

PROGRAM INFORMATION

PROFESSIONAL AFFILIATIONS

Program faculty are active in a variety of professional organizations including the American Counseling Association, the American School Counseling Association, the Association for Specialists in Group Work, the Association for Counselor Educators and Supervisors and state affiliates of these organizations.

All students are required to join the American School Counseling Association (ASCA) when they begin the clinical cohort portion of the program. This allows students access to journals and magazines to help them keep current on school counseling issues. Students also get free liability insurance with their ASCA membership. The counselor liability insurance is required for the duration of the program and students are required to provide verification of their insurance.

The Counseling Program is aligned with the professional standards espoused by the American School Counseling Association and the Transforming School Counseling Initiative of Education Trust. The Program is also aligned with the National Council for the Accreditation of Teacher Education (NCATE).

PROGRAM FACULTY

Full time faculty

Mary C. Bradley, Ph. D. Visiting Assistant Professor. Dr. Bradley is a graduate of the Counseling Psychology program at Indiana University Bloomington. She has experience working with children and adolescents in substance abuse treatment programs and in public schools. She has extensive experience in mental health counseling. She teaches the first year counseling cohort classes in basic counseling skills (individual and group).

Teesue H. Fields, Ed. D., Professor and Program Coordinator. Dr. Fields has a doctorate in School Psychology and Counseling from Rutgers University. She has experience in K-12 schools in four states and has worked as a high school teacher, a school psychologist, a school counselor, as a psychologist in a mental health center and in private practice. She is a past president of the Indiana Counseling Association, a member of the Research Summit on School Counseling, and a Trainer for the Education Trust National Center for Transforming School Counseling. She publishes journal articles and book chapters on such subjects as the role of school counselors in improving academic achievement and data based school counseling interventions. She was selected for the Indiana University Faculty Colloquium on Excellence in Teaching and has been recognized through the Trustees Teaching Award for her teaching excellence. She teaches Orientation to Counseling, Organization and Development of Counseling Programs, Practicum in Counseling, and School Counseling.

Adjunct Faculty

The IUS Counseling Program selects outstanding practicing school counselors to teach program courses so that they can model the practical skills needed in schools today.

Bette Hughes, M.S. Ms. Hughes has almost twenty years of experience as a middle school counselor in Jefferson County Public Schools. She has a Masters in Counseling from the University of Louisville, where she is currently a doctoral student. Ms. Hughes teaches Multicultural Counseling.

Pat Hunt, M.S. Ms. Hunt has an MS in counseling and 20 plus years experience as a high school counselor in the Clarksville Community Schools. She is a district trainer for the Individual Assessment System and is a school leader in the Student Achievement Institute. Ms. Hunt teaches both semesters of the high school internship.

David Losey, Ed.D. Dr. Losey has his doctorate from Nova University in educational leadership and an MS in School Counseling from IUS. He is a licensed mental health counselor. He is a principal in the West Clark Schools and has a private practice in counseling. Dr. Losey does workshops statewide in issues related to school discipline and dealing with difficult students. He teaches Individual Appraisal/Assessment.

Jennifer Martin, M.S. Ms. Martin has a Masters in Secondary Education and a second Masters in School Counseling from IU Southeast. She has experience as a high school social studies teacher and as a counselor of a 7-12 school in rural Indiana. She is currently a school counselor at Trinity High School in Louisville, KY. She is active in the national and state Associations for College Admissions Counselors and in 2006 was state president of the Kentucky Association for College Admissions Counselors. She teaches the course in Career Counseling.

Michelle Page, Ed. D. Dr. Page has her doctorate in Counselor Education from the University of Cincinnati. She has worked as a counselor in middle and elementary schools and as a program leader in First Steps, a federal and state program for preschool children with developmental delays. She is currently a counselor in the New Albany-Floyd County Schools. Her research interests are in counseling bi-racial children and using play therapy techniques in schools. She teaches Orientation to Counseling and the Counseling Internship.

Melissa Richards, M.S. Ms. Richards has been an elementary counselor in the New Albany Floyd County Schools for over ten years. She has a Masters in Counseling from IUS. She teaches Orientation to Counseling.

PROGRAM DESCRIPTION

Licenses/Degrees Offered

The Counseling Program at IU Southeast offers two degree options.

Option 1 – A 48-hour masters degree for students without a master’s degree in education. Nine (9) hours of pre-core classes are taken before applying to the clinical cohort. The two years of the clinical program has 39 hours. Applicants to the clinical cohort must also satisfy two pre-requisite courses (Introduction to Special Education and Classroom Management); these may be undergraduate or graduate courses. The pre-requisites do not count in the 48 hours of the M.S.

Option 2 – A 36-hour second master’s degree for students who already have a master’s degree in education. The 36 hours include the courses in the two year clinical cohort minus the elective. Applicants for option 2 must satisfy both pre-requisites (from either undergrad or grad courses) and the 9 hours of pre-core classes before applying to the clinical cohort.

Students who complete the M.S. in Education with the Counseling major are approved for the Indiana License and the Kentucky License as a School Counselor, K-12. More than 40 states do not require teaching certification to be a school counselor. Students should check the website of the American School Counselor Association: www.schoolcounselor.org to determine certification qualifications for other states.

Completing the School Counseling program does NOT qualify students for the Indiana or Kentucky Mental Health Counseling License, which is necessary for any non- school counseling position.

Admission to the Counseling Program

Steps in the Application Process

- Attend an Advising Session
- Apply to the Masters in Counseling Program
 - Transcript will be reviewed to tell you which classes you need
- Complete Pre-core and Pre- requisites classes
- Apply to the Clinical Cohort
 - MUST HAVE TWO YEARS POST BA Experience working with K-12 age children

First: Attend an Advising and Information Session for the Masters in Counseling Program to get information and receive an application for graduate programs. These are offered seven times a year and the times are on the IUS web site under School of Education, Graduate programs. You do not need to make a reservation to attend the session. The session will have an overview of the program and there will be an opportunity to ask questions. At the end of the session, if you are still interested in the program you will receive an application for the graduate school.

The Admission process has two steps.

There is a \$35 application fee for any graduate program (waived if you were previously admitted to another IUS graduate program).

Step 1 – apply to the School of Education, Graduate Programs, Masters in Counseling. Your official undergraduate and/or graduate transcripts should be sent directly to the School of Education. If your degree is from any Indiana University campus, the transcript can be accessed by the computer system and you will not need to send for a transcript. You will be admitted if you have a 2.75 undergraduate GPA in any major OR if you have a Masters degree in any major with a 3.0 GPA. You cannot change your undergraduate GPA once you have graduated.

To be sure that your application is processed in time to register you should apply by August 1 for the fall term, October 1 for the spring term, March 1 for Summer I and June 1 for Summer II. However applications for Counseling are processed continually. Students should also be aware that registration for classes sometimes occurs 3-6 months in advance. Students waiting until the deadline to apply may be closed out of classes.

Step 2 – once you have satisfied the pre-requisite classes, the pre-core classes and have two years of post-BA experience with K-12 age children, apply to the clinical cohort. Make sure to follow the directions in this packet. Applications for the clinical cohort are only taken once a year, on April 1. The selected cohort (approximately 16-20 students) will begin the clinical classes in the second summer session of that same year. Students may still be completing requirements in the spring semester when they apply, but **must be finished with all**

requirements at the end of that semester to be eligible for the Clinical cohort. Students will be notified in late April or early May of their acceptance into the clinical cohort.

Evaluation of Cohort Applications

The cohort applications are assessed, with points, on the following:

- Admission GPA (undergrad or grad)
- GPA in pre-core classes
- Grades on assessment papers in pre-core classes
- Total points on the 3 recommendation forms
- Years of post-BA experience with K-12 age children (minimum 2 years required)
- Bonus points: For experience in diverse settings; experience with students with disabilities; leadership experience; additional training related to counseling.

The highest scoring applicants are accepted. Usually two students are put on a waiting list in case someone drops before the first class. Students who are not accepted may re-apply the following year. They only need to update their resume. (Check with program coordinator in February to see if there are any application changes.) But students will go back into the pool and compete against all applicants. They will not be given preference.

No preference is given based on gender, race, ethnicity, teacher vs. non-teacher, or state of residence. All candidates are considered only on the criteria noted previously.

TAKING THE PRE-REQUISITE AND PRE-CORE COURSES DOES NOT GUARANTEE ENTRANCE INTO THE PROGRAM. STUDENTS MUST COMPETE AGAINST OTHER APPLICANTS FOR THE 16 PROGRAM SLOTS.

PROGRAM COURSE REQUIREMENTS

PRE-REQUISITES

K205/K505 Intro to Special Education (or equivalent undergraduate or graduate course)

P570 Classroom Management (or equivalent undergraduate or graduate course)

The pre-requisites do not count in the 48 hours for the masters program. When the student applies as a Counseling major, the program coordinator checks the submitted transcripts to see if the two pre-requisites have been satisfied. If either course has been taken, this is marked on the program checklist that is sent to the student. The student may take needed pre-requisites at any time while s/he is taking the pre-core classes, but the pre-requisites must be completed before applying to the clinical cohort.

PRE-COUNSELING CORE

G500 Orientation to Counseling (Must be taken at IU Southeast)

H520 Education and Social Issues

P515 Child Development

It is highly recommended that G500 be taken first because this is an overview of school counseling and allows the student to get an accurate picture of the role of the school counselor and a chance to practice some of the beginning counseling skills. Other classes may be taken in any order and over several semesters. This part of the program is self-paced.

All the clinical classes except the elective require authorization and are only open to the students who have been accepted into the clinical cohort. The semester each class is taken with the cohort is indicated. **This part of the program is NOT self-paced and takes two years.** The following is a list of the classes in the order they are taken during the cohort.

Summer II Intensive Year 1

G504 Techniques in Counseling II 1:00- 4:30 (3 weeks in July)

Fall Year 1

G575 Multicultural Counseling Monday 5:30 – 8:00 pm

G523 Lab in Counseling & Guidance Wednesday 5:30 – 9:00 pm

Spring Year 1

G524 Practicum in Counseling Monday 5:30 – 8:00 pm

G532 Group Counseling Wednesday 5:30 – 9:00 pm

Summer I Intensive Year 2

G507 Career Counseling 3 days a week, 1:00 - 4:30 (3 weeks in June)

G505 Individual Appraisal 3 nights a week 5:30 – 9:00 (3 weeks in June)

Summer II Intensive Year 2

G585 Contemporary Issues in Counseling 1:00 – 4:30 (3 weeks in July)

Fall Year 2

G542: Organization of Programs	Monday	5:30 – 8:00pm
G550: Internship	Wednesday	5:30 – 8:00pm

Spring Year 2

G562: School Counseling	Monday	5:30 – 8:00pm
G550: Internship	Wednesday	5:30 – 8:00pm

One elective is required and may be taken prior to entering the program or anytime after entering the program. Those courses approved for electives are:

G570 Human Sexuality	G590 Research in Counseling	
G592 Substance Abuse Seminar	A608 Legal Perspectives	OR

Three - one hour Saturday classes on topics related to counseling such as child abuse, homeless children, anger management, ISTEP testing, stress management.

Fall and spring classes are on Mondays and Wednesdays. Most classes meet from 5:30 - 8:00, but some meet longer because of the need to practice counseling skills. The summer class schedule changes slightly every year but generally speaking, classes will meet from 1:00 - 4:30 pm or 5:30 - 9: 00 pm. If the students want to use another course as the elective, s/he must get **PRIOR** approval from program coordinator

STUDENTS ENTERING WITH A MASTERS DEGREE IN EDUCATION. A student who already has a master's degree in education, should attend an Advising and Information Session and then apply to masters program in counseling. The program coordinator will review the undergraduate and graduate transcripts and inform the student of any classes that still need to be completed. Students must take G500 Orientation to Counseling at IUS. Second Masters students should apply to be a counseling major by November 1 before the spring term that they plan to apply to the clinical program. This will give so the program coordinator an opportunity to review the transcript to be sure the student has satisfied the pre-core and pre-requisite classes.

TRANSFER STUDENTS. Because the IUS program uses a cohort model and the skills are built from course to course and there are only 16 slots, it is not possible to accept any transfer students during the two clinical years. Transfer students may apply to the first year of the clinical cohort, but will have to take all of the clinical courses required of the cohort.

Occasionally there is room for someone who has a masters degree in social work or mental health counseling and has been working with children to enter the program. These students should contact the program coordinator for an individual appointment to look at transcripts and see how many courses would be needed. Typically the student would take 30 hours of class work, but would not have to retake the basic counseling courses. A 600 clock hour internship in the schools would be required. Due to the small size of the program only one or two students a year can be included under this post-masters in counseling program. Post-masters students will also have to submit the same materials that regular cohort applicants complete.

PRACTICUM AND INTERNSHIP INFORMATION

Placements for Teachers

Full-time teachers or other full-time school personnel may do their three semesters of fieldwork (practicum and internship) in their own school provided they have the principal's permission to use their preparation period and time before and after school to do the counseling activities. We require students to submit a signed form from their principal when applying to the clinical cohort indicating that the principal agrees to this arrangement. (See Appendices for form).

A certified school counselor in that building must also agree to supervise the student. Before applying to the clinical cohort, the student should talk to the building counselor about his/her willingness to be a supervisor. If there is no certified counselor in the school, then the student must travel to another school for supervision and must also arrange to spend additional time in the supervisor's school to observe activities. (IUS will arrange this off-site supervision.) **It is much more difficult for the student to complete the necessary requirements if there is no certified counselor in the building. Such a student must have a more flexible schedule and/or be prepared to take time off to complete the requirements for both practicum and internship. It is possible the student will be required to complete the internship in another school with a counselor if the student is not able to do all the requirements in their own school.**

Fieldwork Placements for Non-Teachers

Non-teachers will be placed in a school for practicum and internship by the program faculty. The program will try to arrange a placement that is either near the student's work or home, but the primary consideration in making a placement is that the student have an excellent certified supervisor and be able to work in an outstanding counseling program. Program faculty will ask students to indicate preference for practicum placement in late October of the first clinical year. Placements will be made by Thanksgiving. (See Appendices for timeline.)

Time requirements for practicum and internship. Practicum, which is the spring of the first clinical year, requires students to spend approximately six hours a week doing counseling activities. The teacher may spread this out over a week, but the non-teacher must spend either one full day or two half days in a school. Internship, which is both fall and spring of the second clinical year, actually begins when counselors start school in August and continues until the end of April. The certified teacher does a 300-hour internship spread over both semesters and a non-teacher does a 600-hour internship spread over both semesters. The 600-hour internship requires at least two full days or four half-days in the school each week from August-April. **It is expected that students will be available before and after school for parent conferences and other counseling activities.**

Primary internship placement. The student will do a primary placement at the level of his or her choosing (elementary, middle or high school), but because the student receives a K-12 license, it is necessary to do some hours at the other two levels. The student will spend fall in their primary placement and may pick up their other levels in the spring or in August before school starts for teachers.

Second Level Placement/Diversity Placement. All students do 25 hours at a second level and 15 hours at a third level because the IN and KY licenses are K-12. Some of these activities may be done in conjunction with the primary placement; for example, a high school intern may help register eighth grade students for the classes they will take in high school and these hours may be counted as middle school hours. However, it is possible that the student will need to use time during spring break, in-service days, or in August before teaching days start or take personal days to complete the hours at other levels.

Students who are in a school without at least 15% racial/ethnic diversity will be required to do 25 internship hours in a school with more diversity. IUS will help the student find a school for those hours. The student can combine these hours with the second level placement but may have to use personal days or vacations to complete this requirement.

A student should know the level where s/he wants to do the practicum and primary internship placement when s/he applies to the clinical cohort. If the student is uncertain, s/he should ask the program coordinator for suggestions for school counselors to job shadow at different levels prior to applying to the clinical cohort. Students will need a **certified school counselor** in their primary school to provide supervision and should select schools for the secondary and tertiary placements that also have a certified school counselor.

Practicum and internship activities

The practicum manual details all of the activities that will be completed by the practicum student. Students should refer to the Practicum Manual for the specific requirements. The following is **only a brief summary** so that students have an idea of the type of activities they will participate in:

- individual counseling cases across a number of different sessions
- classroom guidance presentations
- observations of counselor led conferences
- classroom observations

The internship manual details all of the activities that will be completed during internship. The goal of the internship requirement is to have students participate in activities the school counselor is responsible for, to help prepare them for a full time professional counseling position after graduation. The following is **only a brief summary** for students to get an approximation of the activities they will be doing:

- individual counseling cases all year
- leading or co-leading groups each semester
- career test interpretation and counseling (high school)
- involvement in assessment activities (ISTEP or CATS)
- an individual project to close the achievement gap for an identified group of students
- leading special education case conferences

ADDITIONAL PROGRAM REQUIREMENTS

ASCA membership and liability insurance. Once students are accepted into the clinical cohort, they are required to join the American School Counseling Association as a student member. This gives the student liability insurance. Proof of membership and liability insurance coverage will be required by October 1 of the first clinical year. The membership application is available online at www.schoolcounselor.org. ASCA provides a journal and a school counseling magazine that will be used in the counseling courses. In addition, there are books from ASCA that the student will be required to buy for classes. The membership discount for books helps to offset the price of membership. Students **must** abide by the ASCA ethical guidelines during their practicum and internship placements.

Attendance at counseling conferences. In the first clinical year all students attend a counseling conference; the specific conference will be determined by the Program. Students are responsible for paying all fees for the conference and arranging time off from their jobs. Some schools allow personnel to use professional days for the counseling conferences, but if necessary, students must use personal days to attend these conferences because they are a vital part of the counselor's education and professional development. Students are also required to attend the school counseling conference in their state during the second year.

Access to web and e-mail. All counseling students must have regular access to the web and to e-mail. As an IUS student, you receive an e-mail account and you may either use this, a work account, or e-mail at home. If you are using a work account, however, you must be able to access it during summer classes. Many course materials will be delivered through ONCOURSE, which requires web access.

Class participation. During the counseling program students will often have a role as a student counselor, but will also have to be a student client to allow other students to practice their skills. During such exercises, students will be required to self-disclose personal thoughts, feelings and behaviors, but will be able to select what they disclose. They will always have the right to decline to discuss specific personal information. As a student client the candidate must also make a good faith effort to work on an actual personal issue. No part of the student's grade will be determined by the information self-disclosed as a student client. It is a serious ethical responsibility for the student to keep personal information disclosed by other students in the program confidential and not to discuss this information outside of class.

Terms of agreement. When students are invited to join the clinical cohort, they must sign a Terms of Agreement that summarizes all the student responsibilities. A copy of this document is in the Appendices.

DECISION POINTS: Evaluation of Standards and Dispositions

The Counseling Program at IU Southeast is accredited by the National Council for Accreditation of Teacher Education and is approved by the Indiana Professional Standards Board and the Kentucky Department of Education. The School Counseling Program follows the standards set by the Indiana Professional Standards Board. These requirements also meet the standards required by Kentucky for School Counseling Programs. The entire list of program standards and a checklist showing the assessments for each standard are in the Appendices. The following is a list of the four Decision Points which the candidate must pass as s/he moves through the program.

Decision Point I - Acceptance as a Counseling Major

The applicant will be accepted as a Counseling major if s/he has a 2.75 undergraduate GPA in any major or a masters in any field with a 3.0 GPA. There is no admittance for a student who does not meet at least one of these requirements.

Decision Point II – Acceptance into the Clinical Cohort

After completing the pre-core and the pre-requisites, the student applies to the clinical cohort by preparing a brief portfolio and getting letters of recommendation (directions are in the appendix). Applications are due on April 1 of the year that the student wants to begin the clinical program. The first class will be in the second summer of that same year.

Decision Point III – After Practicum (end of spring semester of first clinical year)

Students must achieve a score of B or better and pass all of the assessment items at the required level in the five courses in this decision point. Students will receive a list of assessment at the start of their first year in the cohort.

Decision Point IV – After Internship (end of spring semester second clinical year)

Students must achieve a score of B or better and pass all of the assessment items at the required level in the five courses in this decision point. Students will receive a list of assessments at the start of their first year in the cohort.

Dispositions

Students are assessed using the School of Education Dispositions in four courses during the two years of the clinical cohort years. If students receive a disposition marked as “concern” or “unacceptable,” a member of the program faculty will meet with the student to set up a remedial plan. Students must pass all of the dispositions before graduation.

Courses in which dispositions are assessed:

Decision Point 3: G523; G575; also in G524 by both university and site supervisor

Decision Point 4: G550 (fall) by both university and site supervisor

Any instructor who has a concern about a disposition in any other course may bring it to the attention of the student and the program coordinator and this concern will result in a remedial

plan for correction. Students will also do a self-assessment when they enter the clinical cohort and will do a reflection on their progress at Decision Points 3 and 4. A copy of the dispositions is in the appendices.

Opportunities to Redo Performance Assessments

Students will be given the opportunity to redo some assessment measures in courses. When there are several assessments in one course, the student will be given the opportunity to redo up to two of those assessments for standards ONE TIME. The other requirements must be passed the first time. If the student is allowed to redo an assessment, s/he will receive the minimum number of points for a pass at the basic level for that project.

Notification of Deficiency and Remediation Plan

Students will be given written notice in any class where there is a concern regarding dispositions and/or standards. The notice could include suggestions for remediation. If the behavior is still a concern at mid-semester, then a remediation plan will be developed, using the remediation form in the Appendices.

DUE PROCESS: PETITIONS FOR EXCEPTIONS AND APPEALS

Students have the right to appeal any decision by the Counseling Program faculty including course grades, decision points and field placement decisions. In addition, students can ask to be allowed to substitute courses in the pre-core or pre-requisite requirements in the program. Students with substantial experience/training in special education or classroom management may appeal for a waiver of those courses. The process for appeals and a sample petition form is located in the Appendices. Students should use the Graduate Program Appeals Form. These processes are consistent with those in the IU Student Handbook.

STUDENT WORK

IU Southeast follows the guidelines for national (NCATE) and state (IPSB) accreditation agencies that require outside groups to review student work. Groups such as the School Counseling Advisory Committee, NCATE and IPSB reviewers and various IU Southeast Committees may need to review student work to insure that standards are being met. When possible all identifying information is removed from that work. When students enter the Counseling Program, they sign an agreement that these additional groups can review their work. Those outside the university who review student work, sign a confidentiality agreement and also agree not to publish or present the work without written student permission.

APPLICATION FOR GRADUATION

Students must complete the Application for Degree form by November 1 before they plan to graduate in May or August. The forms are available from the SOE Records Office (HH0023) or the University registrar. They should be returned to the SOE Records Office. The student's file will be reviewed to be sure that all requirements for graduation have been completed.

APPLICATION FOR SCHOOL COUNSELING LICENSE

A month prior to graduation, students should get an application for license from the certification office at IU Southeast. The student may get both a Kentucky and an Indiana license. In Indiana the application requires a current criminal history check that must be no more than six months old at the time of license application. (Directions for the criminal history application are attached to the license application.)

Students should return the completed form to the Certification Office secretary. The certification officer will send the application to the appropriate state license office once the actual degree has been posted. This usually happens 7-10 days after the actual date of graduation. The certification officer CANNOT complete the application until this happens. It usually takes three to five weeks for the student to receive the license, depending on the time of year and how busy the state licensing people are.

INTERNSHIP FOR FIRST YEAR COUNSELORS IN INDIANA

First year counselors in Indiana are required to do in an internship during their first year as a licensed school counselor. The counselor will receive an assigned mentor and be required to complete a portfolio by the end of the year to document his or her work. The school system where the counselor is employed works with the Indiana Department of Education to monitor the internship. Kentucky also requires teachers to do a one year internship after receiving their counseling degree and non-teachers must do a two year internship.

RENEWAL OF INDIANA AND KENTUCKY COUNSELING LICENSE

Indiana counselors are required to renew their license every five years. They can use a professional growth plan which is posted on the Department of Education website. As part of that plan, they CAN use six hours of graduate classes to renew, but this is NOT required. Indiana allows counselors to use any graduate class that would help the counselor in their job; therefore it is not necessary that these be counseling courses. However, graduates of the IUS program may do an independent study (G590) or serve as a lab assistant in the beginning counseling courses (G563) or after three years of practice, supervise an internship student for graduate credit. Contact the program coordinator for authorization for any of these options.

Completion of the Plus 30 Rank is governed by the local school system and is separate from license renewal. The IUS certification office will verify the hours for plus 30, if those hours were completed at IUS. To take graduate courses for license renewal, the student must complete a new application for non-degree status. There is no new fee and no need for

transcripts. IUS also has an approved plan of study for a plus 30. Contact the counseling program coordinator for more information.

Kentucky counselors who are graduates of the IUS masters program in counseling, may get a Standard Certificate in counseling by completing one three hour graduate course in counseling and by completing one year of employment as a school counselor. Once the counselor has a Standard Certificate, s/he can use professional development credits to renew their license. Contact the IUS licensing advisors for paperwork for the Standard Certificate.

Kentucky requirements for Rank I are set by the state, but overseen by the university. The requirement states that Rank 1 is 60 hours of approved graduate credit, including a master's degree. For universities outside the state, there does not have to be an approved program for the student. You may take any graduate education courses to reach Rank I. However, you must complete the application for a non-degree student and pay the \$35 application fee unless you have previously been a graduate student at IUS. The IUS certification office will verify the hours for Rank **at least 15 hours were completed at IUS**. To obtain the paperwork, contact the certification office at 941-2386.

Counselors who did not graduate from IUS may also get their Standard Certificate through IUS. These counselors must take six hours of graduate credit in counseling from IUS. Contact the counseling program coordinator for a list of courses that may be used. The student must apply as a non-degree student and submit the \$35 application fee and a transcript from their Counseling masters.