

PROGRAM HANDBOOK
MASTERS of SCIENCE in EDUCATION
SCHOOL COUNSELING
INDIANA UNIVERSITY SOUTHEAST

Revised October 2013

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Welcome to the School Counseling Program at IU Southeast!

This handbook is prepared for the candidate who is interested in beginning the M.S. in Education as a School Counseling major. It gives detailed information on the goals, policies and procedures of the masters program in counseling and is meant to go beyond the general facts presented in the information packet that is made available at the advising session.

This program handbook explains the details of the program and should be kept by the candidate for future reference. The information contained within will answer many of the questions pre-Counseling candidates have and questions of those who are in the Counseling cohort.

Prior to applying to the School of Education as a Counseling major, the candidate should carefully read through this program handbook to be sure they fully understand the requirements of this program, and feel confident in their ability to meet these requirements. Once student candidate is admitted to the clinical cohort, **the candidate will be expected to meet all the program requirements with regard to time spent in class, practicum and internship, and other program requirements.** The cohort program represents a two-year commitment that the candidate is making to the program and to their cohort colleagues.

This is an exciting time to be a School Counselor. We believe that School Counselors can make a crucial difference in helping all students have a successful school career.

“School Counselors work with all students, school staff, families and members of the community as an integral part of the education program. School counseling programs promote school success through a focus on academic achievement, prevention and intervention activities, advocacy, and social/emotional and career development.”
(American School Counseling Association)

“School Counselors have skills in leadership, advocacy, teaming and collaboration, counseling and coordination, and assessment and use of data for individual and systemic change.” (Education Trust Transforming School Counseling Initiative)

GENERAL INFORMATION
Indiana University Southeast
The School of Education

MISSION OF THE SCHOOL OF EDUCATION

The mission of the School of Education at Indiana University Southeast is to develop high-quality, caring professionals who stimulate continuous renewal of schools within a diverse society.

SCHOOL OF EDUCATION PROGRAM THEMES

The School of Education organizes all of its program goals around four themes:

1. High Quality
2. Caring Professionals
3. Transformation of Schools
4. Diverse Society

PREAMBLE

In recognition of the demographic shifts underway in our world, our region and our communities, the School of Education is committed to reflecting and incorporating diversity to adapt to our changing learning environment. Therefore, to prepare education professionals to meet diverse student needs we use the word “all” in our candidate outcomes. The candidate outcomes and professional dispositions listed below reflect the mission of the School of Education.

SOE CANDIDATE OUTCOMES

Candidates completing School of Education programs of study will demonstrate:

- 1) Knowledge of content and the use of best practices in delivering effective instruction to all students
- 2) Dispositions necessary to help all student learn, and
- 3) Knowledge, skills, and dispositions needed to participate in school transformation

SCHOOL OF EDUCATION DISPOSITIONS

Faculty within the school of education in addition to SOE candidates will:

1. Respect the accepted legal and ethical norms and values of education.
2. Effectively interact and collaborate with others and foster similar behaviors among students.
3. Commit to diversity through equitable treatment and respect for all individuals.
4. Exhibit personal management behaviors valued by the professional education community.

5. Commit to inquiry application of the knowledge base of education.
6. Exhibit enthusiasm and respect for education as a practice and a profession.
7. Commit to data-based decision-making and fair practices.
8. Commit to continuous self-evaluation and personal improvement.

ASSESSMENT OF SOE DISPOSITIONS

The School Counseling program consistently and continually evaluates candidate dispositions. The evaluation schedule is as follows:

Year 1 Clinical Cohort

Summer #1, First Course	G504: Lab in Counseling & Guidance; candidates given copy of dispositions; dispositions discussed at length
Fall #1	G575: Multicultural Counseling; candidates are assessed on dispositions; scantron forms,
Spring #1	G524: Practicum in Counseling; University Supervisor and School-based faculty supervisor assesses candidate Dispositions; scantron forms

Year 2 Clinical Cohort

Summer #2	G585: Contemporary Issues in Counseling; candidates discuss professionalism and dispositions included in this discussion
Fall #2	G550: Internship in Counseling; University Supervisor and School-based faculty supervisor assesses candidate Dispositions; candidates self-assess; scantron forms
Spring #2	G550: Internship in Counseling; University Supervisor and School-based faculty supervisor assesses candidate Dispositions; candidates self-assess; scantron forms

SOE DIVERSITY PROFICIENCIES

1. Learn about and respect diverse learners and their families
2. Understand social disparities that affect students and apply social justice within the classroom and the school
3. Create an inclusive learning community where differences are respected
4. Adjust lessons, educational materials, resources, guidance and other materials to accommodate needs of all students
5. Examine and reflect on personal practice to reduce bias and stereotypes within their work

Reference: Proficiencies adopted from - Accreditation, Accountability, and Quality: An Institutional Orientation and Professional Development Conference. Presented by Maureen D. Gillette, Northeastern Illinois University. AACTE/NCATE September 2008

ASSESSMENT OF DIVERSITY PROFICIENCIES

Although the SOE diversity proficiencies are assessed multiple times throughout the Clinical Cohort, the most significant assessment is **Fall #1, G575: Multicultural Counseling**. Because the focus of the course is diversity, the assessment of the SOE Diversity Proficiencies fits well in this course.

ASSESSMENT OF DIVERSITY PROFICIENCIES IN FIELD WORK

G524 Practicum in Counseling

Diversity Proficiency	Assessment
1, 2, 4	Ethics exam Legal/Ethical Issue Research School Counselor Most Difficult Ethical Dilemma
1, 2,	Ethics Exam Ethical decision making paper; rubric
1, 2, 3, 4, 5	Individual counseling tape
1, 2, 3, 4, 5	Individual Counseling Tape, Diverse Student Paperwork
1, 2, 3, 4	Classroom Guidance Paperwork
5	Disposition evaluations by university and site supervisor
5	Tape Analysis

G550 Internship in School Counseling

Diversity Proficiency	Assessment
1,4,5	Individual Tape, with Rubric
1,4	Guidance Proposal with Rubric
1,2,3,4,5	Guidance Tape, with Rubric
1,4	Group Proposal, with Rubric
1,2,3,4,5	Group Counseling Tape, with Rubric
1,2,4,5	Instructions are provided in Internship Manual

ACCREDITATION

The National Council for the Accreditation of Teacher Education (NCATE) accredits the School Counseling Program within the IU Southeast School of Education. The program is approved by the Indiana Professional Standards Board and the Kentucky Department of Education to offer the license in School Counseling. Neither Indiana or Kentucky require counselors to first be teachers to get a school counselor license, which is also true of more than 40 other states. (Precise information on which states require a teacher license to be a school counselor is available on the ASCA website at www.schoolcounselor.org). Both Indiana and Kentucky grant a K-12 license to school counselors.

FINANCIAL AID

There are no scholarships or assistantships for the School Counseling program. Students may qualify for need-based financial aid. For graduate students, this is available primarily as Stafford loans. Students will need to complete a FAFSA form that is available at many offices on campus or can be accessed on-line. March 1 is the priority deadline for financial aid. Students can directly contact the Financial Aid Office at IU Southeast (812-941-2246) or go to the IUS web site and click on Financial Aid to get further information and to determine eligibility.

There may be specific scholarships that graduate students are eligible for through their schools or community organizations. The website: www.FASTWEB.com has a listing of many scholarships by area and qualifications. This and other web based links may be accessed on the IUS website under Financial Aid, Helpful Links. Students who are applying to the clinical cohort should start the financial aid process even before admission to the cohort since it takes some time to process the application.

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 candidates are required to join the American School Counseling Association (ASCA) when admitted to the clinical cohort. Membership with ASCA allows candidates to access a number of resources and tools which will assist them greatly during their training. Additionally and most importantly, membership with ASCA provides candidates with free liability insurance. The counselor liability insurance **is required for the duration of the program** and candidates 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. 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).

Shifa Podikunju-Hussain, Ph.D. Assistant Professor. Dr. Podikunju-Hussain is a graduate of the Counselor Education program at the University of Florida. She has 8 years experience working as a School Counselor. Her research interest includes working with bicultural families in the United States and examining their acculturation process. She teaches all the School Counseling program courses, which are primarily taught in the second year of the cohort.

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 is a 48-hour degree program. Of the 48 credit hours, 9 credits are prerequisite courses. There are 2 application processes for the Counseling Program. Application #1 allows candidates to take the 9 pre-requisite credit hours. Those pre-requisite courses are:

H520: Education and Social Issues: 3 credits

P515: Advanced Child Development: 3 credit hours

G500: Orientation to Counseling: 3 credits

Candidates must also fulfill the following Undergraduate Course requirements:

K205 or K505: Introduction to Special Education: 3 credits

P570 or K553: Classroom Management: 3 credits

If these courses were not taken during undergraduate, candidates must complete these two courses at the graduate level. All candidates must have completed all of these pre-requisite courses before submitting Application #2.

Application #2 is to be admitted to the clinical cohort. The Clinical Cohort is a 2 year program, consisting of 39 credit hours. Only 16 candidates are accepted into the Clinical Cohort each year; no candidate is guaranteed acceptance into the Clinical Cohort. Applications will be reviewed and the top 16 candidates will be selected.

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

Candidates interested in applying to the School Counseling Program must:

1. Attend a mandatory Advising and Information Session. Dates & times can be found at <http://www.ius.edu/education/graduate-programs/advising-sessions.html>
2. Complete the online application as a school counseling major: The online application can be found at: <https://onestart.iu.edu/sisad-prd/p/Guest.do?methodToCall=start&inst=IUSEA&career=GRAD>
 - a. There is a \$45.00 application fee
 - b. Will be asked to submit official transcripts
 - c. Are NOT required to submit a resume or personal statement
3. If admitted, take pre-requisite courses indicated by the advising checklist mailed with your acceptance letter
4. When ready, submit application #2, application to the Clinical Cohort
Note: to be admitted to the clinical cohort, candidates must have 2 years post-BA experience working with kids

Step 1: Attend an Advising and Information Session for the Masters in Counseling Program. These sessions are offered multiple times a year; the dates, times and locations are listed on our website <http://www.ius.edu/education/graduate-programs/advising-sessions.html>. You do not need to make a reservation to attend the session. The session will provide an overview of the program and there will be an opportunity to ask questions.

Step 2 – complete the online application for the School of Education, Graduate Programs, Masters in Counseling. The online application can be found at: <https://onestart.iu.edu/sisad-prd/p/Guest.do?methodToCall=start&inst=IUSEA&career=GRAD>

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 through our system and you will not need to send your transcript. Candidates are admitted if they have a 2.5 undergraduate GPA in any major OR if you have a Masters degree in any major with a 3.0 GPA. 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 waiting until the deadline to apply may be closed out of classes.

Step 3 – enroll in necessary pre-requisite courses, as indicated by the Advising Checklist you received in the mail with your acceptance letter

Step 4 - 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. Directions for the application to the clinical cohort can be found at:

<http://www.ius.edu/education/files/application-2-clinical-cohort-binder.pdf>

NOTE: Candidates 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 early April of their acceptance into the clinical cohort.

If Admitted to the Clinical Cohort: The selected cohort will begin classes in May, immediately following graduation. Candidates will take 2 courses during Summer I and should be finished with courses by July 1st. Candidates will take 2 courses in the fall, and will begin courses approximately the 3rd week of August.

Evaluation of Clinical Cohort Applications

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

- Admission GPA (undergrad or grad)
- GPA in pre-requisite courses
- Grades on assessment papers in pre-core classes
- Letter of Recommendation forms
- In Person Interviews
- 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 I Year I

G504 Techniques in Counseling II	5:30 – 9:00pm May to June
G507 Lifestyle and Career Development	100% Online

Fall Year 1

G575 Multicultural Counseling	Monday 5:30 – 8:00 pm
G523 Lab in Counseling & Guidance	Wednesday 5:30 – 8:00 pm

Spring Year 1

G524 Practicum in Counseling	Monday 5:30 – 8:00 pm
G532 Group Counseling	Wednesday 5:30 – 9:00 pm

Summer II Year 2

G505 Individual Appraisal	100% Online
G585 Contemporary Issues in Counseling	5:30 – 9:00pm May to June

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.

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.

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. Before candidates begin their practicum experience, an IU Southeast School Counseling Faculty member will meet with each candidate's supervisor. Supervisors will be provided a manual outlining expectations of the candidate as well as expectations for them as 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 on line 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 2.50 undergraduate GPA in any major or a master's 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.

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 (Indiana Core Content Standards) accreditation agencies that require outside groups to review student work. Groups such as the School Counseling Advisory Committee, NCATE and Indiana Core Content 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 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.

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.

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.

APPENDICES

DIRECTIONS FOR APPLICATION TO CLINICAL COHORT IN COUNSELING

All of your materials should be placed in a one inch hardback three ring notebook. You may put the course projects in pocket folders and put these in the notebook, or you may hole punch the papers and put them in the notebook. Be sure your name is on the spine and front of the notebook. Include (in order):

- Resume (see directions)
- Personal Statement (see directions)
- Field Experience Agreement form signed by principal (for teachers & other school personnel)
- Terms of Agreement for IUS Counseling Program; signed and dated
- Assertion Paper from G500 plus instructor comments/rubric
- School Counseling Paper from G500 plus instructor comments/rubric

If you did not take the pre-core classes at IUS simply note this on the resume and we will know not to look for papers from these courses. **If you are still taking courses in the spring in which you apply, you must submit a form from your instructor indicating your grade at midterm and you must submit a paper from that class that is graded. (Form is on page 25.)**

Use the forms provided for the 3 letters of recommendation. Have these sent directly to the current Program Coordinator, by the recommender. They must arrive before March 1 of the year you are applying.

DIRECTIONS FOR PERSONAL STATEMENT

Please answer the question(s) below in no more than 2 typed double-spaced pages using 12 point Times New Roman font.

Tell us about yourself. What kinds of experiences have you had that define the person you are right now? What are some of the reasons that have made you choose school counseling as your next profession?

**PERSONAL STATEMENT AND RESUME MUST BE TYPED IN 12 POINT TIMES NEW ROMAN FONT; SINGLE SIDED PAGES ONLY.
All materials must be received by March 1.**

All materials must be received by March 1 (if March 1 falls on a Saturday or Sunday, the materials will be due on the Monday after March 1). You may bring your completed application to the current Coordinator or leave them in the School of Education Office. Materials will be reviewed for completeness promptly. You will be notified by e-mail if there is anything missing and you will be given 7 days to get those missing materials to us. Candidates will also participate in an In-Person Interview on campus, at the School of Education. Candidates will be contacted via email regarding interview times and dates. Candidates will be notified of their status in early April.

If you are accepted into the Program, classes will begin in May, immediately after graduation. Check the schedule for exact time and dates.

DIRECTIONS FOR RESUME

The resume is an opportunity for you to explain the experiences that will make you a good candidate for the counseling program. Be sure to include enough explanation that we can get a complete picture of your experiences. **This is not like a business resume where they only want one page. For this resume, more is better.**

Name

Address

Phone (work and home)

Student ID Number

Email

Education: Degrees and Institution (Be sure to include any honors you received)

Courses completed in the pre-counseling core (List semester and year you completed each course. If you are currently in a course, include the name of the instructor.)

Current Job(s): Give place and address and job title. Use three or four lines to describe your duties; focus on those pertinent to the school counseling program.

Example: Fourth grade teacher, Smithville Elementary 1998 – Present. I work with two other teachers to teach 90 fourth grade students. I have primary responsibility for reading and social studies lessons. I also serve on the curriculum committee for fourth grade and am the building representative for the district crisis team. I am the sponsor for the student council which includes students from grades 4-6.

Job History: Give place and your job title and pertinent duties, again using several lines for each job. List chronologically starting with the most recent (indicate years you worked there). Only include jobs that would be important for the counseling program. Unless you are a recent graduate, only include jobs since your bachelor's degree. Recent graduates can include jobs during college.

We use this job history to establish the experience you have had with K-12 children **SINCE** your bachelor's. If you have had several part-time jobs; please give us a statement showing how you meet the minimum requirement of 18 months and if you have additional experience. When it is difficult for us to count your experience, we tend to count on the low side.

Volunteer Work or Pre-Bachelor work: Give place and pertinent duties; list chronologically starting with the most recent. List only the experiences that would be important and relevant for the Counseling Program.

Additional Training: Include a list of workshops, conferences, etc., that you have attended that would give you additional expertise in the field of education and/or counseling. Indicate the length of training (ex. 2 days, 5 days, over 1 year, etc.). Include only significant training.

Bonus Experience: We want to give applicants credit for significant experience in the following areas: special education, diversity (other than disability), and leadership. Document any experience you have in any of those areas and give us a reference to call for verification.

Example. Diversity – My school has 24% racial/ethnic diversity. For two years I have served on a committee to plan programs for ENL students in our school, who make up 5% of our students. I have been to four days of training on services for ENL students.

Grade in Spring Course(s)

Course Number and Title:

Instructor:

Grade at midterm; prediction of likely grade in the course:

Signature of Instructor _____ Date _____

Instructor should put this form in an envelope and leave in the mailbox of the current program coordinator. The same information may be e-mailed to the current program coordinator using an account in the instructor's name.

TERMS OF AGREEMENT

1. I agree to join the American School Counseling Association by fall of my first clinical year and to continue the membership for the two years of the cohort. (Membership forms will be provided in first cohort class.)
2. I will commit to attend all classes, except in cases of emergency, realizing that other members of the class depend on my attendance to practice their skills.
3. I agree to attend conferences both years of the cohort which are determined by the Program.
4. I understand that I must pass Decision Points 3 and 4 including all dispositions as described in the enclosed sheet to continue in the program.
5. I understand that in practicum I will need to spend 6 hours a week for one semester doing counseling activities in a school and during internship I will spend 300 hours (for certified teachers) and 600 hours (for non-teachers) doing counseling activities with 25 of those hours in a diverse placement if I am not in a diverse school, and 25 and 15 hours at two levels outside my primary internship setting (the 25 hours for another level may be the same as the diversity placement).
6. I understand that during the program I will have a twofold role. As a student counselor, I will be required to demonstrate entry level counseling knowledge, skills, techniques and dispositions. As a student client I will be responsible for choosing personal behavior change goals. I agree to make a sincere effort to work on my chosen goal with my student counselor or group leader.
7. I understand that throughout the program I will be required to self-disclose personal thoughts, feelings and behaviors during class exercises, but will be able to select what I disclose. I always have the right to decline to discuss any personal information. No part of my grade is determined by what I disclose as a student client or in class exercises.
8. I understand that it is my ethical and professional responsibility to keep personal information disclosed by other students in the program confidential, and not to disclose this outside of class. I agree to abide by the ethical guidelines of the American School Counselor Association when I work as a student counselor in the K-12 schools.
9. If I am not currently working in K-12 schools, I agree to follow regulations regarding a criminal history check of the local school system where I do practicum and internship. I understand that I will have to repeat this check before applying for my counseling license.
10. I understand that other faculty members, site supervisors, or advisory board members may review my work and copies may be kept to demonstrate program standards.
11. I have obtained a copy of and read the Program Handbook.

Signature _____ Date _____

FIELD EXPERIENCE AGREEMENT FOR SCHOOL PERSONNEL

The employee named below has applied to be a masters candidate in the IU Southeast Program in School Counseling. The program is a 48-hour master's degree with the final 36 hours taken in a two-year cohort program, which begins in the summer and continues with two evening courses on Monday and Wednesday in the fall and spring for two years and three courses in the intervening summer.

Only 16 students are accepted into the program each year and there is a significant investment in time and energy by the student during those two years. In addition to the expectation of class attendance, the teacher must do three semesters of field experience in your school. This will require using the planning period, plus time before and after school and in the summer to complete the activities. It will be necessary for the student to do individual and group counseling, classroom guidance and school achievement advocacy projects in your school during the two years, under the supervision of a university professor and a counselor in your school. If there is no counselor in your school, then an off-site supervisor will be assigned by IU Southeast.

As the candidate's administrative supervisor, the IU Southeast program needs to be sure that you understand what is required and that you agree to allow the student to use their preparation time PLUS time before and after school to do the counseling activities for three semesters. In addition, the student will need to use two personal or professional leave days each year to attend counseling conferences. If you have a certified school counselor in your building, that counselor will need to provide an hour of site supervision for the counseling student each week. Further details regarding program requirements can be found in the program handbook that is available on the IUS website.

It has been our experience that the school benefits greatly from having a teacher who is doing counseling field experiences because the counseling student is able to assist the regular counselor and can even do some new projects and services. You also gain a teacher who has highly developed skills for working with students and improving student achievement.

When you have discussed the IU Southeast Counseling Program with your supervisee, both of you should sign below to indicate that you are aware of the program requirements and you agree to work together so that s/he can successfully complete the program requirements. If you have questions please call: Dr. Teesue Fields at 812-941-2658 or e-mail: thfields@ius.edu

Counseling Applicant

Date

Principal

Date

School: _____

DIRECTIONS and FORMS FOR RECOMMENDATIONS

You need three recommendations. One form must be from the G500 professor, and two from job supervisors. These are two separate forms. Be sure to stress that the recommender answer all items.

Academic Recommendation

The Academic recommendation must be from the IUS professor for G500. **Use the Academic Recommendation Form; sign the top and give it to your G500 professor. The instructor will return it to the program coordinator.**

Supervisor/Counselor Recommendations for Teachers

You must have one recommendation from your current principal or assistant principal. Pick an administrator who knows you well enough to comment on each of the areas listed.

The second recommendation must be from a school counselor in your building. If you do not have a counselor in your building, then the second letter may come from another building administrator or from a central office person who knows you well, or from a colleague who has worked with you in a quasi-supervisory capacity, such as chair of a curriculum committee on which you served.

Supervisor/Counselor Recommendation for Non-teachers:

You must have one recommendation from your current job supervisor.

The second recommendation can be from someone from another agency who has worked extensively with you or someone in a supervisory role in your agency, even if they are not **your** supervisor. It will strengthen your application if this letter is from a principal or counselor from a K-12 school with whom you have worked. It is acceptable for this letter to be from a school where you did volunteer work as long as the letter writer knows you well enough to complete all items.

Have all recommendation sent directly to:

School Counseling Program Coordinator
School of Education, Indiana University Southeast
4201 Grant Line Road
New Albany, IN 47150

YOU SHOULD PROVIDE THE WRITER WITH AN ADDRESSED, STAMPED ENVELOPE TO FACILITATE THIS PROCESS. Be sure to follow-up with a thank you note!

Letters should reach IUS before March 1. Give your references plenty of time to complete their forms. You may have the letters sent any time during the year, but prior to March 1.

ACADEMIC RECOMMENDATION FORM

For Application to the IU Southeast M.S. Degree Program in Counseling

_____ (print name) has applied for admission to the clinical portion of the M.S. in Counseling in the School of Education at Indiana University Southeast. Your evaluation of the applicant's ability to be successful in this program will greatly facilitate the work of the admissions committee.

This recommendation letter will be placed in the applicant's counseling admission file. Because of federal legislation giving students access to educational records, the School of Education cannot guarantee the confidentiality of your statement unless the applicant has signed the waiver below.

APPLICANT'S WAIVER OF RIGHTS OF ACCESS TO CONFIDENTIAL STATEMENT:

I hereby freely and voluntarily waive my rights of access to any information contained in this recommendation form and agree that the statement shall remain confidential.

Signature of Applicant

Date

Print applicant name and e-mail address:

I was a student in G500 in ____ Fall ____ Spring ____ Summer 1 ____ Summer 2 of 200__

Please circle the point in the scale that is most appropriate for this candidate.

IT IS ESSENTIAL TO COMPLETE ALL ITEMS

Excellent oral communication	6	5	4	3	2	1	Poor oral communication
Excellent written communication	6	5	4	3	2	1	Poor written communication
Participates effectively	6	5	4	3	2	1	Poor quality or no participation
Well organized	6	5	4	3	2	1	Disorganized
Knowledge about schools	6	5	4	3	2	1	Uninformed about schools

Turn to back for continuation of ratings.

Open to new ideas	6	5	4	3	2	1	Closed to new ideas
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Relates well to other students	6	5	4	3	2	1	Seems isolated or abrasive
Exhibits leadership	6	5	4	3	2	1	Follower
Hard working	6	5	4	3	2	1	Does just enough to get by
Learns quickly	6	5	4	3	2	1	Difficulty with comprehension
Open to diversity	6	5	4	3	2	1	Intolerant of diversity
Excellent graduate student	6	5	4	3	2	1	Mediocre graduate student

Summary

High potential for becoming excellent school counselor	6	5	4	3	2	1	Uncertain potential for becoming excellent school counselor
--	---	---	---	---	---	---	---

BELOW PLEASE MAKE A BRIEF WRITTEN STATEMENT ABOUT THE POTENTIAL OF THIS APPLICANT TO DO HIGH QUALITY WORK IN THE GRADUATE PROGRAM IN THE SCHOOL OF COUNSELING. (Or you may write a separate letter and attach it if you prefer, although this is not necessary.)

Signature _____

Date _____

Position _____

Institution _____

Phone _____

e-mail: _____

Send form to: School Counseling Program Coordinator, School of Education, Indiana University Southeast, 4201 Grant Line Road, New Albany, IN 47150 before March 1.

SUPERVISOR/COUNSELOR RECOMMENDATION

For Application to the IU Southeast M.S. Degree Program in Counseling

_____ has applied for admission to the clinical portion of the M.S. in Counseling at the School of Education, Indiana University Southeast. Your evaluation of the applicant's ability to be successful in this program will greatly facilitate the work of the admissions committee.

This recommendation letter will be placed in the applicant's counseling admission file. Because of federal legislation giving students access to educational records, the School of Education cannot guarantee the confidentiality of your statement unless the applicant has signed the waiver below.

APPLICANT'S WAIVER OF RIGHTS OF ACCESS TO CONFIDENTIAL STATEMENT:

I hereby freely and voluntarily waive my rights of access to any information contained in this recommendation form and agree that the statement shall remain confidential.

Signature of Applicant

Date

Applicant name (printed) and e-mail address:

How long have you known this applicant? _____ years

What is the nature of your relationship? _____

Please circle the point in the scale that is most appropriate for this candidate.

IT IS ESSENTIAL THAT YOU COMPLETE ALL ITEMS

Open to new ideas	6	5	4	3	2	1	Unlikely to consider new ideas
Sees changes as opportunity	6	5	4	3	2	1	Dislikes change
Strong leader of peers	6	5	4	3	2	1	Follower
Organized, gets things done	6	5	4	3	2	1	Disorganized, accomplishes little
Assertive	6	5	4	3	2	1	Submissive or aggressive

Manages stress well	6	5	4	3	2	1	Frequently stresses out
Relates well to children	6	5	4	3	2	1	More comfortable with adults
Positive attitude	6	5	4	3	2	1	Negative attitude
Knowledgeable about schools	6	5	4	3	2	1	Uninformed about schools
Advocates for children	6	5	4	3	2	1	Is passive observer
Excellent oral communication	6	5	4	3	2	1	Poor oral communication
Excellent written communication	6	5	4	3	2	1	Effective written communication

Summary

High potential for becoming excellent school counselor	6	5	4	3	2	1	Uncertain potential for becoming excellent school counselor
--	---	---	---	---	---	---	---

BELOW PLEASE MAKE A BRIEF STATEMENT ABOUT THE POTENTIAL OF THIS APPLICANT TO BECOME AN EFFECTIVE SCHOOL COUNSELOR. (Or you may write a separate letter and attach it if you prefer, although this is not necessary.)

Signature _____ Date _____

Position _____ Institution _____

Address _____

Phone _____ E-mail: _____

Send forms to: School Counseling Program Coordinator, School of Education, Indiana University Southeast, 4201 Grant Line Road, New Albany, IN 47150 March 1.

**IU SOUTHEAST SCHOOL OF EDUCATION
COUNSELING PROGRAM PETITION FOR EXCEPTIONS OR
APPEAL OF FACULTY/PROGRAM DECISION**

Name _____ Student ID # _____

Address _____

Home Phone _____ - _____ - _____ Work Phone _____ - _____ - _____

E-Mail _____ Date of Admission as Counseling Major _____

Course Substitutions. To propose a course substitution for pre-requisite or pre-core classes attached catalogue description and syllabus of substitute course. Grade must be B (3.0) or higher in the course. It is assumed you will have submitted an official transcript for this course.

Proposed substitution course & number _____

Institution _____ Substitute for IUS course: _____

Attach a one-page explanation if you are petitioning to substitute experience for a required course. Include specific training and specific job experience and match these to course goals.

Appeal of Course Grade, Decision Point or Field Placement Issue

Attach a one-page memo outlining the decision you want to appeal and the steps you have already taken to resolve the issue. Include dates and reasons you think decision should be changed.

Decision by Program Coordinator: _____ Approved _____ Not Approved

Date _____ Signature _____

See other side for further appeal options if petition/appeal is denied.

Adopted 4/2004

APPEAL PROCESS FOR GRADUATE STUDENTS IN COUNSELING

APPEAL OF PETITION FOR EXCEPTIONS OR FACULTY/PROGRAM DECISION

Step 1 Student and Course Instructor Student gives course instructor written notice of concern and together they work for solution. Within 10 working days of receiving written student notice, the instructor gives the student his/her decision in writing. If student is dissatisfied with the decision, move to step 2. *If this is a field experience issue, university supervisor may also involve site supervisor.

Note: For Course Substitutions begin with Step 2 using Academic Petition for Exceptions

Step 2 Appeal to Counseling Coordinator. Within 10 days of decision student completes appeal form and returns it to coordinator of counseling program. The student should follow the directions on the appeal form for providing relevant information. Within 10 working days of receiving the written appeal the coordinator will confer with student and instructor and try to work out solution. *If instructor is the coordinator, then the other full time faculty member in counseling will be the mediator. Student will be given written decision; if dissatisfied move to step 3.

Step 3 Appeal to Coordinator of Grad Studies. Within 10 days of step 2 decision, student may appeal to graduate coordinator by giving her/him copies of appeal and decision. With 10 working days coordinator will meet with student and anyone else involved. Student will be given written decision.

Step 4 Appeal to Full Grad Studies Committee. Within 10 days of step 3 decision, student notifies graduate coordinator s/he wants appeal to full committee. Within 15 working days committee is convened; student will be invited to attend, but may choose not to be present. A written decision from the committee is sent to the student and the program coordinator within three days after the meeting.

Step 5 Appeal to Dean of Education. Within 10 days of step 4 decision, student may appeal in writing to the Dean of Education. Within 10 working days of receiving all relevant information, dean notifies student of decision in writing and sends a copy to the program coordinator.

Step 6 Appeal to VC of Academic Affairs. Within 10 days of step 5 decision, student may appeal in writing to the Vice Chancellor of Academic Affairs. Within 10 working days of receiving all relevant information, the Vice Chancellor will provide written notification of the decision to the student and Dean.

Step 7 Chancellor. Within 10 days of step 6 decision, student may appeal in writing to the Chancellor of IU Southeast. The Chancellor will provide written notification of the decision to the student and the Dean of Education within 10 days of receiving all relevant information.

Relevant Addresses:

Dean of Education
Hillside Hall 0020

Coordinator of Graduate Education
Hillside Hall 0020B

Vice Chancellor of Academic Affairs
University Center South

Chancellor of IU Southeast
University Center South

If mailing, use the above title and following address:

Indiana University Southeast, 4201 Grant Line Road, New Albany, IN 47150

FIELD PLACEMENT TIMELINE

Application to clinical cohort

Candidates who are school system employees talk to their principal or supervisor about the counseling program and explain the time requirements for field experiences. Principal signs Field Experience Agreement and this is submitted with the application.

Summer 2 Session of first clinical year

Any non-teacher who is not sure about the school level where they want to practice should ask the Program Coordinator for the list of counselors willing to allow a job shadow. Candidate is responsible for contacting the counselor and arranging the job shadow.

Fall Semester of first clinical year

Early October – Candidate completes Practicum Request Form in G523 indicating desired placement and field supervisor. Practicum manual is placed on ONCOURSE so candidates become familiar with its contents.

Mid-October – Candidate meets with coordinator to go over placement request.

Early November – Practicum placements are finalized by counseling team.

By November 15- Candidates make contact with practicum supervisor to go over logistics of practicum

Spring Semester of first clinical year

January -candidates begin practicum class and practicum hours (6 hours a week)

Mid-March – any candidate who wants to change placements for internship completes an internship application and returns to coordinator. Placements are finalized by the first of May.

Mid-April – candidates complete skill self-evaluation; site and university supervisor complete skill evaluation and disposition evaluation.

End of April – Coordinator comes to practicum class to talk about Internship requirements. Internship Manual is on ONCOURSE for students to read.

Fall Semester of second clinical year

August – candidates start internship activities when counselors begin working; before IUS classes start. Some students may choose to do their second or third level requirements during this time. However, the priority is to be present in their primary placement for beginning of school activities. **CANDIDATES CANNOT START INTERNSHIP BEFORE AUGUST.**

November – candidates, site and university supervisor complete skill self-evaluation .

Candidates meet with university supervisor to set goals for second semester internship based on skill feedback and any disposition remediation needed.

Indiana Content Standards for Educators SCHOOL COUNSELOR

School counselors are expected to have a broad and comprehensive understanding of the knowledge and skills needed for this educator license, and to use that knowledge to help students prepare for the challenges and opportunities of the twenty-first century. This requires the ability to identify, comprehend, analyze, synthesize, and evaluate the basic principles, fundamental concepts, and essential content defined in these standards, and to apply that knowledge to the tasks of planning an effective school counseling program and delivering effective counseling services.

School Counselor Educator Standards

Standard 1: Human Development and the Learning Process

School counselors have a broad and comprehensive understanding of human development, learning theories, and the learning process, including:

1.1 theories of human development and characteristics and processes of physical, cognitive, social, emotional, and language development

1.2 factors (e.g., genetics, nutrition, chronic illness, family dynamics) that affect human development and developmental issues that affect student success

1.3 skills and competencies that enhance the physical and emotional health of students at different stages of development

1.4 learning theories and research related to the learning process and their implications for instruction

1.5 factors (e.g., culture, language, family dynamics) that affect the learning process and the learning environment

1.6 instructional implications of various learning styles, strategies, and environments as well as obstacles to student learning and strategies for coping with or removing these obstacles

Standard 2: Theories and Practices in Education and School Counseling

School counselors have a broad and comprehensive understanding of theories and current practices in education and school counseling and of the role of school counseling in the educational program and demonstrate the ability to develop and implement guidance curricula and prevention programming, including:

2.1 educational systems, philosophies, and theories, as well as current trends in education, including the organizational structure and governance of the national and state educational systems

2.2 cultural, political, and social influences on current educational practices and the impact on student success of school, district, and state educational policies, procedures, and practices

2.3 strategies and techniques for creating and implementing a schoolwide needs assessment and for analyzing, interpreting, and utilizing data to develop a comprehensive guidance curriculum

2.4 strategies for designing developmentally appropriate classroom and schoolwide guidance curricula that meet the needs of all students and align with educational and professional standards at the local, state, and national level as well as with district and school goals, curricula, and mission

2.5 strategies for designing proactive prevention programming to support the healthy development of all students in the physical, social, emotional, academic, and career domains

2.6 strategies for collaborating with stakeholders to ensure a safe and secure learning environment by developing and implementing school safety initiatives, anti-bullying (including cyber-bullying) initiatives, violence prevention programs, and suicide prevention plans

Standard 3: The School Counseling and Guidance Program

School counselors have a broad and comprehensive understanding of the components of comprehensive, standards-based, data-driven, and outcome-focused school counseling and guidance programs and demonstrate the ability to develop, implement, manage, and evaluate school counseling and guidance programs, including:

3.1 the history and purpose of school counseling, including traditional and transformed roles of school counselors

3.2 the elements of a comprehensive school counseling program, including the instruction of students in academic and technical achievement; career and workplace development; and personal, social, and emotional development through individual, small-group, classroom, and schoolwide initiatives

3.3 strategies and methods for developing, implementing, coordinating, and managing an effective school counseling and guidance program for college and career readiness that meets the needs of all students

3.4 skills and strategies for reviewing, selecting, using, and evaluating technology to plan, organize, and deliver a school counseling and guidance program that meets the needs of all students

3.5 strategies and methods for continually evaluating school counseling services to assess their impact on students, identify program gaps, and target interventions

3.6 strategies and methods for responding to evaluations of a comprehensive school counseling program and for using standards-based, data-informed decision making to develop and implement positive changes

3.7 strategies and methods, including program audits, for collecting, analyzing, interpreting, and reporting data to demonstrate accountability, evaluate outcomes, and assess achievement of overarching district and school goals

3.8 strategies for effective, efficient, and ethical recordkeeping and documentation

3.9 strategies and techniques for effective classroom management

Standard 4: Individual Counseling, Small-Group Counseling, and Classroom Guidance

School counselors have a broad and comprehensive understanding of individual counseling, small-group counseling, and classroom guidance and demonstrate the ability to provide individual and small-group counseling and to deliver guidance lessons that meet the needs of all students, including:

4.1 interviewing and other data-collection skills and techniques for identifying common problems that students face and for assessing the physical, emotional, and social level of students

4.2 factors that affect a school counselor's decision to provide individual counseling and strategies for applying counseling theories and techniques to provide effective individual counseling

4.3 strategies for delivering guidance lessons using developmentally appropriate instruction to promote educational success for all students in the academic and technical, college and career readiness, and personal and social domains

4.4 strategies for implementing proactive prevention programming to support the healthy physical, emotional, social, academic, and career development of all students

4.5 strategies for implementing a proactive prevention guidance curriculum to help all students develop and expand responsible and effective communication skills, make sound judgments and decisions, take responsibility for themselves and their actions, and accept the consequences of their behavior

4.6 factors that affect a school counselor's decision to provide group counseling and strategies for applying counseling theories and techniques to provide effective group counseling

4.7 factors that affect group dynamics, appropriate topics for small-group counseling and classroom guidance, and strategies for facilitating group discussions and presenting information in a group setting

4.8 strategies for developing and maintaining a current referral database of community and professional resources and for helping individuals and families access those resources

4.9 criteria for referring students to other professionals, community agencies, and service providers, as well as procedures for making and following up on such referrals

4.10 strategies for analyzing strengths and needs of students from diverse populations and providing unbiased counseling services that respond to those strengths and needs

4.11 methods for analyzing, synthesizing, and disaggregating data to examine student outcomes and to identify effective intervention strategies for documenting, monitoring, and evaluating schoolwide, targeted, and individual evidence-based interventions

Standard 5: Responsive Services and Crisis Counseling

School counselors have a broad and comprehensive understanding of responsive services and crisis counseling and demonstrate the ability to plan, implement, manage, and evaluate responsive services and crisis counseling, including:

5.1 indicators of mental health problems; at-risk behaviors; and physical, emotional, and sexual abuse in students

5.2 effects of student mental health problems; at-risk behaviors; and physical, emotional, and sexual abuse on the educational environment

5.3 intervention strategies for counseling students who exhibit at-risk behaviors; are targets of bullying, including cyber-bullying; or are facing other crisis situations

5.4 methods, techniques, and protocols for crisis counseling and crisis management, including strategies for collaborating with stakeholders to develop and implement crisis-management plans

Standard 6: Career and Postsecondary Educational Guidance and Counseling

School counselors have a broad and comprehensive understanding of developmentally appropriate career and postsecondary educational guidance and counseling and demonstrate the ability to develop, implement, manage, and evaluate career and postsecondary educational guidance and counseling, including:

6.1 strategies for helping students analyze their own strengths and needs; recognize their personal interests, preferences, values, talents, and skills; and apply this self-knowledge to make informed educational and career choices

6.2 knowledge of student course content and the ways in which student course selection and academic performance affect postsecondary options and success

6.3 strategies for helping students identify their educational and career goals and develop specific plans for reaching those goals

6.4 sources of comprehensive information, including databases and online resources, about postsecondary options, career opportunities and requirements, labor market trends, and economics, and strategies for helping students and their families access, understand, and use this information

6.5 strategies for helping students identify and acquire the academic and technical, college and career readiness, and personal and social skills that are necessary for educational and career success

6.6 strategies for providing students and their families with information about procedures associated with applying for employment in their chosen career

6.7 strategies for providing students and their families with comprehensive information about postsecondary educational institutions, including information about admissions processes and procedures, costs, and eligibility requirements and application processes for financial aid, scholarships, and grants

6.8 strategies for helping students use effective technological tools to assist them in exploring, planning, choosing, and achieving academic, career, and social goals

6.9 knowledge of multicultural and diversity issues in education and career development, such as individual and institutional racism, classism, and sexism

Standard 7: The Leadership Role of the School Counselor

School counselors have a broad and comprehensive understanding of the role of the school counselor as an agent of change and demonstrate the ability to communicate and collaborate with stakeholders to create learning environments that promote educational equity and success for all students, including:

7.1 strategies for leading proactively, advocating for all students, and modeling fairness and equitable treatment of all

7.2 the role of change theory in educational reform and the role of school counselors as agents of change within the school community, including strategies for facilitating and leading the change process

7.3 strategies for using current literature, research, and other resources to promote school counseling programming and provide assistance services to students

7.4 principles and methods of assessment; factors to consider when selecting assessments; and the uses, benefits, and limitations of a range of formal and informal assessment instruments

7.5 the use of achievement-gap data to advocate for needed systemic change to promote educational equity and success for all students

7.6 skills and strategies for working respectfully and collaboratively with individuals from diverse ethnic, cultural, and economic backgrounds, as well as with special populations in the school and the community

7.7 skills and methods for recruiting and collaborating with a diverse school advisory council and for applying a consensus-building process to effectively and efficiently meet group goals

7.8 roles of school professionals (e.g., school social worker, school psychologist, school nurse) and strategies for communicating and collaborating with all members of the school student support team, including educators and administrators

7.9 skills and strategies for communicating the benefits of a comprehensive, standards-based school counseling program for all school and community stakeholders

7.10 strategies for collecting, analyzing, and interpreting data to evaluate the effectiveness of community outreach and public relations efforts and for reporting data results to stakeholders

Standard 8: Professional, Legal, and Ethical Standards and Issues in School Counseling

School counselors have a broad and comprehensive understanding of professional, legal, and ethical standards and issues in school counseling and demonstrate the ability to apply professional, legal, and ethical standards in their work as school counselors, including:

8.1 the legal and ethical responsibilities of working in a multicultural and technological society and of working with all students in a school setting

8.2 compliance with school district policy and local, state, and federal statutes, case law, and mandates that relate to school counseling, including those in the Family Educational Rights and Privacy Act (FERPA)

8.3 legal and ethical standards and principles of the school counseling profession, including the American School Counselor Association (ASCA) Ethical Standards for School Counselors and position statements

8.4 strategies for providing counseling services to students who are minors and students who are over the age of 18 in a legal and ethical manner, including by addressing issues of confidentiality

8.5 strategies for establishing and maintaining a professional identity as a school counselor and for staying current with research, literature, and other resources related to school counseling issues and best practices through ongoing professional development and participation in professional school counselor organizations

8.6 strategies for using ongoing professional development in school counseling issues and best practices to inform and guide the legal and ethical aspects of a school counselor's work

IU Southeast

School of Education

Dispositions

The items below are the standards for dispositions expected of candidates and faculty in the School of Education. Each standard is accompanied by a short list of behavioral indicators that the committee feels are associated with the standard. These lists are not exhaustive. They are included only to enlarge upon the intent and scope of each standard.

These standards are the framework of dispositions expected within the unit. Each program is to develop a system tailored to its curriculum and needs that will (a) ensure that the standards are disseminated and explained to all candidates in the program; (b) ensure that standards are infused throughout the program; (c) hold candidates accountable for expected dispositions through ongoing assessment and scheduled reviews by faculty; (d) provide for action should a candidate's behavior be inconsistent with these dispositions, including provisions for remediation, suspension, or termination from the program; (e) ensure that due process is accorded in any such actions; and (f) provide the program and unit with meaningful data regarding candidate compliance with these standards. The nature of these data will be determined by the individual programs in consultation with the Unit Assessment Quality Team.

Candidates and faculty in an IU Southeast Program in the School of Education.....

1. **...respect the accepted legal and ethical norms and values of education.** *Examples of associated behaviors include, but are not limited to:*
 - a. Maintaining confidentiality of student records, parent communications, and private professional communications
 - b. Using language free of profanity and derogatory statements toward any individual or groups
 - c. Knowing and complying with legal requirements of the education profession
 - d. Adhering to high standards of truthfulness and honesty
 - e. Showing respect for the ethical and moral values and concerns of the school, students, families/caregivers, and communities

2. **...effectively interact and collaborate with others and foster similar behaviors among candidates.** *Examples of associated behaviors include, but are not limited to:*
 - a. Willingly and actively participating in group assignments, projects or activities
 - b. Contributing positively and equitably to projects involving others
 - c. Seeking membership on collaborative projects
 - d. Leading projects or activities in a fair and equitable manner
 - e. Facilitating the functioning of all group members in a shared project
 - f. Designing and using collaborative activities and assessments

3. **...are committed to diversity through equitable treatment and respect for all individuals.** *Examples of associated behaviors include, but are not limited to:*

- a. Being sensitive to the varying needs and dispositions of others
 - b. Accepting and adapting to differences in learning styles and individual capabilities
 - c. Facilitating learning by those with disabilities or with exceptional capabilities
 - d. Examining diverse values, languages, and traditions of students, families/caregivers, and communities in a respectful manner
 - e. Giving thoughtful consideration to alternative and contradictory opinions
4. **...exhibit personal management behaviors valued by the professional education community.** *Examples of associated behaviors include, but are not limited to:*
- a. Being present and punctual for professional activities and assigned duties
 - b. Being prepared for professional engagements
 - c. Completing assigned work on time
 - d. Showing leadership, self-respect and a willingness to take responsibility
 - e. Fostering a sense of self-respect and self-control in others
 - f. Respecting the intellectual property of others
 - g. Maintaining the confidentiality of private records and meetings
5. **...are committed to inquiry and application of the knowledge base of education.** *Examples of associated behaviors include, but are not limited to:*
- a. Adopting contemporary modes of practice based on research and demonstrated best practices of the profession
 - b. Maintaining an analytical openness to new ideas expressed in the professional literature
 - c. Reading and learning continuously from the professional literature and professional development activities
 - d. Participating regularly and enthusiastically in professional development activities
6. **...exhibit enthusiasm and respect for education as a practice and a profession.** *Examples of associated behaviors include, but are not limited to:*
- a. Expressing positive attitudes and a commitment to quality education
 - b. Seeking opportunities to build positive relationships with others in the profession
 - c. Participating in the meetings and activities of local, state and national professional associations and organizations
 - d. Pursuing personal goals for professional development
 - e. Exhibiting care for quality in the preparation and implementation of educational activities
 - f. Participating energetically and proactively in school, family/caregiver, and community-based professional activities
 - g. Listening and responding to others with enthusiasm and care
 - h. Exhibiting positive leadership in professional activity
7. **...are committed to data-based decision-making and fair practices.** *Examples of associated behaviors include, but are not limited to:*

- a. Using data-based assessments to improve practice
 - b. Engaging in action research to test and evaluate new ideas and recommendations
 - c. Sharing the results of research with others
 - d. Collecting data to understand a situation before taking or recommending action
 - e. Ensuring that all problems are addressed with due process for all
 - f. Listening to children and families to ensure that their ideas and opinions are considered
8. **...are committed to continuous self-evaluation and personal improvement.** *Examples of associated behaviors include, but are not limited to:*
- a. Engaging in meaningful continuous reflective self-assessment and showing such assessment leads to plans for change
 - b. Demonstrating positive changes in educational practices or personal behaviors over time
 - c. Responding analytically and proactively to assessments by supervisors or others and making changes to address legitimate concerns
 - d. Actively seeking ways to solicit feedback for purposes of making quality improvements in practice
9. **...are committed to the belief that all children can learn.** *Examples of associated behaviors include, but are not limited to:*
- a. Differentiating instruction to meet the needs of all students
 - b. Considering school, family/caregiver, and community contexts in designing instructional experiences
 - c. Providing equitable and meaningful learning opportunities for all students
 - d. Collecting and analyzing data on student learning and making adjustments to increase learning of all students
 - e. Selecting and developing instructional strategies and technologies that help all students learn
 - f. Holding all students to high standards by demonstrating persistence in helping all students reach his/her full potential

Copy for Student/Copy for Instructor

Student Name _____

REMEDIATION PLAN

Standard(s)/Disposition(s) not met:

Decision Point _____

Class:

Instructor:

Plan for remediation (include timeline if appropriate)

Date for review of remediation plan:

I understand that if I do not meet the conditions of this remediation plan in the time frame indicated, I can be placed on probation or discontinued in the program.

Student Signature _____ Date _____

Instructor Signature _____ Date _____