory assessment and conceptualization skills, as well as 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 Student Review Rubric), with regard to 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 – jmkerr@iup.edu – (724) 357-2306
Dr. Holly Branthoover – Doctoral Coordinator – hbrnthvr@iup.edu – (724) 357-2306
Dr. Stacy Carone – scarone@iup.edu – (724) 357-2306
Dr. Kimberly Desmond – Chairperson – kdesmond@iup.edu – (724) 357-2306
Dr. Lorraine Guth – lguth@iup.edu – (724) 357-2306
Dr. Nadene L'Amoreaux – nlamoro@iup.edu – (724) 357-2306
Dr. Matthew Nice – mnice@iup.edu – (724) 357-2306
Dr. Brittany Pollard-Kosidowski – Master's Coordinator – bpollard@iup.edu – (412) 824-3225
Dr. Sibyl West – swest@iup.edu – (724) 357-2306

Admission

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

The two-stage admissions process is outlined below:

Stage One – The “Document” Review:

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

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

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

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

International applicants are welcome to apply for our master's programs. For more information regarding Admission Classification and Provisional Admission for International Graduate Applications, please view the Graduate Catalog: www.iup.edu/gradcatalog.

Financial Assistance

Graduate Assistantships

The Counseling Department offers several full-time Graduate Assistantships (20 hours per week) for full-time students (9+ credits per semester) and half-time Assistantships (10 hours per week) for both full- and part-time students. Graduate Assistants (GAs) are supervised by an assigned faculty member or administrator, with duties including assisting with faculty research, helping with class preparation, and supporting university service and administrative activities. There are a limited number of Graduate Assistantships available each year. Because of our rolling admissions for the PhD program, doctoral students are generally notified of Graduate Assistantship awards between April and June, while master's students are notified in March or April of awards to begin in August of the following academic year. Applicants for master's-level GA positions are interviewed at the spring Admissions Workshop.

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

Assistantship applications can be obtained at: <https://www.iup.edu/counseling/grad/counseling-admissions/graduate-assistant-applications.html> and should be submitted to the email address indicated on the application form. Master's students must apply by February 15th of each year in order to receive full consideration for the following academic year. Doctoral students must apply before June 1st in order to receive full consideration for the following academic year, with positions being awarded on a rolling basis. GA application forms are typically made available/updated by January 1st for the following academic year.

If offered a Graduate Assistantship, Agreements (sent from the Graduate School to the student's IUP email address) must be accepted, signed, and returned to the School of Graduate Studies and Research by the recipient to confirm and solidify the award. IUP and Human Resources require multiple clearances, trainings, and processes that must be obtained and/or followed before the student is permitted to begin work as a Graduate Assistant.

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

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

Scholarships

The George L. Spinelli Memorial Scholarship was established in honor of the late Dr. George L. Spinelli in 1998. Dr. Spinelli made significant contributions to the Department of Counseling by serving as its first chairperson until he retired in 1983. Mrs. Ruth E. Spinelli donated \$10,000 with the hope that someone as caring and compassionate as her late husband would benefit from this scholarship. Award amounts have varied between \$1,300-\$1,400 and are given annually to one or two current students in the MA or

MEd counseling programs. Eligible applicants must have completed at least 12 credit hours and maintained a 3.5 GPA or higher. Scholarships are awarded by the College of Education and Communications Scholarship Committee each spring and are announced at the May departmental commencement ceremony. The application deadline is typically in early spring, with application materials available in the Department office (Stouffer 206) and at the Pittsburgh East front desk.

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

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

Office of Financial Aid: www.iup.edu/financialaid/

Academic Advisement

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

Advisors will help students to plan their course schedule, select electives, discuss Practicum and Field Experience sites, and guide them through the program in a timely fashion. Advisors should be students' first point of contact for any programmatic questions. Should any issues arise during the course of the advising process, students should first consult their advisor directly. If the issue is unable to be resolved, students should consult with the Master's Coordinator (Dr. Pollard-Kosidowski – bpollard@iup.edu) and, in the event that no resolution is reached, the Department Chairperson (Dr. Desmond – kdesmond@iup.edu). Students will be provided with the opportunity to evaluate their advising experience during the exit survey sent annually to program graduates. Changing advisors is generally not permitted; requests will be considered on a case-by-case basis by the Master's Coordinator and Department Chairperson.

Personal Identification Numbers (PINs) are sent to the advisors every semester so that students must reach out to and/or meet with their advisors prior to registering. See Appendix F for the current Tri-Semester Course Schedule (please note that the tri-semester schedule is subject to change – consult with your advisor) offerings and Appendix C for the Counseling Program Student Plan of Study forms.

Campus Resources and Student Support

The School of Graduate Studies and Research: www.iup.edu/graduatestudies/

Graduate Catalog: www.iup.edu/gradcatalog

Office of Student Billing: <https://www.iup.edu/student-billing/>

Office of the Registrar: www.iup.edu/registrar/

Disability Support Services: www.iup.edu/disabilitysupport/

Office of Social Equity: www.iup.edu/social-equity/

IUP Campus Library: www.iup.edu/library/

MyIUP: www.iup.edu/myiup/

IT Support Center: www.iup.edu/itsupportcenter/

Veterans and Service Members: www.iup.edu/veterans/resource-center/

IUP Writing Center: www.iup.edu/writingcenter/

IUP Career and Professional Development Center: www.iup.edu/career/

IUP Parking Services and Visitor Center: www.iup.edu/parking/

University Policy: www.iup.edu/police/ | 724-357-2141

Crisis Intervention 24/7 Hotline: 1-877-333-2470

Student Registration: www.iup.edu/registrar/students/registration-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 and you should use it 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.

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), MyIUP (www.my.iup.edu), CastleBranch clearance management portal (www.castlebranch.com), LiveText portfolio management system (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 the use of departmentally-required technologies.

Graduate Student Assembly

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

Programs and Degrees

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

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

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

Master's Programs

Master of Education in School Counseling (PreK-12)

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

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

Curriculum. To qualify for institutional endorsement for Commonwealth certification as PreK-12 school counselors, students must complete a 60-credit hour competency-based program to include Elementary and Secondary Counseling Practicum Experiences, as well as a 600-hour Field Experience. In addition, students applying for Pennsylvania School Counseling Certification must pass the PRAXIS School Counseling Specialty Exam, School Guidance and Counseling. In accordance with Graduate School policy, all students have six (6) years from the date of their first course enrollment to complete their degree program.

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

PDE Requirements. The Pennsylvania Department of Education (PDE) has also placed its own requirements for admission into initial certification programs. As of Fall 2003, an undergraduate GPA of 3.0 is necessary to gain admittance into a PDE certification program. The PRAXIS School Guidance & Counseling subject exam must also be taken and passed in order to become

certified. Additionally, students need to have taken up to 9 credits in coursework focused on working with diverse learners and 3 credits focused on working with English Language Learners (ELL) in their undergraduate programs. If students do not meet these requirements, they may be required to take up to 6 credits focused on working with Special Education/Students with Disabilities and up to 2 credits focused on working with ELL as co-requisites in the MEd program. Please note - there are exceptions to this requirement for those who were certified prior to 2011. State requirements for certification can be reviewed further at the PDE website (<https://www.education.pa.gov/Educators/Certification/Staffing%20Guidelines/Pages/CSPG76.aspx>).

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

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

All students **MUST** initiate the PDE certification process. Directions for doing so and all necessary forms can be found on the “For Students” section of the Department of Counseling website (www.iup.edu/counseling/). Once the certification endorsement form is received by the Department, it is held until the student’s final grades are issued. Upon confirmation of final grades and the posting of the student’s degree, the Master’s Coordinator audits the student’s transcripts to ensure they have completed all requirements for certification. The Department of Counseling then sends the completed application to the College of Education and Communications. All student applications are compiled and sent by the College of Education and Communications to the Pennsylvania Department of Education (<http://www.pde.state.pa.us/>).

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

Occupational Outlook. Employment of school and career counselors is expected to grow by 10% by 2031, which is faster than the average growth rate expected for all occupations. The number of students attending school at all levels is expected to increase during the projection’s decade, boosting demand for both school and career counselors (Bureau of Labor Statistics, *Occupational Outlook Handbook*, September 2022).

Master of Arts in Clinical Mental Health Counseling

This degree program is designed for students seeking preparation leading to counseling-related employment in community and business settings. Degree programs are individually designed to prepare students to work in a variety of settings, including mental health centers, drug and alcohol treatment

programs, correctional institutions, healthcare settings, social service agencies, and business and industry. Students completing this 60-credit hour program are positioned to eventually seek PA licensure as Licensed Professional Counselors, and, upon the successful completion of the National Counselor Examination (NCE), to become Board-Eligible Nationally Certified Counselors.

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

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

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

Occupational Outlook. The counseling profession is growing, with ever-increasing opportunities for counselors to work in a wide variety of community settings. The employment of clinical mental health counselors is expected to grow by 22% by 2031, with a growth rate "much faster" than those associated with other occupations on average (BLS, *Occupational Outlook Handbook*, October 2022). As such, counselor training is currently in extremely high demand.

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

Licensure. This 60-credit hour degree meets all educational requirements for licensure as a Licensed Professional Counselor (LPC) in PA. Additional requirements for licensure include passing the National Counselor Examination (NCE) and accruing 3,000 hours of supervised postgraduate clinical experience. Specific licensure requirements are detailed by the State Board of Social Workers, Marriage and Family Therapists, and Professional Counselors, in Chapter 49 of the PA licensure law

(<https://www.pacodeandbulletin.gov/Display/pacode?file=/secure/pacode/data/049/chapter49>)

[/chap49toc.html](#)). All questions regarding licensure requirements should be directed to the State Board (<https://www.dos.pa.gov/ProfessionalLicensing/BoardsCommissions/SocialWorkersMarriageandFamilyTherapistsandProfessionalCounselors/Pages/default.aspx>).

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

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

Doctoral Programs

PhD in Counselor Education and Supervision

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

Certification and Licensure

School Counseling Certification Only

Those students already possessing a closely related master's degree and desiring School Counseling certification (elementary and/or secondary) may apply to the Counseling Department for "Certification Only" status. Applicants' graduate transcript(s) are evaluated by a Graduate Coordinator to determine program eligibility and the coursework needed for the completion of commonwealth certification requirements. Applicants for "Certification Only" must meet similar admission requirements as degree-seeking applicants, to include a minimum 3.5 graduate GPA. Eligible applicants are those needing fewer than 18 credits toward the requirements set forth by the PDE.

Licensure Only

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

Course Descriptions

Please visit the Graduate Catalog for individual course descriptions: www.iup.edu/gradcatalog
Counseling Course Descriptions: <https://www.iup.edu/counseling/grad/index.html>

Practicum and Field Experiences

Practicum

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

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

School Counseling Practicum Experiences

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

- COUN 667: Elementary School Practicum
 - Direct Service: 20 hours
 - Indirect Service: 30 hours
- COUN 659: Secondary School Practicum
 - Direct Service: 20 hours
 - Indirect Service: 30 hours

Clinical Mental Health Practicum Experiences

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

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

Field

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

All students enrolling in the Field Experience for the first time are **required** to attend a **mandatory** Field Experience orientation meeting. This meeting provides information on such topics as obtaining liability

insurance, course requirements, site selection, deadlines, etc. An overview of the required paperwork will also be discussed during this meeting. This paperwork must be completed and returned to the Field Experience Coordinator by the specified due date. Students who do not submit the necessary paperwork by the required deadline may be referred to the Student Development Committee. Students should consult the Department of Counseling website (<https://www.iup.edu/counseling/students/>) to obtain the current Field Experience Handbook, which outlines the requirements in more detail.

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

School Counseling Field Experience

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

Clinical Mental Health Counseling Field Experience

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

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

Evaluation of Students

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

Degree Completion

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

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

University Policies and Procedures

University policy is the baseline policy. Programs may have policies that are more stringent than the University baseline policy; however, none less stringent than the University baseline policy. For questions regarding this statement, please contact Dr. Pollard-Kosidowski (bpollard@iup.edu) or the School of Graduate Studies and Research.

Academic Calendar

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

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

Academic Good Standing

Academic Integrity

Bereavement-Related Class Absences

Continuous Graduate Registration for Dissertation and Thesis

Grade Appeal Policy

Graduate Fresh Start Policy

Graduate Residency Requirement

Leave of Absence Policy

Time Limitations

Time-to-Degree Masters/Doctoral Dismissal Appeal Policy

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

Transfer of Credits Policy

Department Policies and Procedures

Diversity & Social Justice Statement

Diversity, equity, and inclusion are part of IUP’s fundamental mission and are integral to our achievement of 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 the roles that we play, 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 both diversity and inclusion as means by which we can improve upon a broad range of social, political, and health outcomes and we 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, the completion of original work and appropriate attribution (i.e., avoiding plagiarism), as well as copyright laws and conventions. Unethical behavior, impaired performance, and/or unprofessional practices may result in disciplinary action on the part of the Department or University. See the 2014 ACA *Code of Ethics* (<https://www.counseling.org/resources/aca-code-of-ethics.pdf>) for further guidelines pertaining to counseling student behavior. In addition, the IUP Student Handbook “Policies and Procedures” section provides more information on academic integrity, as well as the sections on “Student Review Process” and “Remediation Plans.”

Student Review & Remediation

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

To monitor student progress and development, the Department of Counseling engages in a formal student review process each year. As part of this process, each student is reviewed in three key areas: clinical competencies, personal maturity and interpersonal skills, and academic aptitude and coursework. A rubric has been developed for this review process (Appendix E). The purpose of the process is also to ensure that the student has completed and progressed through an appropriate Plan of Study (Appendix C). In addition, this process allows faculty to address critical areas such as impairment, incompetence, ethical misconduct, and problematic behaviors that could potentially impact the future clients/students with whom they work.

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

Sometimes problematic behavior issues arise throughout the academic year and must be addressed outside of the formal annual student review process. The Student Development Committee, which is a sub-committee of faculty in the Department of Counseling, addresses these concerns with students on a case-by-case basis. The Student Development Committee will request to meet with the student to facilitate a timely and positive response to address the behavior(s) and issue(s) of concern. The same remediation process described above is then followed. If remediation is needed, a remediation plan will be developed and signed by members of the Student Development Committee, the student, and the

student's advisor (when appropriate). A designated member of the committee will monitor progress according to this plan and determine the next course of action, if needed. If remediation is not needed, a professional development plan may be established so that the student is aware of the necessary steps they must take for continued and successful professional development.

Some examples of problematic behaviors that could have significant implications for students include:

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

Potential remediation activities could include:

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

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

LiveText

All students, as part of our CACREP assessment and continuous improvement plan, are required to obtain a LiveText account in order to submit summative assignments for each content and clinical course. Instructions for obtaining this account include:

1. From www.livetext.com, click on the Register link in the upper right corner.
2. Under Purchase Membership, click the Purchase button.
3. Enter your personal information into the required fields (students should use their IUP email for both school and personal; their school ID is their Banner ID) and click the Continue button.

4. *Select your membership package from the dropdown menu. The students will purchase the Field Experience Edition. Then, click the checkbox indicating you've read and agree to the terms of service. Finally, click the Continue button.*
5. *Enter your billing information and click the Continue button.*
6. *After successfully completing the registration process, LiveText will display the Congratulations page. This page will display your username and the option to click to reveal your password.*

Departmental Participation & Attendance Policies

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

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

Participation and attendance constitute a portion of a student's course grades. Attendance for both face-to-face and remote courses means arriving for class on time in the modality specified by the instructor, staying for the duration of the class, and remaining focused on the class for the duration of the class meeting. (Attendance in online courses is determined by the individual instructor.)

Participation means preparing for class by reading required texts/materials, entering into class and online discussions with informed and relevant comments/questions, and participating in class activities. Participation in remote classes includes having one's camera turned on, paying attention to class content, and minimizing disruptions in the learning environment. Students who turn off their camera for the majority of a class will not earn credit for class participation and/or attendance.

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

- Recommendation to withdraw from the class prior to the end of the University withdrawal period.
- Additional assignments to complete from the class.
- Reduction in grade per the percentage allotted to attendance and participation.
- Other actions deemed appropriate by the instructor. These may include but are not limited to making up a missed class meeting at the convenience of the instructor, completing additional web-based assignments, etc.

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

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

Letters of Recommendation & Endorsement

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

Liability Insurance and Clearances

All counseling students must obtain the required clearances and liability insurance as specified by departmental policy (Appendix B) and all relevant documents must be uploaded to the CastleBranch system. See instructions at the end of this Handbook for account setup, information about fees, and steps for uploading documents.

Plan of Study

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

Change of Program

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

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

Change of Campus

If students desire to change campuses (from Indiana to Pittsburgh East or Pittsburgh East to Indiana), they must first discuss their rationale for the change with their advisor. If their advisor agrees that a strong case has been made for the change in campus, the advisor will have them submit the request in writing to the Master's Coordinator. The Master's Coordinator will bring the request forward in consultation with the Department Chairperson. Students will be notified of the final decision by their advisor. Permission to change campus locations once a student has enrolled is not guaranteed.

Professional Orientation and Responsibilities

One of the most important learning experiences for students enrolled in a counseling program is the development of a professional identity as a counselor and a school or clinical mental health professional. Department of Counseling faculty are committed to helping students grow in this regard. It is important

that students understand the various facets of this development. This section is meant to provide students with an overview of the process.

Membership in Professional Organizations

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

Professional Codes of Ethics and Standards of Practice

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

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

“Section F: Counseling Supervision, Evaluation, Remediation, and Endorsement

F.6.b. Gatekeeping and Remediation. Through initial and ongoing evaluation, supervisors are aware of supervisee limitations that might impede performance. Supervisors assist supervisees in securing remedial assistance when needed. They recommend dismissal from training programs, applied counseling settings, and state or voluntary professional credentialing processes when those supervisees are unable to demonstrate that they can provide competent professional services to a range of diverse clients. Supervisors seek consultation and document their decisions to dismiss or refer supervisees for assistance. They ensure that supervisees are aware of options available to them to address such decisions” (p. 13).

“F.9. Evaluation and Remediation

F.9.a. Evaluation of Students. Counselor educators clearly state to students, prior to and throughout the training program, the levels of competency expected, appraisal methods, and timing of evaluations for both didactic and clinical competencies. Counselor educators provide students with ongoing

feedback regarding their performance throughout the training program” (p. 15).

“F.9.b. Limitations. Counselor educators, through ongoing evaluation, are aware of and address the inability of some students to achieve counseling competencies. Counselor educators do the following:

1. assist students in securing remedial assistance when needed,
2. seek professional consultation and document their decision to dismiss or refer students for assistance, and
3. ensure that students have recourse in a timely manner to address decisions requiring them to seek assistance or to dismiss them and provide students with due process according to institutional policies and procedures” (p. 15).

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

“F.5.b. Impairment. Students and supervisees monitor themselves for signs of impairment from their own physical, mental, or emotional problems and refrain from offering or providing professional services when such impairment is likely to harm a client or others. They notify their faculty and/or supervisors and seek assistance for problems that reach the level of professional impairment, and, if necessary, they limit, suspend, or terminate their professional responsibilities until it is determined that they may safely resume their work” (p. 13).

“F.8.c. Self-Growth Experiences. Self-growth is an expected component of counselor education. Counselor educators are mindful of ethical principles when they require students to engage in self-growth experiences. Counselor educators and supervisors inform students that they have a right to decide what information will be shared or withheld in class” (p. 14).

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

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

Student Professional Logs

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

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. For more research information and/or support, students may also consult the:

Applied Research Lab: www.iup.edu/arl

Graduate Catalog: www.iup.edu/gradcatalog

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

Department/Program Awards

Janet L. Fontaine Outstanding Student Award

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

Student Services and Organizations

Chi Sigma Iota

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

As defined on its 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." IUP's chapter of CSI, Iota Upsilon Pi, was chartered in 1997. Students are inducted typically in the Spring semester each year. Students interested in IUP CSI membership should contact someone from the student CSI leadership team or its faculty advisor, Dr. Nice (mnice@iup.edu).

Counselors for Social Justice

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

As stated 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 of CSJ 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 student CSJ leadership team or one of the co-faculty advisors, Dr. West (swest@iup.edu) or Dr. Pollard-Kosidowski (bpollard@iup.edu).

The Counseling Center

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

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

Career Development Center

<http://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 the process of career planning and successful entry into meaningful and productive employment. Primary functions of the program include career planning assistance through voluntary conferences with professional career counselors; arranging campus interviews; and publicizing career-related information. Other functions include receiving and assembling current job vacancy listings which are available on a regular schedule, maintaining a career information library, arranging for dispersal of occupational information through extensive meetings with representatives from education, business, industry, and government, and conducting frequent statistical studies of graduates to assemble “supply/demand” data.

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

Services for Students with Disabilities

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

The Department for Disability Access and Advising (D²A²), located in room 246 Stouffer Hall, “provides services to students with disabilities of all kinds, including learning, physical, hearing, vision, or psychological. IUP is committed to ensuring equal access to education as intended by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act.”

Students with disabilities are urged to register with the office. Services provided may include early registration; assistance in locating accessible housing; equipment loan; test proctoring and reading; note taking; recording of books; liaison conversations with faculty, OVR, and BVS; and general advising and counseling. Students can get further information by calling (724) 357-4067. The Department of Counseling faculty will work in collaboration with D²A² to ensure students receive appropriate accommodations.

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

University Health Service

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

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

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

Writing Center

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

The mission of the IUP Writing Center has been to help students succeed with writing assignments in their classes at IUP. To accomplish this, trained Writing Center tutors offer one-on-one tutoring and group workshops. Due to the intensive writing requirements of graduate school, students are encouraged to familiarize themselves with the services of the writing center and take advantage of what they have to offer. The Writing Center is located in Eicher Hall, Room 218, and the phone number is (724) 357-3029. The Writing Center hours are Monday through Thursday, 9:00am – 5:00pm and 6:00pm – 9:00pm, and Friday, 9:00am – 3:00pm.

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. Pittsburgh East phone numbers have a (412) area code.

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

Department of Counseling Faculty & Staff Contact Information

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

Department of Counseling website: <http://www.iup.edu/counseling/>

Department telephone number: (724) 357-2306 (Indiana) or (412) 824-1149 (Pgh East)

Department fax number: (724) 357-7821

Pittsburgh East telephone number: (412) 824-1149

Pittsburgh East fax number: (412) 824-3320

Appendix B: Liability Insurance and Clearances

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

Clinical Mental Health Counseling:

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

School Counseling:

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

New Student Clearance Requirements

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

Policy & Procedure for Obtaining Liability Insurance

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

1. HPSO Professional Liability Insurance
1-800-982-9491
<http://www.hpso.com>
Approximately \$37.00 per year for students

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

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

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

Appendix C: Plans of Study

Program Plan of Study
M.Ed. Pre-K – 12 Counseling for admits Summer/Fall 2023

Student: _____ **Advisor:** _____

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

	First 12 Credits	Projected Semester Enrollment
GSR 615 Elements of Research		
* COUN 615 Counseling Across the Life-Span		
* COUN 617 Basic Counseling Skills		
* COUN 618 Multicultural and Diversity Issues in Counseling		
* COUN 621 Introduction to Professional School Counseling		
* COUN 624 Assessment Procedures for School Counselors		
* COUN 636 Career Counseling		
* COUN 628 Management of a Professional School Counseling Program Pre req: 621 Intro to School Counseling		
* COUN 637 Counseling Theories		
* COUN 639 Group Counseling		
* COUN 659 Secondary Counseling Practicum Pre req: COUN 617, 621, 637, 639, 720 MUST pass with a B or better		
* COUN 667 Elementary Counseling Practicum Pre req: COUN 617, 621, 637, 639, 720 MUST pass with a B or better		
* COUN 720 Professional Orientation and Ethical Practice in Counseling		
COUN 613 Counseling Children Pre req COUN 617 Basic skills; COUN 637 Counseling Theories		
COUN 682 Counseling Students/Clients with Disabilities Pre req: COUN 617 Basic skills		
COUN 672 Counseling and Consulting within Systems Pre req: COUN 617 Basic Skills, 637 Counseling Theories		
COUN 677 Crisis and Addictions Counseling Pre req: COUN 617 Basic Skills		
Elective		
COUN 755 Field Experience (6 credits in one semester or 3 credits over two semesters) Pre req: all courses denoted with * and EDEX 523		
	60 Credits	
Co-requisite English as a Second Language 2 credit undergraduate class (not included in the 60 credit requirement) EDEX 523		

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

Program Plan of Study
MA Clinical Mental Health Counseling for Summer/Fall 2023 Admits

Student: _____ **Advisor:** _____

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

	First 12 Credits	Projected Semester Enrollment
*COUN 615 Counseling Across the Lifespan		
*COUN 617 Basic Counseling Skills		
*COUN 618 Multicultural and Diversity Issues in Counseling		
*COUN 634 Assessment Procedures for Clinical Mental Health Counselors		
*COUN 636 Career Counseling		
*COUN 637 Counseling Theories		
*COUN 639 Group Counseling Theory and Experience		
*COUN 657 Individual Practicum Preq: COUN 617, COUN 637, & COUN 720 MUST pass with a B or better		
*COUN 669 Group Counseling Practicum Preq: COUN 617, COUN 639, & COUN 720 MUST pass with a B or better		
*COUN 671 Diagnostic and Treatment Issues for Counselors		
COUN 672 Counseling and Consulting within Systems Preq: COUN 617 & COUN 637		
COUN 677 Crisis Addiction Counseling Preq: COUN 617		
*COUN 710 Clinical Mental Health Counseling		
*COUN 720 Professional Orientation and Ethical Practice in Counseling		
Elective (3 credits)		
Elective (3 credits)		
Elective (3 credits)		
COUN 755 Field Experience (6 credits in one semester or 3 credits over 2 semesters) Preq: Core* and practicum courses.		
GSR 615 Elements of Research		
	Total 60 Credits	

Student's Signature _____ Date _____ Advisor's Signature _____ Date _____

Student Recommended for Degree Candidacy Status YES _____ NO _____

Degree Candidacy Form Completed _____ Date _____ Filed in Student's Record _____ Date _____

Recorded in the Department's Database _____ Date _____

Appendix D: Student Review Rubric

Department of Counseling
 Student Review Rubric

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

Student Name: _____ Faculty Completing Rubric: _____

Target Skills	Description	U	A	N/A	Comments
Clinical Competencies	<p><u>Counseling</u>: Attends/responds empathically and non-judgmentally; formulates short & long terms goals, can articulate personal theory of counseling, possesses the ability to be present, the ability to acknowledge areas for growth; the ability to demonstrate basic counseling skills and ethical practice</p> <hr/> <p><u>Supervision</u>: Demonstrates a willingness to learn through active participation in individual, small group and other supervisory situations and a willingness to receive feedback; shows professionalism; demonstrates the ability to conceptualize and reflect upon intervention skills, conceptualization skills, personalization skills, and professional skills; demonstrates awareness of self and others; recognizes and accepts one's own power.</p>				
Personal Maturity & Interpersonal Skills	<p>Recognizes personal limitations; reacts in emotionally appropriate manner in difficult situations; recognizes own biases and assumptions about human behavior; is authentic, sincere, and able to admit mistakes; is present-oriented; demonstrates a sincere interest in the welfare of others; has one's own identity, and appreciates self; demonstrates receptiveness to feedback, possesses the ability to be self reflective; demonstrates professional behavior; is psychological healthy; is sensitive to multicultural issues; establishes, maintains, and respects boundaries</p>				
Academic Aptitude and Coursework	<p>Communicates ideas well orally and in writing on reports, summaries, and case studies; shows openness to new learning experiences; is ethically and morally grounded in laws and procedures; is prepared for class and practices outside of class; is appropriately self-disclosing; integrates knowledge, skills and self; prompt in turning in assignments, participates successfully and fully in group projects; demonstrates evidence of achieving class goals, participates in class with minimal absences/lateness.</p>				

Appendix E: Remediation Plan Template

IUP Department of Counseling Student Remediation Plan

___ Initial Plan Review ___ Follow-up ___ Final Review

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

Identified Areas of Concern:

- 1.
- 2.

Remediation Plan and Timeline:

Identified Behavioral Changes: Student will:

- 1.
- 2.

Advisor Comments and Recommendations (if any):

Student Comments (if any):

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

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

Student Signature: _____ Date: _____

Advisor Signature: _____ Date: _____

Faculty Signature: _____ Date: _____

Appendix F: Tri-Semester Schedule

Tri-Semester Schedule Fall 2021-2024

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

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

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

Signature Page

Congratulations on choosing to further your education here at IUP! The counseling department's ultimate goal is your success. So that your experience in the graduate program is the best it can be, this Student Handbook provides one location for information essential to you. Not only does it contain information regarding IUP and departmental policies and procedures, but it also offers helpful information about university services, activities, and the Indiana and Pittsburgh East communities. In addition, IUP's Civility Statement, our statement of student rights and responsibilities, and our departmental statement on diversity and social justice provide the framework for your role as an IUP citizen and a member of our IUP family.

Signing below indicates that you are responsible for reading and understanding the information outlined in the Counseling Department's Student Handbook. Also, you need to understand that these practices are subject to change and any deviation from them is not actionable. Finally, signing below also means you confirm that you will use the VALT recording system as trained and in accordance with all IUP and Department of Counseling policies throughout the duration of your time in the MA or MEd program. This includes maintaining the confidentiality of any recording partners as instructed, utilizing the equipment as it is intended to be used, and abstaining from the viewing of any recorded sessions of which you are not a part. You indicate by your signature below that you understand that your failure to adhere to these regulations will result in consequences ranging from a referral to the Student Development Committee to potential disciplinary action.

Failure to sign this agreement may result in your inability to register or enroll in courses for the Spring 2023 semester.

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 Graduate Coordinator may share this document with the School of Graduate Studies and Research.

Print Name

Signature

Date

Submit signed form as directed during New Student Orientation. Department staff will keep this signed document on file.