



## **IUP Graduate Handbook**

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

Department of Counseling

Handbook Updated Fall 2020

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

Department of Counseling

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## INTRODUCTION

The Department of Counseling Graduate Masters 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 as a means of assisting that process. We encourage you to read this Handbook, and do so carefully, as it can help facilitate your progress through your program of study. We also recommend that you familiarize yourself with the Graduate School Catalog as it details the overall policies of the Graduate School (<http://www.iup.edu/graduatestudies/catalog/>). 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 progress, and note personal responsibilities pertaining to candidacy, program (including practica and Field Experience), and 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 more timely fashion. If you cannot locate information you need in this Handbook, contact your advisor. This handbook is accessible on the web at: <http://www.iup.edu/counseling/students/>.

Whether you take the time to review this Handbook in depth or not, you will be held accountable to the Program's governing principles described herein. Please note that some of these policies and processes may change based upon Department, College or University decisions. Check your email and 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 the honor of the first president of the Board of Trustees, was opened for students on May 17, 1875. Since that year, when IUP served only 225 students in a single building, the university has experienced continuous growth, becoming Pennsylvania's fifth largest University and the largest in the PA State System of Higher Education. Current Enrollment is more than 14,000 and it includes students 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 at Indiana, Pennsylvania. In 1959, the legislature approved a change of name to Indiana State College; in the 1960s, there followed a rapid growth in the liberal arts program.

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

With its original 1875 building still standing at the heart of its campus, Indiana University of Pennsylvania has a long tradition of academic excellence. The university is recognized as a "Public Ivy" in company with other public colleges and universities that offer academic environments comparable to those at Ivy League schools but at affordable prices. IUP provides an intellectually challenging experience to more than thirteen thousand 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 one authorized to confer doctoral degrees.

Academic offerings include more than 100 undergraduate majors with a variety of internship and study abroad programs, more than 40 master's degree programs, and 13 doctoral degrees. Unusual 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-to-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**

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

### **Title IX Reporting Requirement**

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

### **Student Conduct and Student Rights**

[www.iup.edu/studentconduct/policies/](http://www.iup.edu/studentconduct/policies/)  
[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 of that time was designed to prepare only school counselors. In 1969, the Counseling Services Program was added to the Department to respond to students wanting to work in community agencies. In the early 70's, 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, we were renamed the Department of Counseling.

In 1998-1999, two additional faculty were added to the Department (a total of six) and major curriculum proposals were approved. In addition to the M.A. and M.Ed. programs moving to 48 credits, the Department began a "licensure-only" post-master's admission status and an M.A. degree program in Pittsburgh East. In 2001-2002, two new faculty members were hired to assist with instruction both on campus and in Pittsburgh East. The Department of Counseling has now a total of twelve graduate faculty and is one of the largest master's programs at IUP. In 2017, the department added a Ph.D. in Counselor Education and Supervision. It was designed to be one of the first doctoral programs in the nation to meet the newly adopted 2016 CACREP standards.

## Mission Statement and Program Objectives

The mission of the Department of Counseling at Indiana University of Pennsylvania is to prepare professional school counselors, clinical mental health counselors, and counselor educators and supervisors who are actively engaged in practice, scholarship, and leadership.

### Program Objectives

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

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

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

**Evaluation Method:** All students are required to participate in a ten-hour group counseling experience. Students are also required to earn a "B" grade or better in practicum courses. Membership is encouraged in our chapter of the Chi Sigma Iota (CSI) national honor society, whose members engage in community service and professional development activities each semester. Every student is also evaluated annually through the student review process (see section 2 of Student Review Rubric) related to Personal Maturity and Interpersonal Skills. Service-learning opportunities are also provided throughout the curriculum.

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

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

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

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

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

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

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

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

## Faculty and Staff

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## **Admission**

### **Admission Criteria**

The M.Ed. in School Counseling requires an UGPA of 3.0 with the PDE caveat that 10% of admitted students can be below that criteria. The M.A. in Clinical Mental Health Counseling requires a minimum of a 2.8 UGPA. Any student below these requirements can request a waiver to the UGPA requirements. If a waiver is granted, all Graduate School Admission's requirements MUST be met.

The two-stage admissions process is outlined below:

#### Stage One – The “Document” review

- Submit application, including goal statement, Letters of Recommendation, and transcripts
  - Early and Late Deadline, usually in March and June
- When application is complete and meets Graduate School admission standards, it is forwarded to the Department of Counseling
- Applicant's materials are reviewed independently by faculty

#### Stage Two – The Admissions Workshop (typically held in April and July)

- Applicants satisfying the credential screening process are invited to participate in Admissions Workshop
  - Individual and Group Interviews with Faculty
  - Writing Sample
  - Program Overview and Tour of the Digital Counselor Training Facilities
- Admissions recommendations are made by the counseling faculty soon after the workshop.

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 (20 hours per week) and half-time (10 hours per week) assistantships to both new and continuing graduate students. Full-time status as a graduate student is 9 credit hours and full-time students are eligible for full-time and half-time assistantships. Part-time students maintaining six credit hours or more per semester are eligible half-time assistantships. Graduate assistants are assigned to various faculty and their duties vary somewhat to include research or assistance with research and university service activities. Duties are under the supervision of faculty member or administrator.

Assistantships are looked upon as an encouragement or reward for academic excellence rather than as a means to relieve financial need. There are a limited number of graduate assistantships available each year. Graduate assistantships are typically awarded for one academic year only. They are awarded to students in May for a nine-month period beginning the following academic year (September through May). In return for working in the department, graduate assistants receive a stipend and funds toward fall and spring semester tuition. The amounts vary by position-type, level (doctoral or masters) and year. Graduate Assistant assignments are made only in the Spring for the following academic year.

Applications may be obtained at: <http://www.iup.edu/counseling/grad/counseling-admissions/graduate-assistant-applications/> and should be submitted to [counselingdept-assistantships@iup.edu](mailto:counselingdept-assistantships@iup.edu) by March 1 to receive full consideration. Top ranked applicants are invited to personal group interviews with faculty mid-April usually on the day of the Spring Admissions Workshop. Faculty make assistantship award decisions by mid-May and successful applicants are notified shortly thereafter. Graduate Assistantships must be accepted, signed, and returned to the School of Graduate Studies and Research by the recipient in order to confirm and solidify the positions. University-required clearances and processes must be obtained and followed in order to become a graduate assistant.

### **Scholarships**

[www.iup.edu/admissions/graduate/financialaid/assistantships-and-scholarships/](http://www.iup.edu/admissions/graduate/financialaid/assistantships-and-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 M.A. or M.Ed. counseling program. Eligible applicants must have completed at least 12 credit hours and maintained a 3.5 GPA or higher. The scholarship is awarded by the College of Education and Educational Technology Scholarship Committee each spring and is announced at the May departmental commencement ceremony. The application deadline is typically in the spring and the application materials are available in the Department office (Stouffer 206) and at the front desk at the Pittsburgh East location.

### **Financial Aid**

Office of Financial Aid: [www.iup.edu/financialaid/](http://www.iup.edu/financialaid/)

## **Academic Advisement**

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

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

## **Campus Resources & Student Support**

The School of Graduate Studies and Research: [www.iup.edu/graduatestudies/](http://www.iup.edu/graduatestudies/)

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

Office of the Bursar: [www.iup.edu/bursar/](http://www.iup.edu/bursar/)

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/social-equity/](http://www.iup.edu/social-equity/)

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 <http://www.iup.edu/parking/>  
University 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/](http://www.iup.edu/registrar/students/registration/)

## **IUP Email**

IUP offers an email account to all active students. **Your IUP email address is the primary means by which the university will contact you with official information, and you should use it for all IUP official communications. It is your responsibility to check your IUP email regularly.** Visit [www.iup.edu/itsupportcenter/howTo.aspx?id=23401](http://www.iup.edu/itsupportcenter/howTo.aspx?id=23401) to learn more about setting up this account. For more information regarding University policy on email communication, view the Graduate Catalog: [www.iup.edu/gradcatalog](http://www.iup.edu/gradcatalog)

## **Graduate Student Assembly**

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

## **Programs and Degrees**

There are currently three degree programs offered in the Department of Counseling. These are: 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 the degree programs, the Department offers two other admission classifications: "certification-only" and "licensure-only." Certification-only is for students possessing a master's degree, regardless of area of specialization, who want to pursue "certification" as a school counselor. Licensure-only is for students who already have a minimum of a 48-credit (or less) hour master's degree in Counseling and need additional credits to meet PA licensure standards.

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

### **Master's Programs**

#### **Master of Education in School Counseling (Pre-K-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 personal/social growth, career exploration and development, and academic achievement. Professional School Counselors are also leaders and advocates that work with all stakeholder groups in the schools, such as teachers, administrators, parents/guardians, and community members.

**Program Philosophy.** The hallmark of IUP's school counseling 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 professional school counselors who work as a part of a team to remove impediments to academic success for all students. In addition, we believe it is critical for professional school counselors to learn how to develop and manage a comprehensive and developmental school counseling program.

**Curriculum.** To qualify for institutional endorsement for Commonwealth certification as a preK-12 school counselor, the student must complete a 60 credit-hour competency-based program to include Elementary and Secondary Counseling Practicums, and a 600-hour Field Experience. In addition, students applying for the Pennsylvania School Counseling Certification must pass the PRAXIS School Counseling Specialty Exam, School Guidance and Counseling. All students have five (5) years from the date of their first course enrollment to complete their degree program.

While teaching experience is not a prerequisite for school counseling 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 either a child or adolescent population. All students seeking an M.Ed. degree with certification will take COUN 613, COUN 615, COUN 617, COUN 618, COUN 621, COUN 624, COUN 628, COUN 636, COUN 637, COUN 639, COUN 659, COUN 667, COUN 672, COUN 677, COUN 682, COUN 720, COUN 755 (6 credits), GSR 615, and one 3-credit hour elective.

**PDE Requirements.** The Pennsylvania Department of Education (PDE) has placed its own requirements for admission into an initial certification program. 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 be certified. Additionally, you need to have taken up to 9 credits in coursework focusing on working with diverse learners and 3 credits in working with English Language Learners (ELL) in your undergraduate program. If you do not meet these requirements, you may be required to take up to 6 credits focusing on working with Special Education/Students with Disabilities and up to 2 credits in working with ELL as co-requisites. However, there are exceptions to this requirement for those certified prior to 2011.

**Praxis School Guidance and Counseling.** Students must pass the computerized Praxis Professional School Counselor exam (Code 5421) with a minimum score of 590. Customarily, students take this exam during their last semester. Students can register at [www.ets.org/praxis/pa](http://www.ets.org/praxis/pa), and should do so at least two months prior to the test date.

The score from the Praxis test is sent to the student as well as the Pennsylvania Department of Education. It is also highly recommended that students send their scores to Indiana University of Pennsylvania, to ensure certification for the student as well as to aid the College in accreditation processes.

**Certification.** Students may apply for certification during their Field Experience placement semester. At any time during their program, students must create an account in the Teacher Information Management System

(TIMS). Students use this account to apply for certification when it is time. You will also pay for your certification electronically via the Marketplace on the TIMS system.

All students MUST initiate the PDE certification process. Directions to do so and the necessary forms can be found on the “For Students” section on the department website. Once the certification endorsement form is received in 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, a faculty member audits the student’s transcripts to ensure they have completed the requirements for certification. The Counseling Education Office then sends the completed application to the College of Education and Educational Technology. All student applications are compiled and sent by the College of Education and Educational Technology to the Pennsylvania Department of Education (<http://www.pde.state.pa.us/>). Students can check on the status of their application at any point of the process by contacting the College of Education and Educational Technology at (724) 357-2480.

**Occupational Outlook.** Employment of school and career counselors is expected to grow by eight percent by 2028, which is three percent quicker than the expected average growth rate for all occupations. The number of students attending schools at all levels is expected to increase during the projection’s decade, boosting demand for both school and career counselors (Bureau of Labor Statistics, Occupational Outlook Handbook, April 2020).

### **Master of Arts in Clinical Mental Health Counseling**

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

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

**Curriculum.** The curriculum is designed to prepare students for careers in counseling and human service agencies and meet the curricular requirements put forth by NBCC, the 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 reflecting their counseling interests. There are 8 core academic areas: 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 five (5) years from their first course enrollment to complete their degree program.

Students enrolled in the Master of Arts degree program will complete 60 credits for the degree. The program requires the following core courses or their equivalent: 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. Employment of clinical mental health counselors is expected to grow by 22.5% by 2028, which positions it as a “fastest-growing occupation” as classified by the Bureau of Labor Statistics (BLS, Occupational Outlook Handbook, April 2020). As such, counselor training is currently in extremely high demand.

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

**Licensure.** The 60-credit hour degree meets the educational requirements for Licensure as a Licensed Professional Counselor (LPC) in Pennsylvania. Additional requirements for licensure include an examination and 3,000 hours of additional supervised clinical experience. Specific licensure requirements are detailed by the State Board of Social Workers, Marriage and Family Therapists and Professional Counselors, Chapter 49. All questions regarding licensure requirements should be directed to the State Board – their website is <http://www.dos.state.pa.us/bpoa/> (see health related boards section).

### **M.A. and M.Ed. Counseling Programs at Pittsburgh East in Pittsburgh (Monroeville area)**

The Clinical Mental Health Counseling Program (M.A.) and the School Counseling Program (M.Ed.) 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) enrolled its first Pittsburgh East cohort in January 2005. Both programs are identical in nature and content to the campus programs. Students can enroll in a day-time full time program if offered for their admission semester. Both programs at these locations are now offered on a “menu” basis with courses following the tri-semester calendar.

### **Doctoral Program**

The Ph.D. 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 on their CACREP master’s degree and includes advanced practicum and field experiences. The doctoral program in Counselor Education and Supervision enhances student knowledge of counseling, supervision, research & scholarship, as well as leadership & advocacy.

### **Certificates and/or Certification and/or Licensure**

#### **School Counseling Certification Only**

Those students already possessing a master's degree and desiring School Counseling certification (elementary or secondary) may apply to the Counseling Department for "Certification Only" status. Applicants' graduate transcript(s) are evaluated by the Chairperson, or his/her designee, to determine necessary coursework to complete commonwealth certification requirements. Applicants for "Certification Only" meet similar admission requirements as degree-seeking applicants, to include a minimum 3.5 graduate grade point average.

#### **Licensure-Only Option**

The Licensure-Only Option for admission is designed for individuals who have completed a master’s degree in Counseling and need additional credits to meet PA licensure standards (60-credit hour requirement). An applicant's transcript is evaluated by the Department to determine which courses are recommended for credit beyond their

master's degree. The State Board of Social Workers, Marriage and Family Therapists and Professional Counselors is the final determination of courses acceptable for licensure. If a student has a question about a course being acceptable for licensure, they should contact the Licensing Board. Applicants for the "Licensure Only" status must meet similar admission requirements as degree-seeking applicants, to include a minimum 3.5 graduate grade point average.

## **Course Descriptions**

Please visit the graduate catalog for individual course descriptions.

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

**Counseling Course Descriptions:** [www.iup.edu/gradcatalog](http://www.iup.edu/gradcatalog)

## **Evaluation of Students**

There are no candidacy or Qualifier Exams and no Comprehensive Exam for the master's programs. 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**

This examination is given, usually upon the candidate's completion of course work, to determine the student's progress in the degree field and fields related to it and the student's likelihood of success in his/her research-dissertation phase. The examination may be written, oral, or both and is not necessarily limited to areas in which the candidate has taken course work. In addition to having written procedures for taking the comprehensive exam, departments must also have written procedures regarding providing feedback for comprehensive exams.

## **Program Level Examination Appeals**

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

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

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

If it is found that policy/and/or procedure has been violated, the dean of the SGSR will instruct the program/department to allow the student to retake the exam, fully adhering to policy and procedures. In the event of a finding in support of the student allegation, the reexamination may

not be counted as one of the attempts permitted under the University or Department's Reexamination Policy.

### **Reexamination Policy**

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

### **Degree Completion**

The degree requirements and graduation processes are detailed in the Graduate Catalog: [www.iup.edu/gradcatalog](http://www.iup.edu/gradcatalog)

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

### **Thesis and/or Dissertation Completion**

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

### **Thesis Process**

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

The process of completing a thesis involves various steps. Students must:

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

Students planning to complete a thesis should allow a minimum of two semesters to do so. The Thesis/Dissertation Manual is available online at: <http://www.iup.edu/graduatestudies/resources-for-current->



[students/research/thesis-dissertation-manual/default.aspx](https://www.iup.edu/students/research/thesis-dissertation-manual/default.aspx). The thesis counts as a 3-credit elective in the plan of study.

### **Evaluation Outcome for Dissertation and/or Thesis**

**Effective for students admitted in the fall 2017 semester and after** – Dissertation and thesis credits will be assigned Pass or Fail as the final evaluation outcome for the taken credits and will carry no quality points weighted towards a student’s CGPA.

**Ongoing Dissertation and Thesis 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 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 policy that is more stringent than the University baseline policy; however, not less stringent than the University baseline policy. For questions regarding this statement, please contact Dr. Claire Dandeneau or 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**

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

#### **Academic Integrity**

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

*The Source: A Student Policy Guide:* [www.iup.edu/studentconduct/thesource/](http://www.iup.edu/studentconduct/thesource/)

#### **Bereavement-Related Class Absences**

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

#### **Continuous Graduate Registration for Dissertation and Thesis**

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

#### **Grade Appeal Policy**

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

#### **Graduate Fresh Start Policy**

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

#### **Graduate Residency Requirement**

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

#### **Leave of Absence Policy**

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

### **Time Limitations**

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

### **Time-to-Degree Masters/Doctoral Dismissal Appeal Policy**

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

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

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

### **Transfer of Credits Policy**

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

## **Departmental Policies and Procedures**

### **Student Conduct**

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

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

### **Student Remediation**

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

To monitor student progress and development, the Department of Counseling engages in a formal student review process each year. As part of this process, each student is reviewed in three key areas - clinical competencies, personal maturity and interpersonal skills, and academic aptitude and coursework. A rubric has been developed for this review. The rubric can be found in [Appendix E](#). The purpose of the process is also to ensure that the student has completed a Plan of Study. In addition, this process allows faculty to address critical areas such as impairment, incompetence, ethical misconduct, and problematic behaviors that could potentially impact future clients.

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

Sometimes problematic behavior issues arise throughout the academic year and must be addressed outside of the formal annual student review process. The Student Review 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 Review 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 a remediation is needed, a remediation plan will be developed and signed by members of the Student Review Committee, the student, and the advisor (when appropriate). A designated member of the committee will monitor progress according to this plan and determine the next course of action, if needed. If a remediation is not needed, a professional development plan may be established so that the student is aware of the necessary steps they must take for continued and successful 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

Some potential Remediation Activities could include:

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

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

Policies from the Office of Student Conduct: [www.iup.edu/studentconduct/policies/](http://www.iup.edu/studentconduct/policies/)  
(*IUP Email Communication Policy, Student Behavior Regulations, The Source, Student Rights and Responsibilities, etc.*)

**LiveText**

Beginning Fall of 2016, all students, as part of our CACREP assessment and continuous requirement plan, are required to obtain the LiveText software in order to submit summative assignments for each class. The directions 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 Participation and Attendance Policy**

Graduate students are training to be professional counselors. As such, they demonstrate to the department faculty their professionalism and ability to attend to career responsibilities and client concerns in a variety of ways, including through their participation and attendance in class meetings, both in face-to-face 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 means arriving for class on time and 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.

A student who misses more than five hours of class time in face-to-face courses may be subject to possible action by the instructor, which includes, but is not limited to the consequences below. 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 the class.
- Reduction in grade per the percentage allotted to attendance and participation.
- Other actions deemed appropriate by the instructor. These may include but are not limited to making up a missed class meeting at the convenience of the instructor, completing additional web-based assignments, etc.

A student who rarely or never participates in class or online discussions or activities may also receive a grade reduction despite attendance. The Department of Counseling faculty members are sensitive to significant life circumstances that can result in class absence. 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 Department of Counseling Faculty at IUP to be letters of endorsement for continued education, employment, professional credentials, 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. Faculty members reserve the right to refuse these requests.

## Liability Insurance and Clearances

The department requires that all students maintain professional liability insurance from their first class (**due in the Counseling Department Office by the first class**) throughout the program until degree completion. Also, students must submit the appropriate clearances for their respective programs of study and **keep those clearances up to date with the department office**. The initial clearances are due to the Department on **October 1st** of the student's Fall semester. It is students' responsibility to track when their clearances will be out of date and to arrange to have them updated! Students **MUST** be in compliance with this policy at all times, and those who are not will be referred to the Student Review Committee with possible sanctions. The process for obtaining clearances and submitting them can be found in [Appendix B](#). Note: Please be advised that the ACT 151 clearance could take up to 8 weeks to renew so plan accordingly.

## Plan of Study

All students must complete a plan of study. This plan of study is designed to facilitate progress towards degree completion. The plan of study must be completed by the student and his/her advisor during the semester that the student completes of 12 hours of graduate credits. The signed completed plan of study will then be given to the department chairperson. During the student review process, the department chairperson will present the completed Plan of Study to the department faculty. The completed Plan of Study form is added to the student's departmental file and also documented in the departmental database. See the Plan of Study for both the MED and MA degree programs in [Appendix C](#).

## Change of Program

If a student desires to change program/degree emphasis (within the Counseling Department) at any time during their course of study, a new Graduate School application and new Goal Statement is needed. These materials must be submitted to the Graduate School to initiate the process. Admission to the new degree and/or certification program may not require re-attendance at an Admissions Workshop. The Graduate School Policy regarding transfer credits applies to departmental change of program requests. For more specific information please refer to <http://www.iup.edu/page.aspx?id=127261>

## Change of Campus

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

## Professional Orientation and Responsibilities

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

### Membership in Professional Organizations

Within the field of counseling, there are several professional organizations that focus on both counselor and client. Two primary national organizations: the American Counseling Association (ACA) and the American School 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, 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.

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

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

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

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

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

## **Student Professional Logs**

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

## **Research**

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

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

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

## **Department/Program Awards**

## Janet L. Fontaine Outstanding Student Award

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

### Practicum Experience & Field Experience

#### Practicum

Students will take two practicum classes as part of the 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 (<http://www.iup.edu/page.aspx?id=30101>) 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 Moodle the semester BEFORE the expected enrollment. This online orientation consists of reading materials and a quiz which students must pass with 100%. They must also submit all the required paperwork by the due dates for the semester desired. Failure to do so could result in referral to student issues.

#### *School Counseling Practicum Experiences*

All school counseling students are required to take two practicum classes that are required for pre-K-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 required to take two practicum classes.

- **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 Experience

Field Experience is designed as the final learning experience and provides the opportunity to integrate and practice learning obtained throughout the degree/certification program. Even though Field Experience is scheduled as one of the last classes in a student's program, early planning is necessary. The department mandates that all



required core COUN degree course work must be completed **before** a student is eligible for Field Experience.

All students enrolling in Field Experience for the first time are **required** to attend a **mandatory** Field Experience orientation meeting. This meeting provides information on such topics as liability insurance, course requirements, site selection, time deadlines, etc. An overview of the required paperwork will be discussed during this meeting. This paperwork must be completed and returned to the Field Experience Coordinator by the specified due date. Students who do not submit the necessary paperwork by the required deadline may be referred to student issues. Students should consult the Department website (<http://www.iup.edu/page.aspx?id=30127>) to obtain the current *Field Experience Handbook*, which outlines the requirements in more detail.

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

### ***Clinical Mental Health 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

### ***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

Students who have questions about practicum and/or field requirements should contact the Clinical Coordinator of the Department.

## **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.

### **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 901 Maple Street. Students may call 724-357-2621 or for an initial appointment. The Center is open from 8 a.m. to 4:30 p.m., Monday-Friday. These services are available for graduate students free of charge. We encourage students to take advantage of these services for their personal and professional growth.

### **Career Development Center**

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

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

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

### **Services for Students with Disabilities**

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

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

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

Indiana University of Pennsylvania recognizes its responsibility for creating an institutional climate in which students with disabilities can thrive. If you have any type of disability for which you require accommodations to

promote your learning in this class, please contact the professor as soon as possible to discuss your needs. Proper documentation of the disability is necessary. If you believe that accommodations are needed, please contact the IUP Advising and Testing Center Disability Support Services Program located in 216 Pratt (724-357-4067).

### **University Health Service**

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

The University Health Service operates an outpatient clinic and provides routine health care to students while classes are in session. The outpatient clinic is staffed with physicians, nurse practitioners, nurses, and educators. It is located at the Center for Health and Well-Being Suites on Maple East, 901 Maple Street. For emergency care 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 357-2550 for an appointment or 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 357-3029. The Writing Center hours are Monday through Thursday, 9:00am – 5:00pm and 6:00pm – 9:00pm, and Friday, 9:00am – 3:00pm.

### **IUP Center for Creativity and Change**

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

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

## Appendix A - Offices at IUP and Faculty

Indiana, PA Zip code is: 15705

**NOTE:** All main campus phone numbers have a 724 area code.

Disability Access & Advising	357-4067
African American Cultural Center	357-2455
Bookstore	357-3145
Bursar's Office	357-2207
Campus Library Reference Desk	357-3006
Campus Police	357-2141
Career Services	357-2235
Financial Aid	357-2218
Graduate School Office	357-2222
Center for Health and Well-Being	357-9355
Information – IUP	357-2100
Registrar	357-2217
Scheduling	357-2652
Student Payroll	357-2511

### Faculty Contact Information

Dr. Claire Dandeneau	<a href="mailto:cdanden@iup.edu">cdanden@iup.edu</a>	357-2306
Dr. Holly Branthoover	<a href="mailto:holly.branthoover@iup.edu">holly.branthoover@iup.edu</a>	357-2306
Dr. Michelle Bruno	<a href="mailto:michelle.bruno@iup.edu">michelle.bruno@iup.edu</a>	357-2306
Dr. Stacia Carone	<a href="mailto:stacia.carone@iup.edu">stacia.carone@iup.edu</a>	357-2306
Dr. Kimberly Desmond	<a href="mailto:kdesmond@iup.edu">kdesmond@iup.edu</a>	357-2306
Dr. Sibyl West	<a href="mailto:swest@iup.edu">swest@iup.edu</a>	357-2306
Dr. Lorraine Guth	<a href="mailto:lguth@iup.edu">lguth@iup.edu</a>	357-2306
Dr. Nadene L'Amoreaux	<a href="mailto:nlamoro@iup.edu">nlamoro@iup.edu</a>	357-2306
Dr. John McCarthy	<a href="mailto:jmccarth@iup.edu">jmccarth@iup.edu</a>	357-2306
Dr. Brittany Pollard-Kosidowski	<a href="mailto:bpollard@iup.edu">bpollard@iup.edu</a>	(412) 824-1999
Dr. Matthew Nice	<a href="mailto:mnice@iup.edu">mnice@iup.edu</a>	357-2306

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

Department telephone number (724) 357-2306

Department fax number (724) 357-7821

IUP @ Pittsburgh East (412) 824-1999

Center for Counselor Training and Services: <http://www.iup.edu/counseling/centers/>

## Appendix B - Liability and Clearances

### Policy and Procedure for Obtaining Professional Liability Insurance and Clearance Information Department of Counseling Revised August 2016

#### Professional Liability Insurance and Clearances Required (Please keep the original copies of your clearances and give a copy to Kelly Montanti)

##### Clinical Mental Health:

Professional liability insurance (\$1 million per claim/\$3 million per occurrence coverage)  
Act 34, Criminal Record Clearance, less than one year old  
Act 151, Child Abuse Clearance, less than one year old  
Act 114, Federal Clearance, within the last 5 years (needs to be updated if student is not continuously enrolled in Fall and Spring semesters)  
Protection of Minors Training

##### M.Ed.

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 Clearance, within the last 5 years (needs to be updated if student is not continuously enrolled in Fall and Spring semesters)  
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)

##### Process:

1. Obtain the liability insurance and clearances as outlined below.
2. Mail the proof of liability insurance and clearances directly to Kelly Montanti in the Department of Counseling as outlined below.
3. Use the Checklist provided each time you submit these documents and **include a self-addressed stamped envelope**.
4. Signed checklist will be returned to you to and will serve as a receipt.

#### Professional Liability Insurance Requirement – For M.A. and M.Ed. students Deadline: Prior to the first night of class

Upon admission, students must obtain their professional liability insurance and submit the proof of the insurance policy **NO LATER THAN THE FIRST NIGHT OF CLASS**. If you fail to turn in these materials, you will not be permitted to attend class.

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.hpsoc.com>

Approximately \$37.00 per year for students

2. You may also join the American Counseling Association at [www.counseling.org](http://www.counseling.org). Student members receive professional liability insurance through HPSO as part of their membership.

### **Clearances required – For MA and MEd students (see list above)**

Fall & Summer Admissions: **Deadline October 1<sup>st</sup>**

1. Students must apply for above listed clearances at the beginning of the semester in which they are enrolled.
2. Once clearances are received, please submit them to Ms. Kelly Montanti at the address below. If you mail in your clearances, please provide a self-addressed, stamped envelope for return of the originals (It is recommended, though not required, for you to use certified mail).

Attn: Ms. Kelly Montanti  
Department of Counseling  
206 Stouffer Hall  
Indiana, PA 15705

3. If a student has a finding on any clearance, the student should contact the Director of Field Placement Assistance for a meeting to discuss the finding. Ms. Montanti will be forwarding all paperwork to the Director after logging its receipt.

Director of Field Placement Assistance  
College of Education and Educational Technology  
Stouffer Hall, Room 104  
1175 Maple Street  
Indiana, PA 15705-1058  
Phone: 724-357-2485

4. Prior to any practicum or field experience, the Director of Field Placement Assistance is required to contact potential sites to disclose and discuss any findings.

### **Updating Liability Insurance and Clearances**

1. Students are responsible for keeping liability insurance and all clearances updated. Updated paperwork is to be provided in the same manner as listed above.
2. Failure to provide updated liability insurance and clearances would prevent a student from enrolling or continuing in classes.
3. Non-compliance with this departmental policy would result in referral to the student issues committee and could result in dismissal from the program.

### **Obtaining Clearances**

1. Criminal Record Check – May be done online via the PA State Police at <https://epatch.state.pa.us/Home.jsp> or via mail and the attached form. Cost is \$10.00.
2. PA Child Abuse History Clearance – May be done online at <https://www.compass.state.pa.us/CWIS> or via mail. Cost is \$10.00. It can take up to six weeks if done by mail.

3. Federal Criminal History Record – This is required under Act 114 of 2006. It applies to work in schools, only for all experiences starting after April 1, 2007. The cost is \$40.00 and procedures are outlined at <http://www.iup.edu/teachereducation/forms/default.aspx>. Your application can be made online at [www.pa.cogentid.com](http://www.pa.cogentid.com). See attached memo.
4. 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.portal.state.pa.us/portal/server.pt/community/background\\_checks\\_\(act\\_114\)/7493](http://www.portal.state.pa.us/portal/server.pt/community/background_checks_(act_114)/7493)
5. TB test (school counseling students only or if required by the site)
6. Act 126, Child Abuse Recognition and Reporting Act (Protection of Minors) less than one year old

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:

1. You may go to any general practitioner of your choice, either electing to self-pay or utilize your private health insurance benefits.
2. If you are unable to pay for the testing, testing is available at no charge from the Allegheny County Health Department at the following two locations.

#### **Allegheny County Health Department**

**Forbes Medical:** 3441 Forbes Avenue Pittsburgh, PA  
 412-578-8062  
 Hours: 9:00AM – 4:00PM, Monday through Friday  
 \*\*Do not park in Arby's or CVS or your car will be towed

**Lawrenceville:** 3901 Penn Avenue Pittsburgh, PA  
 412-578-8084  
 Hours: 8:30AM – Noon; 1:00PM – 4:00PM,  
 Monday through Friday, on street parking

#### **Health Service on IUP's Indiana Campus**

Center for Health and Well-Being  
 Suites on Maple East  
 901 Maple Street  
 Indiana, PA 15705  
 Phone: 724-357-2550

Call for information. Costs vary depending on whether you have paid the student health fee.

## Appendix C - Plans of Study

### Program Plan of Study

M.Ed. School Counseling for admits Summer/Fall 2020

**Student:** \_\_\_\_\_ **Advisor:** \_\_\_\_\_

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

**Students who begin the MED program must meet with their advisors to be able to register for subsequent semesters.**

	First 12 Credits	Projected Semester Enrollment
<b>GSR 615</b> Elements of Research		
<b>COUN 615</b> Counseling Across the Lifespan		
<b>COUN 617</b> Basic Counseling Skills		
<b>COUN 618</b> Multicultural and Diversity Issues in Counseling		
<b>COUN 621</b> Introduction to Professional School Counseling		
<b>COUN 624</b> Assessment Procedures for School Counseling		
<b>COUN 636</b> Career Counseling		
<b>COUN 628</b> Management of a Professional School Counseling Program		
<b>COUN 637</b> Counseling & Consulting Theories		
<b>COUN 639</b> Group Counseling Theory and Practice		
<b>COUN 659</b> Secondary School Counseling Practicum		
<b>COUN 667</b> Elementary School Counseling Practicum		
<b>COUN 720</b> Professional Orientation and Ethical Practice in Counseling		
<b>COUN 613</b> Counseling Children		
<b>COUN 682</b> Counseling students/Clients with Disabilities		



<b>COUN 672</b> Counseling and Consulting within Systems		
<b>COUN 677</b> Crisis and Addictions Counseling		
<b>Elective</b>		
<b>COUN 755</b> Field Experience (6 credits in one semester or 3 credits over two semesters)		
	60 Credits	
Co-requisite English as a Second Language 2 credit undergraduate class (not include in the 60 credit requirement)		

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

Advisor's Signature \_\_\_\_\_ Date \_\_\_\_\_

Filed in Student's Record \_\_\_\_\_ Date \_\_\_\_\_

Recorded in the Department's Database \_\_\_\_\_ Date \_\_\_\_\_

**DLU: 8/2020**

## Program Plan of Study

M.A. Clinical Mental Health Counseling for admits Summer/Fall 2020

**Student:** \_\_\_\_\_ **Advisor:** \_\_\_\_\_

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

**Students who begin the MA program must meet with their advisors to be able to register for subsequent semesters.**

	First 12 Credits	Projected Semester Enrollment
<b>GSR 615</b> Elements of Research		
<b>COUN 710</b> Clinical Mental Health Counseling		
<b>COUN 615</b> Counseling Across the Lifespan		
<b>COUN 617</b> Basic Counseling Skills		
<b>COUN 618</b> Multicultural and Diversity Issues in Counseling		
<b>COUN 637</b> Counseling Theories		
<b>COUN 639</b> Group Counseling Theories and Practice		
<b>COUN 634</b> Assessment Procedures for Clinical Mental Health Counselors		
<b>COUN 636</b> Career Counseling		
<b>COUN 657</b> Individual Counseling Practicum		
<b>COUN 669</b> Group Counseling Practicum		
<b>COUN 671</b> Introduction to Diagnostic Issues for Counselors		
<b>COUN 720</b> Professional Orientation and Ethical Practice in Counseling		
<b>COUN 677</b> Crisis and Addictions Counseling		
<b>COUN 672</b> Counseling and Consulting within Systems		

Elective		
Elective		
Elective		
<b>COUN 755</b> Field Experience (6 credits in one semester or 3 credits over 2 semesters)		
	60 Credits	

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

Advisor's Signature \_\_\_\_\_ Date \_\_\_\_\_

Filed in Student's Record \_\_\_\_\_ Date \_\_\_\_\_

Recorded in the Department's Database \_\_\_\_\_ Date \_\_\_\_\_

**DLU: 8/2020**

**Appendix D - Student Review Rubric**

Date\_\_\_\_\_

Status\_\_\_\_\_

Letter\_\_\_\_\_

Department of Counseling  
Student Review Rubric

1=significantly weaker than expected 3= Meets Expectations 5=Significantly stronger than expected n/a=not applicable

Student Name\_\_\_\_\_

Advisor\_\_\_\_\_

Target Skills	Description	1	2	3	4	5	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> <p>-----</p> <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</p>							

Target Skills	Description	1	2	3	4	5	n/a	Comments
	professional skills; demonstrates awareness of self and others; recognizes and accepts one's own power.							
<b>Personal Maturity &amp; Interpersonal Skills</b>	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							
<b>Academic Aptitude and Coursework</b>	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.							

**Appendix E - Remediation Plan Template**

**Department of Counseling Student Performance Remediation Plan**

\_\_\_ Initial Plan Review      \_\_\_ Follow-up      \_\_\_ Final Review

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Advisor \_\_\_\_\_ ID \_\_\_\_\_

Identified Areas of Concern:

- 1.
- 2.
- 3.
- 4.
- 5.

Remediation Plan and Schedule:

Specific Behavioral Objectives & Target Dates	Method of Remediation	Met? Yes/No (and date)
1.		
2.		
3.		
4.		
5.		

Progress Since Last Review (if applicable): \_\_\_ Sufficient \_\_\_ Insufficient

Other steps taken to remediate concerns:

Advisor Comments and Recommendations:

Student Comments:

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Advisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Department Chair Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Faculty Responsible for  
Implementing Remediation  
Plan (if different from  
Advisor) \_\_\_\_\_ Date: \_\_\_\_\_

Date of Next Review (if applicable):

## **Appendix F - Tri Semester Schedule**

Due to major changes in the curriculum the tri-semester schedule is undergoing substantial changes. It will be made available to students as soon as it is completed.



## Signature Page

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

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

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**Submit to the Counseling Office by the first date of your first fall semester in the Counseling program.**

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