



COUNSELING, HUMAN SERVICES, AND WELLNESS

SCHOOL OF EDUCATION

Indiana University South Bend

COUNSELING AND HUMAN SERVICES

Helping others find a better, brighter, and safer path

LEARNER HANDBOOK

2025-2026 Edition

Division of Counseling, Human Services, and Wellness

Counseling Programs

School of Education

College of Professional Studies

Indiana University South Bend

South Bend, Indiana 46634

(Revised Annually)

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Welcome to the Counseling and Human Services (CHS) Department at IU South Bend

By now, you have met some of the faculty and learners who inhabit this lively community of scholar-practitioners, and you will no doubt become acquainted with many others in the weeks ahead. We hope you will feel free to ask any professor or learner for information or assistance. In the meantime, this handbook has been prepared for the purpose of addressing some important topics and themes not covered in the bulletin.

We suggest that you read the entire handbook at your earliest convenience, even though some of the information applies to procedures that will not occur until your second or third year. Reading the handbook now will provide an overview that may be useful in understanding various sequences. We are committed to providing you with the information you need to be successful. So, if you discover something important has been omitted, please let us know.

We congratulate you upon being admitted to the CHS department and wish you well as you prepare for what we hope will be a successful and satisfying career as a professional counselor.

Thank you from the Counselor Education Core Faculty for choosing our program here at Indiana University South Bend!

Joseph Campbell, PhD
Associate Professor and Division Head

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INDIANA UNIVERSITY SOUTH BEND SCHOOL OF EDUCATION

Master of Science in Education Counseling and Human Services Program

At its May 2023 commencement, Indiana University South Bend (IUSB) awarded Masters of Science Degrees in Education – Counseling & Human Services to members of its 46th graduating class. Throughout the past four decades, IUSB's Counseling & Human Services (CHS) Program has prepared professional counselors. The achievements of our graduates have resulted in significant contributions to the communities of North Central Indiana, Southwestern Michigan and beyond. The respect and admiration earned by our alumni in their professional endeavors demonstrate the CHS Program's sustained commitment to excellence in fulfilling its educational mission.

Indiana University South Bend is fully accredited by the North Central Association for Colleges and Schools. Our School of Education is accredited by the Council for the Accreditation of Educator Preparation (CAEP) and recognized by the Indiana State Department of Education.

Our Clinical Mental Health Counseling and School Counseling programs within the Counseling and Human Services Department are accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP).

Mission Statement

The mission of the IU South Bend Counseling and Human Services Program is to prepare knowledgeable, ethical, multi-culturally competent, and reflective school counselors and clinical mental health counselors. Faculty members embody diversity of experience and provide learners with a rigorous exploration of theoretical orientation and evidence-based practices in an environment that promotes personal growth and reflection. Graduates exemplify the learning, skills training, and dispositions that reflect both career-readiness and the highest standards of the counseling profession.

Expectations

Learners are expected to adhere to the ethical standards of the American Counseling Association (ACA) and the American School Counseling Association (ASCA) in all their professional

activities. Learners are expected to study and read independently so that they continuously enlarge and expand their knowledge base of counseling, theory, research, and practice. Furthermore, program learners are expected to apply this knowledge to the development, implementation, and evaluation of counseling interventions and programs.

Learners are expected to competently respond to the cultural societal shifts taking place locally and globally. Learners will respect the dignity and value of clients whatever their age, race, gender, culture, or sexual orientation. Learners will understand the common developmental themes occurring across the life span. They will utilize a variety of interventions to promote the personal, familial, and social growth of all clients.

Learner competencies are based upon Indiana Professional Standards Board guidelines for clinical mental health counselors and the Indiana Department of Education guidelines for school counselors. Learner competencies are also measured by the CACREP standards for counselors, and the Counselor Competency Scale-Revised which is modeled using CACREP standards. A common thread that unites all these various guidelines and competencies is that they all require CHS learners to demonstrate the knowledge, performance, and dispositions at a high level of proficiency.

Finally, learners are expected to provide leadership in addressing issues of social justice, advocacy, inclusion, and oppression. They will function as advocates for clients and as change agents for community institutions.

Program Structure

The entire CHS graduate curriculum is offered in late afternoon, evening classes, and digital delivery classes. These learning platform options allow learners to maintain their careers and meet family responsibilities while pursuing their graduate degree and state licensure.

Members of the CHS faculty are actively involved in advising, mentoring, supervising, coaching, and evaluating learners. Faculty members encourage learners to develop areas of specialization, to participate in professional organizations, to conduct original projects and/or research, and to contribute to the continued evolution of the CHS Program.

CHS Faculty annually evaluate the academic and professional progress of each learner. Learners will be notified after the annual progress reports of any academic concerns and/or other concerns of performance or disposition deficiencies that may require remediation. At that time, a collaborative plan between the learner and a CHS Faculty member will be developed and monitored to assist in learner improvement. If required improvements are not demonstrated or achieved, learners may be requested to leave the CHS Program. Annual evaluation results are placed in the learner's permanent file in the School of Education.

To provide opportunities for extensive faculty-learner interactions, each newly admitted cohort is limited to no more than 30 learners annually. To ensure excellence in teaching and supervising, the practicum and internship classes are limited to 6 learners each. Supervision of learners' practicum/internship experiences are evaluated through live observations, audio/video recordings, field supervisor reports, and observation feedback by their peers and faculty.

At the conclusion of the third-year summer semester, learners would have taken all the required courses that would support them in their preparation for state licensure and national certification. The results of the state licensure and national certification provide data for CHS program evaluation.

Upon graduation, the learner's program concentration (clinical mental health or school counseling) will be noted on their transcript. This will provide an official endorsement of the learner's academic preparation and training.

Digital Delivery Program Expectations

The University's online learning management system is Canvas which is where students and faculty can communicate, find course information such as syllabi, assignments, message boards, etc. Most classes in the program utilize this platform even if the course meets in person on campus each week. Canvas is secured by two-step login security and accessible only through the University login. Zoom is the software used for most classes that are taught using digital delivery. Below are the methods of instruction that are most commonly used.

- All classes are synchronous with the expectation that students will either be on campus for face-to-face classes or logged into Zoom for a digital delivery course.
- Students must have a computer and internet available to them that can support streaming video along with a microphone.
- As part of field experiences, students will also be asked to record and review actual counseling or role playing sessions for supervision.
- Students are expected to read journals or assignments that are provided online and also to submit said assignments often through Canvas or email.
- Class discussions for digitally delivery classes may occur either live through the Zoom class, or through Canvas or email.

Counseling and Human Services Program Objectives

1. Provide a fertile learning and professional development environment for intellectually talented and interpersonally responsive learners representing a diverse and pluralistic society.
2. Provide curricular experiences reflecting CACREP preparation standards for learners who will practice professionally in an increasingly multicultural society characterized by rapid social and economic change.
3. Develop effective clinicians with the knowledge, skills, and abilities to work in diverse settings.
4. Provide quality integrated didactic and clinical instruction.
5. Acquaint learners with the technology available through the School of Education for research, training, professional development, and the delivery of services.
6. Provide technologically sophisticated tools for the practice of counseling, assessment, and supervisory skills. See [UCET](#) Course offerings.
7. Identify, evaluate, and select sites, which will provide quality field experiences.
8. Include faculty, current and former learners, and personnel in cooperating agencies to regularly evaluate the program, including a review of program curricular objectives.

9. Provide learners with the knowledge and counselor dispositions in ethical standards and practice.
10. Provide a unique program experience through such features as cohort groups, support groups, close clinical supervision, and professional and networking functions.

The Counseling and Human Services Program Faculty work with each learner throughout their program of study to achieve the following educational goals:

1. Professional Counseling Orientation and Ethical Practice – Learners will develop a professional identity.
2. Social and Cultural Diversity – Learners will acquire the skills and dispositions to be effective counselors in a multicultural society.
3. Human Growth and Development – Learners will utilize the principles of human growth and development in their counseling activities.
4. Career Development – Learners will acquire the skills to provide career development counseling.
5. Counseling and Helping Relationships – Learners will acquire the skills for a therapeutic helping relationship.
6. Group Counseling and Group Work – Learners will acquire group work skills.
7. Assessment and Testing – Learners will acquire individual and group assessment skills.
8. Research and Program Evaluation – Learners will acquire research and evaluation skills.

The Curriculum

- The CHS Program curriculum leads to an Indiana University Master of Science Degree in Education – Counseling & Human Services.
- Requirements for this degree are 60 credit hours for Mental Health Counseling or School Counseling.
- Completion of the 60 credit hours with the required school counseling courses, fully qualifies graduates to seek licensing in Indiana as a professional. See more detailed description of requirements in the Resources section of this Handbook.
- For learners pursuing the LMHC (Licensed Mental Health Counselor in Indiana), the Indiana Professional Licensing Agency recently changed the required practicum/internship hours from 1000 to 700 hours. See the website for more details. (<https://www.in.gov/pla/>)
- The Program begins in the first summer session of the first year and ends in the second summer session of the third year. Learners march in the May graduation and complete coursework in August.
- Learners who complete the course of study as outlined on the School Counseling Program advising sheet will receive their Master of Science in Education: Concentration: School Counseling.

- Learners who complete the course of study as outlined on the Mental Health program advising sheet will receive their Master of Science in Education: Concentration: Clinical Mental Health.

Career Opportunities

Graduates of the CHS Program have pursued careers in a wide range of educational, Clinical practice, community services, business, and industry settings. For example, alumni are employed by community mental health agencies, employee assistance programs, public & private schools, colleges & universities, career & placement centers, family & youth service agencies, hospitals, chronic care facilities, addiction treatment centers, judicial system services, rehabilitation programs, assisted living centers, public policy groups, health education, human resource offices, employee training & development divisions, private practice, consulting firms, and research & program evaluation organizations.

Admission Requirements

The CHS Program admits learners during the Summer 1 session. The following are requirements for admission and must be completed by April 1 (additional requirements can be found on the Admissions Procedure section in the current bulletin)

1. [Application for Admission to Graduate Study](#) (on-line through Admissions Office). \$40.00 Domestic, \$165.00 International. ***The online application fee must be paid via credit card. For any questions or concerns with payment please contact the Office of Admissions at graduate@iusb.edu or call (574) 520-4839. Applications are not reviewed until the fee is paid.
2. An undergraduate degree from an accredited university. Applicants may apply to the program prior to the completion of the undergraduate degree provided that the degree is earned by May of the admission year.
3. GPA Requirements
 - Applicants to graduate programs in the School of Education must have an overall CGPA of 3.000 or have earned a CGPA of 3.000 in the last 60 hours of their undergraduate degree and meet all other admission requirements to be fully admitted to graduate programs in the School of Education.
 - Applicants whose CGPAs are between 2.500 and 2.999 must earn required GRE scores and meet all other admissions requirements to be fully admitted to programs in the School of Education. GRE scores that are not more than 5 years old will be accepted. Applicants must receive the following scores on the GRE: 150 (450 for past version) on Verbal Reasoning and a 3.5 for Analytical writing.
 - Applicants with undergraduate CGPAs between 2.500 and 2.999 will not be allowed to take any graded graduate coursework until they have submitted the required GRE scores and met all other admissions requirements.

- Applicants who's undergraduate CGPAs are between 2.500 and 2.999 may take S/F graded graduate workshops before being fully admitted. These S/F graded workshops will not fulfill degree requirements.
- 4. Written personal statement:
 - a. List and describe your work and volunteer experiences related to the field of counseling and human services.
 - b. List and describe education and training related to the field of counseling and human services beyond your formal coursework which you have attained as a result of participation in workshops, seminars, professional meetings, etc.
 - c. Why have you selected Counseling and Human Services as a preferred area of study?
 - d. What characteristics do you have that you believe would make you a successful counselor?
 - e. What additional information do you wish to bring to the awareness of the screening committee regarding your application?
- 5. Official transcripts documenting all degrees earned or in progress, and any other academic work.
- 6. Three professional letters of recommendation.
- 7. An interview/orientation meeting with resident faculty members is scheduled for the 2nd week in April. Submission of all required application materials is a prerequisite to schedule an interview.
- 8. Selection by faculty to be part of a cohort of up to 30 learners selected in April/May of each year.

Academic Information

Faculty Advisor

Upon admission to the degree program, each learner will be assigned a Faculty Advisor. By the end of the first semester of acceptance into the program and not later than 12 semester hours of study, using an advising sheet, the learner and his/her advisor, together, will plan and review the learner's program periodically so that (1) the mandatory program requirements are met; and (2) the learner will continually work to strengthen those areas he/she (or the advisor) believes are in need of strengthening.

CHS Clinical Experience Coordinator

Jeremy M. Linton, PhD is the clinical experience coordinator. His office is EA2269 (Education & Arts Building) and his telephone number is (574) 520-5466. He will assist learners with issues relating to the practicum/internship experiences.

The clinical experience coordinator organizes the pre-practicum orientation for learners. He coordinates field supervisor meetings and communications. He sends out reminders to learners regarding their responsibilities related to documentation of hours, fields questions

and concerns from field supervisors and learners, and works to develop new field placement sites.

"B" Grade Point Average

Learners must maintain a cumulative grade point average of B (3.00) in all work to be eligible for the Master of Science degree in Education.

"C+ and Below" Grades Not Accepted

The School of Education at IUSB will not accept grades of C+ or below earned at IUSB for graduate credit towards a graduate degree or towards professionalizing a major or a minor.

Semester Load

A learner, while employed full time, is encouraged not to take more than six hours per Fall/Spring semester; and three hours during Summer Sessions. If unemployed, a learner may take 12 graduate hours each Fall and Spring semester and six hours during each summer session. In order to qualify for a learner loan, enrollment must be half time with at least three hours during each of the Summer Sessions and four hours during each of the Fall/Spring semesters.

Course Evaluations

Learners are expected to complete a course evaluation of each course taken in the CHS program. Near the end of the semester, the learner will be given information on the course and instructions on how to fill out an online course evaluation on the experiences and learning gathered during the semester. Course evaluations are valued by the School of Education and the faculty member who taught the course. It is the responsibility of the learner to provide the instructor feedback that will assist in the continued high standard of instruction offered by the program.

Transfer work

Graduate course work transferred to IUSB must have the prior approval of the Graduate Advisor or the learner's Faculty Advisor. You are encouraged to make an advising appointment by calling (574) 520-4845. Only six graduate credit hours can be transferred from an out of state institution or a private institution.

Time limit

ALL WORK MUST BE COMPLETED WITHIN SIX CALENDAR YEARS FROM THE DATE OF THE RECEIPT OF A GRADE IN THE FIRST COURSE THAT IS TO BE USED TOWARD THE DEGREE.

Other requirements

All other Indiana University requirements and policies, academic degree requirements, and course descriptions and program outlines are in the IUSB Bulletin. Learners are encouraged to read this Bulletin carefully.

S/F Graded Courses

A learner may take a maximum of six hours of elective courses on a S/F basis. A course listed in the Schedule of Classes as S/F graded cannot be changed to a letter grade.

Application for Graduate Degree

An application for a degree must be completed and filed in Education & Arts with the School of Education Graduate Advisor at least six months before the degree is to be granted.

Learners must consult and/or meet with a graduate advisor in the Education Student Services Office at least twice during the 3-year program to verify the completion of all requirements for graduation.

Accelerated Program. The graduate counseling program is designed to be completed in 3 years, part-time. Learners are not allowed to take courses out of sequence or earlier than noted on the program of study advising sheets. Rationale: to support cohort development and ensure that courses have sufficient enrollment each semester/year it is offered. While an accelerated program will not be approved, students may, with permission from program leadership and on a case-by-case basis, be approved for a revised program of study exceeding the normal program duration, due to, for example, having a child or other life change that impacts their education.

Group Counseling Work during Field Placements. All students are required to complete a group facilitation or co-facilitation experience during practicum or internship. Once that requirement is complete, students can earn up to 25% group counseling hours in each semester of field placement to count towards direct hours.

Telehealth Counseling during Field Placements. Offering telehealth services as part of the field experience provides learning for students and creates additional considerations. Field students that want to provide telehealth services at their field placement site must complete a professional development training on providing telehealth services that includes specific training regarding the type of counseling (e.g., individual, group, couples, etc.) being offered via telehealth. Further, up to 10 hours per semester can be counted as direct hours and telehealth hours beyond that are indirect.

Field Work while not a Field Student. Counseling field students are only allowed to gain clinical educational experiences while engaged in university supervision, site supervision, and enrolled in a practicum or internship course. If there is no opportunity for group supervision from the university a student is not permitted to be an intern or practicum student at a school/agency. If an organization wants to work with a student in the summer or semester breaks and hire them or make other arrangements, that is a decision between the individual and agency/school. The student, during these times, when not under university supervision, cannot claim to be counselors, counselor-in-training, a practicum or internship student, in the IU South Bend counseling program, or other ways use their status as a student to identify their professional expertise.

Incomplete Policy. Students with unresolved incompletes in classes will not be allowed to move into any field placements.

Field Work Policies.

- CHS Practicum experiences are separate from Internship experiences. Students may not apply any hours accrued during practicum above the required number to their internship experience.
- Internship students who earn more than the required number of direct and indirect contact hours in their first internship experience are not permitted to apply those excess hours to

the second internship experience. There are no exceptions to this policy. Students who do not earn the required number of hours in their first internship experience may be allowed to make up those hours during their second internship experience. Students must request approval for this outcome from their individual internship instructor. Each case will be considered individually and there is no guarantee that such a request will be approved. In the event that an internship student does not meet the required hours in their first internship semester, and is approved to move on to the second experience, a grade of Incomplete will be recorded for the internship course grade. Incompletes are granted in accordance with the IU South Bend policy on incompletes. This policy is available at: <https://southbend.iu.edu/students/registrar/grades/incomplete-grades.html>. When a request to move to the second internship is not granted, The Counseling and Human Services Department will create an individual plan for the student, which may include registering for another first internship experience.

- In the event that a field placement site does not have an appropriately licensed professional on staff to provide clinical supervision in accordance with accreditation and state guidelines, it is permissible for that field placement site to contract with an external professional to provide clinical supervision. In these cases, all parties involved (agency/school, student, clinical supervisor, and Counseling and Human Services Department) must complete an Memorandum of Understanding (MOU). An MOU can be requested from the Counseling and Human Services Department Chair. All clinical supervision between the student intern and the identified clinical field supervisor must take place face-to-face, in person with physical proximity, and in a private location that ensures confidentiality of all parties involved, including client confidentiality.
- CHS students enrolled in their internship experience must remain at their placements for the entirety of each semester, regardless of whether they complete their required internship hours prior to the end of the semester of enrollment. This applies especially to the second internship experience. To ensure academic and professional development, and to receive continued feedback and evaluation from faculty supervisors, students must maintain a client caseload and perform other internship duties as assigned by their site during the entirety of the semester of enrollment in both internship experiences.
- Process: Pre-Practicum Application. The semester prior to beginning practicum, learners are required to complete the Practicum Application which consists of a goal statement, self-evaluation, peer review, and letters of recommendation. Learners are provided an orientation for the requirements that describes the application process and outcomes and field placement expectations. Faculty evaluate completed applications, learners' readiness for field placement, and inform learners of the outcome.

Dispositional Assessment and Letter of Concern

Dispositional assessment is a faculty member's responsibility and is part of the Unit Assessment System.

IUSB School of Education Issues Resolution Policy

- When the learner has a concern about an instructional practice, a field or learner teaching supervisory practice, or a learner teaching policy which has not been resolved to the learner's satisfaction after discussions with the instructor of a course, the learner teaching supervisor, or the Director of Learner Teaching
- When the learner wishes to file a complaint about or has a concern about advising practices or the Office of Education Student Services, and the learner has not been able to resolve the issue after discussions with the advisor or the Director of Education Student Services
- When the learner has extenuating circumstances and wishes to appeal a departmental or a School of Education policy. Examples of departmental policies include admissions criteria that are specifically required by departments, departmental GPA requirements, requirements for department checkpoint artifacts, etc... Examples of School of Education policies would include general admissions criteria and materials, Learner Teaching policies, GPA requirements, etc... Learners who have been dismissed from the School of Education and wish to reapply for admission may use the issue resolution form. They must attach an academic plan developed with an advisor to the issue resolution form and follow the procedures outlined in this policy.

If a learner has a complaint addressed in the [Indiana University Learner Code of Rights, Responsibilities, and Conduct](#), they should follow the university policies. A learner who wishes to appeal a grade should follow the policies found in the IU South Bend Campus Bulletin. A learner who has a complaint against university employees other than faculty or administrators, against other learners, against learner organizations, or a complaint about discrimination or sexual or racial harassment should follow the procedures at the [Office of Student Conduct](#).

Issues Related to Instructional Practice, Supervisory Practice, or Learner Teaching Policy

When a learner has a concern about the above areas, the learner should first discuss the concern with the faculty member, the university supervisor directly involved, or the Director of Learner Teaching.

If the issue is resolved to the learner's satisfaction no further action is required. No Issue Resolution form is required if the issue is resolved at this point. It is recommended that the learner and other party document the date, time, and resolution.

If the issue is not resolved to the learner's satisfaction, the learner should obtain an Issue Resolution form from the Education Advising Office and submit it to the Office of Education Student Services.

For issues related to associate or full-time faculty, the Office of Education Student Services will forward the form to the Department Head. The Department Head will consult with the associate faculty or full-time faculty after reviewing the form. The Department Head will also meet with the learner if necessary. The Department Head will make a decision to support or not to support the learner's issue. In cases, where the Department Head supports the learner's issue **and** can make a unilateral decision about the issue, the Department Head will use IUSB email to communicate the decision to the learner. The Department Head will return the Issue Resolution form to the Education Student Services Office. In cases where the Department Head does not

support the learner's issue or cannot make a unilateral decision, the Department Head will forward his/her decision to the Education Student Services Office who will forward it to the Curriculum and Standards Committee. The Curriculum and Standards Committee will review the learner's Issue Resolution form along with the Department Head's decision and make a decision to support or not to support the learner's issue. The Curriculum and Standards committee will document their decision using the form and submit the form to the Education Student Services Office who will forward the form to the School of Education Dean for the final decision. The Dean will review all forms and meet as appropriate with any parties and render the final decision. The final decision will be communicated to the learner via IUSB email. All forms will be submitted to the Education Student Services Office. As appropriate, letters and forms may be filed in the learner's advising file.

Issues Regarding Advising and the Office of Education Student Services

When a learner has a concern about the above areas, the learner should first discuss the concern with the advisor or with the Director of Education Student Services.

If the issue is resolved to the learner's satisfaction no further action is required. No Issue Resolution form is required if the issue is resolved at this point. It is recommended that the learner and other party document the date, time, and resolution. If the issue is not resolved to the learner's satisfaction, the learner should obtain a copy of the Issue Resolution form directly from the Office of Education Student Services and complete the form, make a copy, and submit the original to the Education Student Services Office.

The Director of Education Student Services or the Dean will review the Issue Resolution form and arrange a meeting with the learner and other parties if necessary. In cases where the Director of Education Student Services supports the learner's issue **and** can make a unilateral decision, the Director of Education Student Services will communicate the decision via IUSB email to the learner and record it on the spreadsheet in the Education Student Services Office. In cases where the Director of Education Student Services does not support the learner's issue or cannot make a unilateral decision, the Director of Education Student Services will record the decision on the spreadsheet in the Education Student Services Office and forward his/her decision to the Curriculum and Standards Committee. The Curriculum and Standards Committee will review the learner's Issue Resolution form along with the Director of Education Learner Service's decision and make a decision to support or not to support the learner's issue. The Curriculum and Standards committee will document their decision using the form and return it to the Education Student Services Office who will forward the form onto the School of Education Dean for the final decision. The Dean will review all forms and meet as appropriate with any parties and render the final decision. The final decision will be communicated to the learner via IUSB email. All forms will be submitted to the Education Student Services Office. As appropriate, letters and forms may be filed in the learner's advising file.

Issues Regarding School of Education Practice or Policy

In cases regarding general School of Education practices or School of Education policies, learners should obtain the Issue Resolution form from the Education Student Services Office, complete the Issue Resolution form, make a copy, and submit the original to the Education Student Services Office. The Education Student Services Office will deliver the original form to the appropriate Department Head.

The Department Head will review the form and schedule a meeting with the learner to discuss the issue if necessary. The Department Head will make a decision to support or not to support the learner's issue. In cases where the Department Head supports the learner's issue **and** can make a unilateral decision about the issue, the Department Head will email the decision to the learner. The Department Head will then return the form to the Education Student Services Office. In cases where the Department Head does not support the learner's issue or cannot make a unilateral decision, the Department Head will return the form to the Education Student Services Office who will forward the form and decision to the Curriculum and Standards Committee. The Curriculum and Standards Committee will review the learner's Issue Resolution form along with the Department Head's decision and make a decision to support or not to support the learner's issue. The Curriculum and Standards committee will document their decision using the form and return it to the Education Student Services Office who will forward the form onto the School of Education Dean for the final decision. The Dean will review all forms and meet as appropriate with any parties and render the final decision. The final decision will be communicated to the learner via IUSB email. All forms will be submitted to the Education Student Services Office. As appropriate, letters and forms may be filed in the learner's advising file.

In cases where the Department Head is away from campus, the Curriculum and Standards committee will review the learner's Issue Resolution form and make a recommendation. The form will be returned to the Education Student Services Office who will forward the form and recommendation to the Dean. In cases where the Department Head is away and the Curriculum and Standards committee is not scheduled to meet, the learner's appeal will go directly to the Dean. The Curriculum and Standards committee will document their decision using the form and return the form to the Education Student Services Office who will forward the form to the School of Education Dean for the final decision. The Dean will review all forms and meet as appropriate with any parties and render the final decision. The final decision will be communicated to the learner via IUSB email. All forms will be submitted to the Education Student Services Office. As appropriate, letters and forms may be filed in the learner's advising file.

Documentation by the School of Education

The Education Student Services office will maintain a file and periodically aggregate the data pertaining to issues and resolutions per CACREP standards. Relevant information regarding each individual issue will be provided as necessary for inclusion in learner's advising folder.

Letter of Concern Policy

Policy and Procedure for Addressing Concerns with Learners' Professional Dispositions or Conduct through a Letter of Concern:

When concerns about an IU South Bend School of Education learner's professional disposition, performance, or conduct arise, direct and honest communication and a supportive, but realistic approach to addressing such concerns are important. If a faculty member, classroom teacher, or other personnel have concerns about a learner's ability to become an effective teacher, administrator, or human services provider, creating a plan to help the learner is essential. Concerns may be related to conduct or dispositions in the university setting or in the field. IU South Bend learners must maintain the highest level of professional conduct while completing field experiences in the schools or in agency settings. In these settings, improper conduct can

have adverse effects on the lives of children, youth, or adults. Unsatisfactory professional conduct or performance on the part of an IU South Bend School of Education learner may result in dismissal from the School of Education. The following steps outline the procedure for addressing concerns with a learner's professional dispositions or conduct. The process is intended to encourage needed changes and facilitate growth in the learner toward success as a teacher.

A faculty member, classroom teacher, or other personnel identifies an area or areas of concern in writing using the *Letter of Concern* form. Faculty must attempt to meet with the learner to discuss the Letter of Concern. These attempts must be made and documented through IU South Bend email. If the learner does not respond, declines to meet with the faculty member, or cannot be located, the letter of concern and related emails should be submitted to the Education Student Services Office. If a meeting is held with the learner, the date of the meeting with the learner is noted on the form and additional documentation may be attached. The learner must receive a copy of all documents. The learner is invited to submit a letter of explanation to be attached and to submit that letter to the Department Head and Education Student Services office. In addition to copies of the letter of concern and other documentation, the learner must be provided a copy of this policy.

When a learner receives a second letter of concern, and with each subsequent letter, the Department Head and the learner meet to discuss the concern and develop and implement a plan to address the concern. The plan consists of specific objectives, procedures for remediation, a method for assessment of progress, and a timeline. As appropriate, objectives and remediation goals should be written in behavioral terms. The attached form must be utilized, and further details must be expressed in writing. In the case of a learner who has been assigned multiple plans, the Department Head may recommend dismissal from the program. Successful completion of and continued adherence to the plan indicates that the learner may continue in the program. The Department Head sends a letter to the learner, the advisor, and the learner's file expressing successful completion of the plan.

In the case of unsuccessful completion of the plan after an initial attempt, the Department Head has the option of working with the learner to revise or extend the plan, or the Department Head may choose further action as described below in 4a, 4b, 4c, and 4d. Non-completion of the plan will result in a recommendation for discontinuation in the professional or teacher education program as described in 4a, 4b, 4c, and 4d.

When: 1) there has been no attempt to complete the plan; or 2) a plan has not been completed satisfactorily; or 3) after an unsuccessful second attempt, the Department Head will recommend discontinuing the pursuit of a professional or teacher education program. At this point, the learner may voluntarily choose to withdraw from the School of Education. If an initial plan has not been completed satisfactorily or adhered to, the Department Head may make additional recommendations to the learner prior to proceeding to step "b" and share these recommendations in writing with the Curriculum and Standards Committee for informational purposes, or the Department Head may proceed to step "b."

Upon: 1) non-completion of the plan; 2) unsatisfactory completion of the plan; 3) a failed second attempt of the plan; or 4) non-adherence to a plan, and if a learner does not choose to withdraw,

the Department Head shall forward a recommendation for dismissal of the learner to the Curriculum and Standards Committee. Before the recommendation is forwarded to the committee, the Department Head shall put the recommendation for dismissal in writing and discuss it with the learner. The Department Head must attempt to meet with the learner to discuss the Letter of Concern. These attempts must be made and documented through IUSB email. If the learner does not respond, declines to meet with the Department Head, or cannot be located, the letter of concern and related emails should be submitted to the Education Student Services Office. If a meeting is held with the learner, the date of the meeting with the learner is noted on the form and additional documentation may be attached. The Department Head can invite the advisor to participate in this meeting. The learner shall receive a copy of the recommendation. The learner shall be informed that he/she may share a letter of explanation with the Curriculum and Standards Committee. The deadline for submitting the letter of explanation will be provided. If the Curriculum and Standards Committee does not support the recommendation for dismissal of the learner, the improvement plan must be redone or extended. The Department Head may appeal to the Curriculum and Standards Committee decision to the Dean.

If the Curriculum and Standards Committee approves the dismissal recommendation, copies of a letter communicating the recommendation that the learner withdraw from the School of Education are sent to the learner, the Department Head, the learner's file, and to the Dean. The learner may appeal the decision to the Dean. Dismissal is only from the School of Education, not from Indiana University South Bend.

Activities that lead to the involuntary withdrawal or termination of learners from the School of Education will be implemented by the Dean or the Dean's designee. The Dean or Dean's designee will notify the learner and the IU South Bend Student Affairs Office.

If there are two or more letters of concern, successful resolution of all concerns is required prior to admission to and retention in all phases of the teacher education program or in activities that are designated in graduate programs, most notably, but not limited to, field experiences and/or internships. The learner is ultimately responsible for ensuring that the letters documenting successful resolution of concerns are available.

Required Course Descriptions

(All courses are 3 credit hours unless otherwise noted.)

G500 Orientation to Counseling and Ethics

Focus is on the learner, self-concept, interpersonal relationship skills, consultation skills, and commitment to the helping field. Provides philosophic basis of the helping relationship, overview of the field of counseling and the IUSB CHS Program

G505 Individual Appraisal: Principles and Procedures

An analysis of statistical psychometric, sociometric and clinical principles crucial to professional interpretation of standardized and informal data regarding individual clients. Current issues/controversies about ethnicity, sex, cultural, and individual differences will also be examined.

G507 Lifestyle and Career Development

Lifestyle and career development includes areas such as vocational choice theory, relationship between career choice and lifestyle, sources of occupational and educational information, approaches to career decision-making processes, and career development exploration techniques.

G 515 Etiology, Diagnosis, and Treatment of Mental Health Disorders (3 cr.) Provides an overview of abnormal behavior, effects of maladaptive behavior on individuals, families, and communities, and methods of treatment. Students will be introduced to the latest version of the DSM classification system of mental disorders. Lastly, students will gain an understanding of commonly prescribed psychopharmacological medications.

G516 Understanding Child and Adolescent Behavior (3 cr.) Students will actively explore the various models of child and adolescent development, psychopathology, and treatment within the scope of school counseling. Students will be introduced to the concepts of classification, assessment, and intervention of maladaptive behaviors in children and adolescents.

G 517 Crisis and Trauma Counseling (3 cr.) Course content includes an overview of the impact of crises, disasters, and trauma-causing events on people, the impact of working with traumatized clients on practitioners, and interventions and strategies for working with individuals, families, and groups of people who have experienced crises, disasters, and other trauma-causing events.

G522 Counseling Theory

Introduction to counseling theories and psychological processes involved in individual counseling.

G523 Laboratory in Counseling

Consent of instructor. Concurrent: G522. Lab experiences in counseling, analysis of counseling interviews, role playing, and closely supervised counseling in the laboratory setting.

G524 Practicum in Counseling

Closely supervised counseling practice with clients in the department's counseling laboratories or in approved field sites in schools or agencies. Intensive supervision. Additional fee required.

G532 Introduction To Group Counseling

Psychological and theoretical foundations of group counseling. Analysis of the dynamics of groups

G542 Organization and Development of Counseling Programs

Environmental and population needs assessment for program planning. Procedures for counseling program development and accountability/evaluation. Case studies.

G550 Internship in Counseling (School or Community)

Basic courses in counseling and guidance and consent of instructor. Counseling experience in actual school or agency situations. Under direction and supervision of the counselor/supervisor, learners get practice in counseling, interviewing, in-service

training, orientation procedures, and data collection. (May be repeated, not to exceed a total of 12 credit hours, with consent of the academic unit. Additional fee required). I, II

G562 School Counseling: Interventions, Consultation, and Program Development

Foundations and contextual dimensions of school counseling. Knowledge and skills for the practice of school counseling. Developmental counseling. Program development, implementation, and evaluation. Consultation. Principles, practice, and applications of needs assessment. Provides an overall understanding of organization of schools and the functions of the counselor and counseling program.

G563 Foundations of Mental Health Counseling

Course examines the history, definition, theory, practice, and research of consultation and community counseling. Emphasis on process of case, program, administration, and organizational consultation. (*Required of learners planning to become a Licensed Mental Health Counselor.*)

G567 Introduction to Marriage and Family Counseling

Introductory survey of historical roots, major theories, intervention strategies, research and current training, practice, and ethical issues in marriage and family counseling.

G570 Human Sexuality

This is an introductory graduate level course dealing with all areas of human sexuality which a person might encounter in day to day living. Topics will include: sexual terminology, the human body, expressing our sexuality, heterosexuality, homosexuality, pornography, sex education, sex offenses, sexual dysfunction, and sex therapy.

G575 Multicultural Counseling

This course is designed to provide both a cognitive and guided training opportunity. It examines the influence of cultural and ethnic differences of counselor and client in counseling. Attention is given to theory, research, and practice. General cross-cultural dynamics as well as specific target populations are studied.

G585 Contemporary Issues in Counseling

Focuses on the goals and objectives of professional organizations, codes of ethics, legal considerations, standards of preparation, certification, licensing, and role identity of counselors and other personnel services specialists. Learners will conduct research on emerging developments reported in the counseling literature.

G592 Seminar in Drug/Alcohol Abuse Prevention

Introduction to etiology and symptomology of drug/alcohol abuse and methods of prevention or remediation. Includes dynamics of Adult Children of Alcoholics/Abusers and families of abusers.

P514 Life Span Development

A survey of human development from infancy through old age, emphasizing the lifespan perspective of development. Classical stage theorists, current popular conceptions, major research findings, and educational/counseling implications for all life stages from birth to

death.

G590 Research in Counseling and Guidance

This course will assist learners in acquiring an understanding of the fundamentals of research methodology. Learners will explore current issues of educational research, learn to read and critique research articles as informed consumers of research, and improve their ability to conduct their own research. Each learner will develop a polished research proposal as their final exam project.

G596 Counseling Supervision

Introduction to counseling supervision theory, methods, and techniques. Special attention to ethical and legal obligations. Closely directed experience in supervising beginning graduate learners.

Meet the IUSB Counseling & Human Services Faculty

Core Faculty

Dr. Joseph Campbell, Associate Professor and Division Head of Counseling, Human Services, and Wellness. Office EA 2267, Campus phone – (574) 520-4431, email: josacamp@iu.edu

Dr. Jeremy Linton, Professor of Counseling and Human Services. Office EA 2269, Campus phone – (574) 520-5466, email: jmlinton@iu.edu

Dr. Yvonne Larrier, Professor of Counseling and Human Services. Office EA 2271, Campus phone – (574) 520-4226, email: ylarrier@iu.edu

Vanessa Kelleybrew, Lecturer of Counseling and Human Services. Office EA 2255, email: vkellyb@iu.edu

Dr. Kurt Hanus, Assistant Professor of Counseling and Human Services. Office EA 2260, email: kmhanus@iu.edu

CHS Faculty Emeritus

Janette “Joy” Alexander, former associate professor and Program Director of the Counseling & Human Services Department. She began her service at IUSB in 1990. Dr. Alexander is a licensed psychologist in the state of Michigan. She received her doctorate from Andrews University in Counseling Psychology. She has presented locally, nationally and internationally.

J. Vincent Peterson, former Professor and Program Director of Counseling and Human Services began his service at IUSB in 1969. Dr. Peterson received his doctoral degree in Counseling Psychology from the University of Illinois. Dr. Peterson is a licensed psychologist, Certified Health Service Provider in the State of Indiana, and a Nationally Certified Counselor (NCC). He has been the President of the Indiana Counselor Educators

and Supervisors and the co-chair of the Holistic Counseling Interest Group of the Association of Counselor Educators and Supervisors. Dr. Peterson formerly taught social studies at middle and senior high levels. He completed the fourth edition of his co-authored book, Orientation to Counseling. He taught counselor education and educational psychology classes. He was a member of the IU Faculty Colloquium on Excellence in Teaching (FACET), is the recipient of Indiana University President's Award for Distinguished Teaching, and has received the Distinguished Counselor Educator Award presented by the Indiana Counseling Association. Dr. Peterson retired in May 2000.

Richmond E. Calvin, Professor of Counseling and Human Services began serving at IUSB in 1972. Dr. Calvin received his doctoral degree from University of North Texas in Secondary Education and Educational Foundations. He is a Certified Clinical Social Worker (CCSW) and a Certified Marriage and Family Therapist (CMFT). He has been a high school mathematics teacher and has served as a counselor in a community college. Dr. Calvin's research and service interests have most recently focused on satanic cult involvement, teenage suicide, child abuse, cross-cultural and counseling issues, stress management for young children, and adolescent gangs. In 1989, Dr. Calvin received the Indiana University George Pinnell Distinguished Service Award. He was the 1990 recipient of the Eldon Lundquist Faculty Fellowship. Dr. Calvin also served as Acting Vice Chancellor of Learner Affairs at IUSB and Dean of Learners for two years toward the end of his career at IUSB. He retired in May 2002.

Leonard E. James, Associate Professor of Counseling and Human Services, came to IUSB in August 1977. He was awarded the Ph.D. in Psychology by the University of Cincinnati in 1971. After his doctoral internship, Dr. James became Director of the Mental Health Center in Lawrenceburg, Indiana. Between 1972 and 1977, he was an Assistant Professor of Psychology and Director of the Rehabilitation Counseling Program at Texas Tech University. From Fall 1985 until September 1998, Dr. James served as Vice Chancellor for Learner Affairs and Dean of Learners. Dr. James is licensed as a Health Service Provider in Indiana and has been certified by the National Register of Health Services providers in Psychology since 1978. He specialized in family therapy, cognitive behavior interventions, and community mental health consultation. Dr. James retired in December 2001.

Adjunct Faculty Members

- Ms. Jan Desmarais-Morse: jandm@goshenschools.org
- Kevin Michael Griffith, Psy.D.: kevgriff@iusb.edu

Departmental Administrative Support

The Department maintains full-time administrative support to assist both faculty and students. These individuals are generally available during business hours.

- Carla Murillo: Director of Recruitment, Retention, and Graduate Advisor
cmurillo@iu.edu
- Karen Benjamin: Associate Director of Program Review and Accreditation
karbenj@iu.edu
- Tracy Horvath: Administrative Assistant. tmhorvat@iu.edu

Orientation Programs

Purpose/goals:

- Help individuals become acquainted with the mission and goals of the CHS program
- Help individuals become acquainted with changes in the curriculum, calendar, and structure of the CHS program
- Help learners/adjunct professors and field supervisors become aware of the requirements of the CHS curriculum
- Ensure that learners and others are prepared to advance to the next step in the program

Welcoming Event

Usually, second year learners will assist in the function. Among other duties, the learners will help to plan the program and gather all the materials necessary. The learners will assist the new learners at the function and third year learners will provide guidance and support for incoming and second year learners. The learners will suggest peer mentoring between second year learners and the incoming learners.

Pre-Practicum Orientation & Field Supervisor Orientation

Usually, learners are needed for these functions. This is similar in duties as the new learner orientation.

CHS Practicum/Internship Resource Guide

Purpose/goals:

Provide a guide for learners in selecting field placements that are appropriate for their needs. One learner, working with a faculty member, will gather all the evaluations of site supervisors and sites and analyze them, generating a list of appropriate sites for learners to choose from. This should be posted online. The learner will assist CHS faculty members/staff in recommendation/recruitment of new sites.

CHS Marketing/Recruitment Activities

Purpose/goals:

- Marketing/recruitment
- Inform the relevant individuals in the community about the CHS program and what it offers.
- Recruit learners and other forms of support for the CHS program

Usually 1-3 learners will serve on this project. With a CHS faculty member/staff, the learners will develop a plan for marketing and recruitment for the program. The learners will then help to implement the marketing/recruitment program.

Helpful Program Information

Academic Adviser:

Advisers have regular office hours (Mon – Fri 8am to 5pm) and will make appointments as needed for individual advising sessions. Contact the office by calling (574) 520-4342.

Course Registration:

Please register early for classes to avoid course cancellation due to low enrollment.

Access To Academic Records:

CHS learners have access to their academic record. Permanent files are housed in the School of Education. The graduate adviser is the point of contact for reviewing files.

Approval for Course Overload:

Learners who plan to take more than 9 credit hours during a summer session must obtain approval from the Department Chair.

Media Resources

IUSB's Franklin D. Schurtz Library holds a wide collection of counseling topics, theories, and techniques videos in streaming format and other formats.

Inter Library Loans (ILL):

You can obtain copies of books and copies of journal articles not available at the IUSB Library through the inter-library loan service (ILL), as well as through most local public libraries. It may take as long as three weeks to get your material, so place your order early in the semester. With this service, there is no excuse for not being able to obtain appropriate materials.

Parking:

You are not allowed to park in any IUSB parking lot without a parking pass. The Parking Services Office is located in the Administration Building, room 112; (574) 520-5528; parking@iusb.edu. You may park on the street and not have to pay parking fees.

Placement Services:

The [Career Services Office](#) serves students, alumni and employers through a variety of services. They offer students, in all stages of their education, career counseling and assessments, resume and cover letter reviews, job search advice, and more. Students and employers can take advantage of the on-line recruiting system, IUSBCareers, for job postings (full-time, part-time, internships) and career fairs. Administration Building, Room 104. (574) 520-4425 sbcareer@iusb.edu

Practicum/Internship Sites:

Learners are responsible for setting up their own internship/practicum sites. Reference the "Clinical Mental Health and School Counseling Finding a Practicum Site: Timeline & FAQ" document to know when to start planning for your various field experiences. This document can be found on the [CHS website](#) and in the Practicum/Internship Manual found on the CHS website. You will be required to attend a pre-practicum orientation before you begin your fieldwork experience.

IUSB Email Communication:

All official communication between faculty and learner will take place using your IUSB email address. Any announcements, notifications, assignments, etc. will be communicated via IUSB email address.

Learner Resources

Financial Aid Programs

Office of Scholarships and Financial Aid

Office: Administration Building, 116

Phone: (574) 520-4357

Email (Financial Aid): sbfinaid@iusb.edu

Email (Scholarships): scholar1@iusb.edu

<https://learners.iusb.edu/financial-aid/>

The Financial Aid Programs at IUSB that support graduate education are the Direct Stafford Loan, the Federal Perkins Loan, and the Federal Graduate Work-Study Program. The Federal Graduate Work-Study Program is available to graduate learners after all undergraduate learners applying by the priority date have received their awards. Graduate learners are encouraged to seek tuition funding sources through philanthropic organizations, the learners' place of employment (if available), and other service and foundation organizations.

The Grad Grants Center - Bloomington

The Grad-Grants Center – Bloomington (GGC) is a free service available to all enrolled graduate learners on all campuses of Indiana University. The GGC provides information and training to assist graduate learners in their search for funding to further research and graduate study at Indiana University. The GGC's services include database funding searches, workshops, one-on-one proposal-writing consultation, agency files, a library of funding-source and proposal-writing books, a bimonthly newsletter on the Internet, and an electronic mailing list used to inform patrons of upcoming workshops, grant deadlines, and relevant news.

The GradGrants Center – Bloomington is located in the Main Library, 651E; (812) 855-5281; email: gradgrnt@indiana.edu; Internet site: <https://gradgrants.indiana.edu/>

Learner Status and Minimum Registration

To qualify for financial aid, you need to be formally admitted to, and enrolled in, a degree-granting program and have a minimum of half-time status. Half-time status for graduate learners is 4 credit hours per semester. Full-time status is 8 credit hours per semester.

Application Process and Renewal

You must apply every year by completing the *Free Application for Federal Learner Aid (FAFSA)* or renewal application to be considered for financial aid.

Citizenship

To be considered for aid, you must be a United States citizen, a national, or a non-United States

citizen with permanent resident status. If you are an eligible non-citizen (permanent resident), if requested you need to submit a photocopy of your Alien Registration Card. You may also be required to provide documentation from the Social Security Administration regarding citizenship status.

Verification

If a learner is selected by Central Processing (The Department of Education) for verification, additional information will be required to complete the learner's file. An example of the type of information most commonly requested is: a copy of Federal taxes from the previous year, and W2's; completion of a worksheet; copy of a birth certificate; documentation of college enrollment for someone else listed in the household size. Awards will not be made until the requested information is received and reviewed. Any problems providing the requested information need to be addressed to the Office of Financial Aid and Scholarships.

Loan Default/Pell Grant Repayment

You may not receive financial assistance if you are in default on any Title IV federal loan (Perkins, Ford Direct, Stafford, Federally Insured, or Parent Loan for Undergraduate Learners), or owe a repayment on any Title IV federal grant (Pell or SEOG) received for attendance at any institution. If you are considered delinquent on a learner loan, the Office of Scholarships and Financial Aid will require documentation from the Direct Loan Service Center or your guarantee agency that your loan is in satisfactory standing before aid will be disbursed.

The Direct Stafford Loan

The Direct Stafford Loan is the Department of Education's major form of self-help aid. Direct Stafford Loans are available through the William D. Ford Federal Direct Loan Program. You are eligible to receive a Direct Stafford Loan if you are a regular learner enrolled in an eligible program of study at least half time.

Federal Perkins Loan

The Federal Perkins Loan is awarded on a funds-available basis, provided learners apply annually before March 2nd preceding the academic year of enrollment. The Federal Perkins Loan has an interest rate of 5 percent. Repayment begins nine months after graduation or when the learner ceases to be enrolled on at least a half-time basis. The sum of loans made to a learner at the undergraduate and graduate level may not exceed \$30,000. At least half-time registration (4 credit hours) is required to receive this award. Questions regarding the cancellation provisions and repayment of Perkins Loans disbursed through IUSB are to be directed to: Learner Loan Administration; P.O. Box 1609; Bloomington, IN 47402-1609; (800) 822-4840; Accounts Receivable/Management Services; (800) 458-8756.

Work Study Program

Work-study is on-campus employment or employment at an approved community service work-study site off campus (non-profit, governmental, and community-based organizations). To be eligible for work-study, learners must demonstrate financial need during the fall, spring, and summer. At least half-time registration (4 credit hours) is required to receive this award. Learners employed in this program typically work an average of 15-20 hours per week.

Child of Disabled Veteran Award

Learners who have a parent that received a Purple Heart award or service-connected disability in

service to our country may be eligible for Child of Disabled Veteran Award. Contact the Financial Aid Office directly.

Other Awards

The Financial Aid Office has reference books to access other outside awards.

Scholarships

Information on scholarships available for CHS learners is available from the [Education Student Services Office](#). They can be reached at (574) 520-4342.

The Vince Peterson Scholarship is available specifically for CHS learners from an under-represented group in the CHS program. Examples of these groups would include: African Americans, Hispanic learners, Asian learners, male learners, gay/lesbian learners. For more information, please contact the office mentioned above.

The IUSB Bookstore

The [IUSB Bookstore](#) is located in the Administration Building, (574) 235-8180.

When selecting your textbook, take the book ABOVE the shelf card that shows the correct course number, section number and instructor. If you can't find a book you need, ask a staff person for help. The bookstore has a master booklist that contains all courses requiring a book. The textbook department also has a listing of each faculty member's book order. If possible, buy your book(s) before registration, or purchase online at the bookstore website. You'll beat the lines and you could get a head start on your reading.

Wait a few days to verify that the text matches the correct class. Do not write in your textbook until you know for certain that you are going to keep it. You can only receive a refund for books that are in the same condition as when you bought it.

Refund policy: If you drop/change a course the textbook may be returned. Check on the bookstore website for their return policy.

There are now three (3) convenient ways in which to obtain textbooks.

- Online: Textbooks can either come to bookstore for learner pickup or be shipped directly to a home address.
- Rental
- Digital Books

IUSB Counseling Center

Administration Bldg. - Suite 175A
Phone: (574) 520-4125 [Web Link](#)

Hours: 9 a.m. - 5 p.m. Monday – Thursday and Friday by appointment

The IUSB Counseling Center provides counseling for CHS learners who wish to pursue their own personal growth. This licensed counselor is not associated with the CHS program, ensuring that there is no chance of a potential dual relationship.

The IUSB Counseling Center provides an excellent practicum training opportunity for learners interested in gaining extensive experience in providing mental health and vocational counseling to university learners, staff, and faculty. Therefore, the practicum is ideally suited for learners seeking training in both college counseling and traditional mental health issues.

Generally, one to two CHS learners are accepted for the practicum. It is important to note that strong preference is given to learners who can commit to completing both their practicum and advanced practicum at the Counseling Center.

Staff: * Dr. Kevin Griffith, Psy.D & Misel Ramirez Vasoli, MSED
Services: * Individual and Group Counseling

The IUSB Counseling Center provides free and confidential help to IU South Bend learners for a variety of personal and emotional difficulties.

The Wiekamp Educational Resource Commons (EA2010), located in Education & Arts, is a specialized library with the mission to provide access to contemporary educational resources that support courses in the Division of Education and to assist area educators. The library houses textbooks, children's materials, and manipulatives. A special component of the WERC is the production area where users can create visuals for classroom presentations and student teaching, using a wide variety of audio-visual production equipment.

The WERC is . . .

- ✓ a **LIBRARY** that contains education-oriented materials, ranging from preschool to high school.
- ✓ a **PRODUCTION AREA** with media equipment to create visuals for instructional purposes. Macintosh & IBM computers with colored ink jet printers & scanner.
- ✓ a **SUPPLIER** of paper products available in wide choices of colors and types.
- ✓ a **CENTER** with a copier which offers reduction/enlargement options.

SERVICES:

- ✓ Transparencies
- ✓ Posters
- ✓ Binding
- ✓ Lamination

Hours

Mon – Thur: 8AM – 8PM
Friday 8AM – 5PM
Saturday Closed
Sunday 2PM-5PM

(Hours may vary during finals & between semesters. Please call to check hours.)

*Wiekamp Educational Resource Commons
WERC Assistant Supervisor
Indiana University South Bend
574-520-5543
ryweber@iusb.edu*

Academic Center for Excellence

The Academic Centers for Excellence (ACE) provides tutoring services to help learners master content and develop skills and strategies for academic success. A variety of services is offered from four tutoring centers on the IU South Bend campus. The ACE website also has multiple resources to help learners succeed.

The Learning Center is located on the first floor of the Schurz Library and offers drop-in tutoring, online tutoring, Supplemental Instruction, embedded tutoring, Study Smarter Coaching, study skills workshops, standardized test preparation, and Canvas navigation tutoring. Learning Center subjects include chemistry, biology, physics, anatomy/physiology, business, economics, computer science, languages, music, and public speaking.

The Writers' Room is located on the first floor of the Schurz Library and offers drop-in tutoring, online tutoring, and WriteWell Coaching for any subject, any course.

The Math Tutoring Center is located in Northside Hall, room 310 and offers drop-in tutoring, online tutoring, embedded tutoring, and Supplemental Instruction.

ACE also awards five scholarships every semester to full time learners. Additional information, deadlines, and an online application are on the [ACE website](#).

CONTACTS

Ginny Heidemann, EdD-

Director

vmheidem@iusb.edu

(574) 520-4823 | 403E Schurz Library

Joshua Giorgio-Rubin,

English Lecturer/Writers' Room

Administrator jerubin@iusb.edu

(574) 520-4302 | 3176 Wiekamp

Kristy Patterson,

Tutorial Services Administrator

krnpatt@iusb.edu

(574) 520-4251 | 403G Schurz Library

Kyle Schwieterman,

Math Lecturer/Math Tutoring Center

Administrator kschwiet@iusb.edu

(574) 520-4665 | 345 Northside

1. Drop-in Tutoring
2. Online Tutoring
3. Supplemental Instruction
4. Embedded Tutoring
5. Study Smarter Coaching
6. Write Well Coaching
7. Workshops
8. Test Preparation

ADDITIONAL INFORMATION

Schedules

Online Resources

Employment Application

First Floor Schurz Library

<https://www.iusb.edu/tutoring> 574-520-5022

sbtutor@iusb.edu

Career Services Office

The Career Services Office (CSO) serves students, alumni and employers through a variety of services. They offer students, in all stages of their education, career counseling and assessments, resume and cover letter reviews, job search advice and more. Students and employers can take advantage of the on-line recruiting system, IUSBCareers, for job postings (full-time, part-time, internships) and career fairs. <https://southbend.iu.edu/students/career-services/index.html>

Professional Organizations

CHS learners are required to become involved in professional organizations from the beginning of their professional studies. Learner rates are available in most organizations. Some professional organizations include:

American Counseling Association (ACA)
6101 Stevenson Avenue, Suite 600
Alexandria, VA 22304-3300
www.counseling.org
800-347-6647 x222

American Mental Health Counselors Association (AMHCA)
107 S. West St., Suite 779
Alexandria, VA 22314
www.amhca.org
703-548-6002

American School Counselor Association (ASCA)
1101 King St. Suite 310
Alexandria, VA 22314
E-mail: asca@schoolcounselor.org
www.schoolcounselor.org
703-683-ASCA

Indiana Counseling Association (ICA)
15248 Royal Grove Dr.
Noblesville, IN 46060
www.indianacounseling.org
317-417-4233

Northern Indiana Counseling Association (NICA)
Membership is automatic when you join the Indiana Counseling Association (ICA)

National Certification

National Certified Counselor:

Individuals who wish to be National Certified Counselors must take an examination upon completion of the M.S. program. Exams are given in the months of April and October. To order your application packet, call: 336-547-0607 or email: nbcc@nbcc.org.

You will then need two years of experience before you attain your certificate.

NAADAC Certification Commission (The National Certification Commission for Addiction Professionals), 44 Canal Center Plaza, Suite 301, Alexandria, VA 22314. Call 1-800-548-0497

Licensure and Certification

Indiana Mental Health Counselor Licensure

Information regarding Indiana licensure may be obtained by contacting the Behavioral Health and Human Services Licensing Board, Professional Licensing Agency

Attn: Behavioral Health and Human Services Licensing Board

402 West Washington Street, Room W-072

Indianapolis, Indiana 46204

Phone: (317) 234-2054

Staff Email: pla8@pla.IN.gov

Indiana Professional Licensing Agency (<https://www.in.gov/pla/>)

Michigan Certification Information

For more information contact: State of Michigan, Board of Counseling

P.O. Box 30670 Lansing, Michigan 48909 Phone: (517) 335-0918

Appendices

Appendix A: Letter of Concern Forms and Policy
Indiana University South Bend School of Education
Letter of Concern Form: Candidate Dispositions

Name of candidate: _____ **Date:** _____

Name of referring faculty member: _____

Course: _____ **Section:** _____

Date candidate was informed: _____ **Date plan of action developed:** _____

Using the list below, check the disposition(s) of concern.

Professionalism

- ☐ Attends class reliably.
- ☐ Submits work according to established deadlines.
- ☐ Completes careful planning and preparation for class and field-based assignments.
- ☐ Demonstrates correct and respectful oral communication skills.
- ☐ Demonstrates correct and respectful written communication skills.

Fairness

- ☐ Includes all learners in classroom activities.
- ☐ Expresses interest in the well-being of all learners.
- ☐ Provides opportunities for respectful discussions on diverse perspectives.

Collaboration

- ☐ Consults with others in order to promote learner learning or the well-being of all learners.
- ☐ Demonstrates appropriate problem-solving or conflict resolution skills.
- ☐ Communicates effectively with families and other professionals to achieve learner and professional goals.

Lifelong learning

- ☐ Seeks and Participates in a variety of professional development activities.
- ☐ Integrates technology to facilitate learner learning.

Integrity and Respect

- ☐ Maintains appropriate privacy and confidentiality when discussing learners and colleagues.
- ☐ Advocates for learners, professionals, and families in appropriate ways.
- ☐ Demonstrates honesty when interacting with learners, families, and professionals.

Reflection

- ☐ Reflections are thoughtful, respectful, and used for professional growth.
- ☐ Reflects on learner learning and integrates it into instructional activities.

☐ Check here if there are additional letters of concern or forms in the learner's file.

Please attach the plan of action.

Date plan successfully completed: _____

If the plan of action was not successfully completed, explain in an attachment the subsequent actions or recommendations. Date of Action: _____

Signatures and Titles:

(Signature)

(Title)

(Signature)

(Title)

(Signature)

(Title)

Appendix B: Letter of Concern Cover Page

Name of Learner: _____ Date: _____

Name of referring faculty _____

Course: _____ Title: _____ Section: _____

Date learner was informed: _____

Date plan of action was developed: _____
(if appropriate)

Learner Signature:

(Learner's signature does not indicate agreement with this concern; learner's signature only indicates receipt of this form, supporting documentation, and School of Education policy on Letters of Concern).

Briefly explain the nature of the concern in two sentences:

Please attach a typewritten/word processed document that includes a complete and detailed explanation of the concern in question. Attach all supporting documentation available.

___ Check here if there are additional letters of concern or forms in the learner's folder.

Appendix C: Plan of Action Cover Page

Responding to 2nd and subsequent letters of concern
This form for Administrative or Faculty use only.

Attach the plan of action.

Date Plan of Action was given to learner: _____

Date the plan of action was successfully completed: _____

If the plan of action is not successfully completed, explain the subsequent actions or recommendations.

If the plan of action was revised, attach a copy of the revised plan of action.

Date of subsequent action or recommendation: _____

Signatures:

Department Head

Date _____

Academic Advisor

Date _____

Learner

Date _____

CHS Graduation Requirements Checklist: Part 2

Professional development functions attended (minimum points) _____
Dates _____

Pre-admission Exam completed _____ Date _____

Pre-Practicum Orientation & Exam acceptable score achieved _____ Date _____

Post-Internship Exam acceptable score achieved _____ Date _____

Professional Service Accomplished _____ Activity _____ Date _____

Acceptable evaluation of dispositions, professional and Ethical behavior _____

Acceptable Professional Development Plan submitted _____ Date _____

Recommendation for Graduation:

_____ (Learner's name), has completed all the requirements
for graduation at an acceptable level from IUSB CHS program and is ready for graduation.

Signature of CHS faculty or Learner Advisor _____

Date _____