IUPUI

SCHOOL OF EDUCATION

INDIANA UNIVERSITY

Indianapolis

PROGRAM GUIDE

SCHOOL COUNSELING PROGRAM

Counseling and Counselor Education (C/CE)

IUPUI School of Education

Counseling & Counselor Education Web Site:

https://education.iupui.edu/academics/degrees-programs/masters/counseling.html

(4/18)

Introduction

The IUPUI School Counselor Program is accredited by **The Council for Accreditation of Counseling and Related Educational Programs (CACREP).**

This handbook is provided to acquaint both prospective and newly admitted students with the requirements for the Master of Science degree in Education with a major in Counseling and Counselor Education (School Counseling Track). Also, information in this handbook will assist newly admitted students in planning their academic programs and identifying resources that may be helpful to them as they complete degree requirements.

The Department and the C/CE Program

The Counseling and Counselor Education (C/CE) program within the School of Education at Indiana University Purdue University Indianapolis (IUPUI) offers a Master of Science Degree (M.S.) in Counseling and Counselor Education.

The program also offers courses that meet the academic requirements for licensure in Indiana as a Licensed Mental Health Counselor. These courses are taken *in addition to* completing the master's degree. Students currently in the master's degree program eligible to enroll in the four courses while they also complete the master's degree in Counseling and Counselor Education (school counseling track). Persons interested in taking the four mental health counseling classes after graduation from a Master degree program in counseling, must do so under the status of non-degree-seeking graduate students. Admission requirements for the non-degree status are similar to the requirements for the School Counseling program. Generally, students who successfully completed the 48-credit program will be granted this status upon application.

C/CE Program Philosophy

Professional counselors assist individuals in enhancing human development throughout the life span. Professional counselors are mindful of contexts – schools, communities, and society – that shape individuals and that recursively are shaped by individuals. With keen sensitivity to the interrelatedness of persons and environments, professional counselors respect the dignity of all persons and especially are sensitive to and capable of helping usurp the plight of marginalized groups in our society. Professional counselors assist people to deal with emotional problems and the challenges of everyday life. Goals are developmental, educative, and preventive. While remediation is recognized as a necessary component of counselor training, the twofold basic value commitment of professional counselors is to the optimum development of the individual and the facilitation of healthy environments for all people.

C/CE Program Mission Statement

The mission of the C/CE Program is to prepare highly competent professional counselors for Indiana, the nation, and beyond, who can work effectively with people in school, community, mental health and related settings. We:

1. are committed to the training of students who represent diversity in gender, race, ethnicity, sexual orientation, nationality, socioeconomic status, religious affiliation, and disability status;
2. promote a strong sense of professional identity in students;
3. prepare professional counselors who understand counseling and related theories and can effectively translate such theory into effective practice with diverse client populations;
4. prepare reflective, ethical, and highly skilled practitioners who are knowledgeable and skilled in the most current and effective methods of counseling, consultation, collaboration, leadership, and advocacy;

5. prepare professional counselors who are committed to helping others fulfill their human potential
6. through the use of facilitative, consultative, and collaborative skills;
7. aid students to earn appropriate licensure and/or certification in their chosen area;
8. emphasize a commitment to the value of inquiry and best practices in the counseling field; and
9. work in partnership with a range of constituents to effect thoughtful change at local, national and international levels.

School Counseling Track Program Philosophy

The major tenet of the School Counseling Track is to develop counselors with exceptional skills in counseling practice, consultation/advocacy, leadership, and outreach who will work in a school environment. At IUPUI, emphasis will be on effective practice in urban settings. Graduates will be reflective practitioners who will continue the process of self-critique and self-improvement throughout their professional lives. These reflective practitioners are committed learners who will continue to build their knowledge base. These learners know and can apply ethical counseling principles. Furthermore, these learners can understand and apply research findings with a commitment to instituting empirically supported interventions and programs.

Graduates from the School Counseling Program are counselors who can respond to the needs of all students. They respect the dignity of others which involves providing leadership in addressing issues related to social justice, diversity, inclusion, and oppression. Graduates from the School Counseling Program will function as advocates for students and effective agents of change within school and community environments. These counselors are capable of developing, implementing, and sustaining programs for students that enable them to effectively participate in and contribute to our diverse society. Graduates of the School Counseling Program use preventive, developmental, and remedial interventions to effectively and ethically deliver a comprehensive school counseling program that facilitates academic, personal/social, and career development. With an emphasis on urban settings, the IUPUI School Counseling Program adheres to the National Transforming Counseling Center's philosophy of counseling which includes an emphasis on the *opportunity* gap between students based on socioeconomic background and race/ethnicity. Graduates are skilled consultants who can capably work in any setting, and who can work cooperatively with parents, teachers, administrators, and pertinent others in the pursuit of creating just settings and optimal development for *all* students.

School Counseling Track Objectives

Graduates of the School Counseling Program:

- understand the Indiana School Counselor Educator standards and the eight core content areas which comprise the Professional Counseling Identity and the foundations, contextual dimensions and skills standards of the School Counseling specialty area identified by the Council for Accreditation of Counseling and Related Educational Programs (CACREP);
- understand the nature and needs of individuals at all developmental levels and the impact of contextual factors on development with particular emphasis on urban populations;
- can design, implement and evaluate transformative school counseling programs and/or components of a transformative school counseling program;
- have effective communication skills that can be utilized to advocate for student well-being at multiple ecological levels and promote counseling programs and counselor roles;
- understand the process of individual counseling and are effective counselors with individuals;
- understand the process of group counseling and can effectively facilitate diverse groups, both small and large;
- understand the process of consultation and can effectively consult with parents, teachers, administrators, and relevant constituents;
- understand individual and group approaches to assessment and evaluation, including appropriate uses and limitations of the various assessment strategies;
- have knowledge of and continually demonstrate ethical and legal behaviors consistent with the counseling profession, particularly among the needs of historically marginalized groups;

- stay abreast of current research and apply empirically supported interventions in counseling practice in a pluralistic society;

- continue to search out avenues to increase their effectiveness through community, civic and professional involvements; and
- understand theories and models of vocational and career development, counseling, and decision making in relation to preparing college and non-college bound students for employment in a global economy.

Professional Standards

The Counseling & Counselor Education Program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The standards for accreditation by CACREP include institution and program standards, core knowledge and skill requirements (for all professional counselors), and specialized knowledge and skill requirements for school counselors. These standards may be accessed at: http://www.cacrep.org. The IUPUI School Counseling Program is designed to meet all CACREP standards; therefore it is important for all students to familiarize themselves with these standards.

The Indiana Department of Education, Division of Professional Standards also requires counselors to meet specified standards in their training programs. These include performance, knowledge, and disposition standards for both School Services Professionals and for School Counseling Professionals. The IUPUI School Counseling Program is designed to meet these standards; therefore it is important for all students to familiarize themselves with the standards which may be found at:

http://www.doe.in.gov/licensing/repa-teacher-standards

The required standards for both CACREP and the Indiana Department of Education, Division of Professional Standards are reflected in course content, field experiences, and evaluations throughout the program.

Ethical and Professional Obligations

It is in the best interest of the community for its members to adhere to ethical principles established by the American Counseling Association (ACA) and to engage in sound ethical decision-making. Upon matriculation into the graduate program, acceptance of membership in the program community indicates an implicit endorsement of, and agreement to follow, these ethical standards.

The ACA Code of Ethics (2014) states that, “counseling is a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals.” (p.3). These ethical standards also extend to our community. Ethically appropriate behavior enhances the integrity of the community and decreases the likelihood of harm to an individual and/or the community at large. The complete code can be found at:

https://www.counseling.org/resources/aca-code-of-ethics.pdf

The American School Counselor Association (ASCA) Code of Ethics (2016) overlaps with much of the ACA Code of Ethics and stresses the value of school counselors working ethically within and outside of schools. We uphold and teach both codes of ethics in all of our courses. The complete ASCA code can be found at:

https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf

It also is in the best interest of the community for its members to exhibit professional behaviors. Open, timely, and respectful communication to faculty, supervisors, and other students in the program is important to professional and personal development. It is expected that the same communication is extended to the children, youth and family members with whom program students interact. It is also the expectation both professionally and ethically that students in the program seek out assistance from faculty in any of their

courses and from faculty and site supervisors in their field experiences, when needed. Likewise, faculty welcome student feedback about the program in order to help us improve on student experiences.

Graduate Assistantships and Financial Aid

The IUPUI Office of Student Financial Aid Services (274-4162 or http://www.iupui.edu/~finaid/) is located in the Campus Center (CE), room 250. Help with student loan applications can be obtained through this office.

No graduate assistantships are specifically dedicated to the Counseling & Counselor Education Program at IUPUI. However, students sometimes seek assistantships with individual faculty members (usually those who have a funded research or training program) either within or outside of the School of Education. The Center for Urban and Multicultural Education (CUME; https://education.iupui.edu/faculty-research/centers/cume/index.html), a School of Education research center, regularly hires several graduate assistants each year. The Midwest and Plains Equity Assistance Center (MAP; https://glec.education.iupui.edu/) also hires graduate students for assistantship positions. Furthermore, University College (where all freshmen begin their college experience) sometimes hires graduate assistants to provide advising for their students. Postings of open graduate assistant positions and hourly positions are available through the Career Center, Office of Student Employment (http://employment.uc.iupui.edu/) located in Taylor Hall, third floor, and are also listed on Jag Jobs accessible at the same website (http://employment.uc.iupui.edu/).

Academic Appeal Policy

The purpose of established procedures in academic appeal is to provide a means for students to resolve academic complaints resulting from actions of the faculty or administration. This resolution should be achieved at the lowest level possible and in the most equitable manner. The burden of proof rests with the complainant.

Students should confer with their course instructor to resolve any issues they may have with a course, including grades. If further resolution is needed, students should then discuss their concerns with the program coordinator. If the issue(s) are not resolved at this level, students may then appeal to the IUPUI School of Education Grievance Hearing Committee. They may contact the School of Education Associate Dean for Research and Academic Affairs for information on how to proceed with the appeal.

Personal Growth Expectations and Student Retention Policy

Students are expected to display interpersonal behaviors that are respectful and appropriate, to be self-reflective and self-aware practitioners, and to develop increasing levels of *critical consciousness* during their duration in the program. Critical consciousness refers broadly to an awareness of how sociopolitical forces can shape and influence people in ways that are marginalizing, distancing, and dehumanizing. As our aim is to transform schools and other settings for the purpose of cultivating 'success' in students, it is vital that students in the program translate critical consciousness into respectful and meaningful action.

Faculty will track and provide feedback to students based on these personal growth expectations. These assessments will occur using rubrics in selected courses, class assignments, and practicum and internship evaluations. Students will be provided with feedback about these personal growth expectations during and at the conclusion of these courses.

In the School of Education Graduate Academic Bulletin (http://bulletins.iu.edu/iupui/index.html), policies governing graduate programs are described. There is a specific section entitled "Retention in Graduate Programs." This bulletin is available for perusal in the Education Student Services Office in ES 3131.

In addition to terminating students for academic reasons, students may be terminated from the Counseling & Counselor Education Program for ethical violations and/or "personal unsuitability for the profession." All students are routinely evaluated on an annual basis by the entire program faculty. This evaluation includes a section on personal (clinical, professional, interpersonal) functioning. Where there is sufficient concern, an evaluation report will be written, with a copy signed by the student, and placed in the student's file.

As a result of an evaluation report, the faculty may decide that further monitoring is needed, and a committee will be formed which will consist of the student's faculty advisor and two other faculty members who are familiar with the student. A meeting will be held with the student, where the concerns and recommendations of

the faculty are clearly explained (both verbally and in written form) to the student. The student will have an opportunity to discuss her or his thoughts, feelings, and reactions.

If appropriate, a written plan for remediation will be approved by the full counseling faculty and presented to the student (with a filed copy signed by the student). This plan will clearly specify what changes are expected and what time limits are operative. It will also include a statement indicating that failure to remediate may result in termination from the program. (This constitutes "due process"—the student is advised of his or her shortcomings, is given an opportunity to correct them, and is made aware of the possible consequences of failure to correct shortcomings.

Structure of the Program

The M.S. Program (School Counseling) Structure

The M.S. degree program consists of 48 semester credit hours. Thirty-nine of these credit hours are classroom courses pertaining to counseling theories, methods, research, and related human development topics. The remaining nine credit hours are devoted to the counseling practicum (3 credits) and internship (6 credits) field experiences.

The School Counseling program prepares students to earn licensure and practice as counselors in **elementary, middle, and high schools**.

NOTE: Students who also plan to eventually be licensed as mental health counselors should consult with their faculty advisor.

Application Procedures and Admission Requirements

Current application deadlines:

May 1: to begin classes in the **fall** semester
November 1: to begin classes in the **spring** semester
March 1: to begin classes in the **summer** semester

Application Materials

Applicants to the M.S. degree program are required to submit the following materials:

1. Completed online application;

2. Resume;

3. **Personal Goal Statement** that clearly outlines your academic background and your interest in becoming a School Counselor. This statement should clearly introduce you, describe your educational and professional goals, and relates your goals to the emphasis in the program. Please use the writing prompt below as a guide for your statement on how your goals relate to our program emphasis.

Writing Prompt: The Counselor and Counselor Education Program at the IU School of Education-IUPUI prepares school counselors to be transformational agents, fostering equity, justice, and valuing of diversity. Transformational school counselors challenge barriers to educational opportunity relating to poverty, gender, (dis)ability, race, ethnicity and home language, among others. In preparation for this work, our students engage in ongoing discussions and critical analyses of: school organizations, the application of counseling theories and research, and the roles and responsibilities of counselors as change agents and advocates in responding to the diverse needs of students in all schools. This work demands the abilities to reflect and respond in written and oral form.

Personal Goal statement should be no more than three double-spaced pages, 12 point font, one-half inch right and left margins, one inch top and bottom margins.

4. Two letters of recommendation from former professors, employers, or others who know of the applicant's academic and/or interpersonal abilities; and

5. Official transcripts (except from IU schools).

The application for the master's degree program in Counseling and Counselor Education is available at:

https://education.iupui.edu/admissions-aid/apply/masters/counseling.html

If you have questions or problems with the online application forms, please contact our Graduate Advisor, Karina Cruz (karicruz@iupui.edu) in ES 3151.

Criteria for Admission

The preferred applicant will present the following credentials: (1) an undergraduate grade-point average of 3.0 or higher; (2) a cumulative grade-point average in any graduate course work of 3.3 or higher (does not apply if the applicant has taken no graduate work); and (3) strong letters of recommendation that attest to the applicant's academic abilities and the ability to work effectively with others. The above credentials; however, are not cutoff criteria—meeting all these criteria does not guarantee admission, nor are applicants automatically denied admission if all criteria are not met.

In addition to these criteria, we require applicants to write (4) a personal statement based on the writing prompt (see above) that indicates the applicant's goals that are consistent with the program's focus on *transformational school counseling.* We urge students to consider their fit within this programmatic focus on challenging the sociopolitical barriers (like racism, sexism, xenophobia, and [dis]ability) to educational opportunity by engaging in discussions about and critical analyses of schooling experiences.

It should be noted that the faculty consider a variety of criteria in selecting applicants for admission to the C/CE Program. Included in these considerations are such things as the quality and consistency of the applicant's past academic record, evidence of the ability to work cooperatively and effectively with others, and the spaces available for new students in the program. We typically admit 18-20 students each admissions period and often have applicant pools that are much larger than the number we can admit. Therefore, we usually cannot consider applications that are not complete by the application deadline.

Time Limits for Completing the Program

There is no specific deadline for completing the masters program. However, courses taken at Indiana University and courses transferred into the program from other institutions (see next section) are **valid for seven years** from the date the courses were completed to the date the student graduates from this program. Courses completed more than seven years before the graduation date must be revalidated by a faculty member who teaches a similar course at IUPUI, based on a review of the original course syllabus. **Courses more than 10 years old** at the time of graduation will not normally be considered eligible for revalidation and must be retaken. Often, it is difficult to revalidate a course and students are advised to complete their programs before revalidation of courses becomes necessary.

Transferring Courses Taken at Other Institutions

Master's degree students must complete a minimum of 27 credit hours of course work at IUPUI. Beyond this, graduate course work may be transferred from other regionally accredited universities with the approval of the

student's faculty advisor. Of the 27 credit hours required at IUPUI, a minimum of 24 credit hours must be earned on the campus awarding the degree.

Students should be aware that the C/CE faculty at IUPUI may not approve the transfer of field experience (i.e., practicum and internship) courses, regardless of the age of the course or where it was taken. Your advisor may direct that you retake certain courses even though you have taken them at other institutions in the past.

If you have taken courses at another institution and wish to have them considered for transfer to this program, you will need to present your **transcript** and **course descriptions or syllabi** to your assigned faculty advisor for consideration. Your faculty advisor may ask for further documentation of the content of any courses to be transferred.

Your faculty advisor is the only person who authorizes the inclusion of non- IUPUI courses into your program.

GPA and Course Grades

Students must maintain a GPA of 3.3 or higher in graduate course work. If the GPA falls below 3.0 the student is subject to probation and dismissal. Students so dismissed may apply for readmission and will be readmitted only if there is substantial reason to expect that their academic performance will improve.

Students are required to earn a grade of "B" or higher in each counseling "G" course. All other graduate courses must have a grade of "C" or higher in order for the course to be counted towards the masters degree.

Expectations for Academic Work/ Plagiarism Tutorial

As all Counseling and Counselor Education program courses are provided at the graduate-level, graduate-level writing is both expected and required of all students. If additional support is needed to meet this expectation, students may contact the IUPUI Writing Center (http://liberalarts.iupui.edu/uwc/index.php) as well as seek feedback from program faculty. Students demonstrating significant difficulty with graduate- level writing may be formally (i.e., via remediation) or informally encouraged to take additional writing courses to assist in the development of basic writing skills. Please note that while the faculty should provide feedback on students' writing, it is **not the responsibility** of faculty to teach basic writing skills.

All students are required to take the IUPUI Plagiarism tutorial as well as be prepared to submit the associated certificate of completion when requested.

After Admission to the Program/ Program of Studies

Upon admission to the school counseling program, you will be assigned a **faculty advisor**. Please contact your advisor soon after being informed of your admission. Students are required to complete a **program of studies** during their first semester in the program. Faculty advisors will meet with you during the new student orientation and help you plan out a schedule of courses that meets all requirements and best suits your needs. Students who do not complete their program of studies during orientation are required make an appointment with their advisor for completion of the form. If your assigned faculty advisor is not available to meet with you (faculty members are sometimes away during summer months), please contact one of the other program faculty members, the Field Placement Coordinator, or the Graduate Advisor (all are listed on

page 16 of this document) for help.

Please check out the Counseling and Counselor Education Web Site at:

https://education.iupui.edu/academics/degrees-programs/masters/counseling.html

Students should also regularly check their **IUPUI Email accounts** (you may have these forwarded to your personal email accounts if you prefer) for program announcements and information.

Recommended References and Resources

All students are encouraged to purchase the following reference books for use throughout their course of study in this program. These references include:

American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th Ed.), Washington, DC: Author.

American Psychiatric Association (2000). *Diagnostic and statistical manual of mental disorders, Fifth Edition (DSM-5)*, Washington, DC: Author.

Coleman, H. L. K., & Yeh, C. (2008). *Handbook of school counseling.* New York: Routledge.

The Education Trust: https://edtrust.org/

Counselors for Social Justice: https://counseling-csj.org/

Professional Organizations

Students in the IUPUI Counseling/Counselor Education Program are strongly encouraged to consider student membership in one or more professional organizations at the state, regional, and/or national level. National organizations provide opportunities for counselors and counselor trainees to attend conventions, learn about new developments, receive journals, network with other professionals, enroll for low cost professional insurance, learn about jobs, post resumes, and many other benefits (state and regional organizations do not typically offer journals; however, many of the other benefits are available). The following organizations are popular ones for school counselors:

- Indiana School Counselor Association (ISCA) http://www.indianaschoolcounselor.org/
- Indiana Counseling Association (ICA) http://www.indianacounseling.org/
- American School Counselor Association (ASCA) http://www.schoolcounselor.org/
- American Counseling Association (ACA) http://www.counseling.org/
- The Indiana Association for College Admission Counseling (IACAC) http://www.iacac.net/

CPR-Heimlich Maneuver Certification

Applicants for an initial school counselor license must have successfully completed training in cardiopulmonary resuscitation that includes a test demonstration on a mannequin, removing a foreign body causing an obstruction in an airway, and the Heimlich Maneuver. The school counselor licensure applicant must hold a valid certification in each of these procedures from an approved provider. Once applicants have received this certificate, they are exempt from completing the requirement again for school counselor licensure purposes.

For additional information concerning this state requirement and a list of approved providers, please go to http://www.doe.in.gov/licensing/cpr-heimlich-maneuver-aed-certification

Suicide Prevention Training

Effective July 1, 2013, anyone seeking an initial school license (includes **student services** and administrative licenses) must show evidence that the he/she has successfully completed education and training on the prevention of child suicide and the recognition of signs that a student may be considering suicide. An online module is available in Canvas and throughout your coursework. A printable certificate is available upon completion of the Canvas module.

School Counselor Licensure Exam (Indiana)

The courses in the program are aligned with the Indiana Department of Education licensing requirements, therefore, successful completion of the program ensures eligibility for the CORE content test for School Counselors.

The Indiana State Board of Education passed 'REPA III' (*Rules for Educator Preparation and Accountability 3*) which includes the requirement to pass a content exam for those wishing to obtain an Indiana school counseling license. The CORE content test for School Counselors will be required for all school counselor license applications submitted on or after June 1, 2015. NO pedagogy test is required for school counselors. Further information, including practice materials, for the test can be found at:

http://www.in.nesinc.com/TestView.aspx?f=HTML_FRAG/IN041_PrepMaterials.html

Preparing for Graduation

During the early part of the semester in which you will graduate (check with Education Student Services at (317) 274-6801 for the exact deadline), you will need to **apply for graduation** by competing the appropriate form which can be found at https://education.iupui.edu/ssl/grad-intent-to-graduate/ .

Once you have graduated *and* your degree is posted on your transcript, you may **apply for your Initial Practitioner School Services License** (Initial Indiana School Counselor License). Information can be found at https://education.iupui.edu/professional-development-licensing/licensing/initial-license.html.

Endorsement Policy

Student requests for endorsements are to be directed to appropriate individual faculty members. Decisions about the appropriateness of an endorsement for professional credentialing and/or employment will be based on the student's area of specialization, training, and/or course work completed. These requests will be addressed on an individual basis relevant to the specific endorsement being sought and the qualifications of the student requesting the endorsement.

Employment

Students are advised to begin preparing employment application materials several months before they wish to begin work as a school counselor. Your faculty advisor can be helpful as you prepare your resume, cover letter, and other materials.

Students are strongly encouraged to familiarize themselves with IUPUI Career Services and the job search, workshop, interview preparation, electronic portfolio, and other services they provide. You can begin your exploration of the Career Services by going to https://career.iupui.edu

Counseling & Psychological Services

Students who need mental health assistance can obtain low-cost services on campus at the IUPUI Counseling and Psychological Services (CAPS). CAPS provide group, individual, and relationship counseling, crisis intervention, evaluation, and medication management services. Counseling services are designed to assist students with a wide range of concerns. Their staff includes licensed psychologists, licensed mental health counselors, post-doctoral fellow(s), and graduate students from a variety of mental health training programs. Graduate students receive individual and group supervision by licensed senior staff. Psychiatric services are provided through contract with an independent licensed psychiatrist. CAPS is located at Walker Plaza, Suite 220, 719 Indiana Avenue. For more information, call (317) 274-2548 or email capsindy@iupui.edu. You also can visit their web page at http://studentaffairs.iupui.edu/health-wellness/counseling-psychology/services/index.shtml

M.S. Program Curriculum

The M.S. program consists of four major curriculum areas: (1) Major Field Courses; (2) Research Skills; (3) Human Growth and Development; and (4) Non-Program Elective. For a complete description of each course, please refer to the School of Education Graduate Academic Bulletin (http://bulletins.iu.edu/iu/educ_grad/2008-2010/index.shtml). Unless otherwise noted, all courses are three semester credit hours.

I. Major Field Courses (39 credits):

G502: Professional Orientation and Ethics

Description: Orientation to professional counseling including history, roles, organizational structures, ethics, standards, and credentialing. Should be taken at or near the beginning of the program.

G505: Individual Appraisal: Principles and Procedures

Description: Basic techniques of counseling assessment, client conceptualization, and case management. Current issues concerning ethnic, sex, cultural, and individual differences.

G522: Counseling Theories

Description: Introduction to counseling theories and psychological processes involved in individual counseling. This course must be taken concurrently with G523. Must be taken early in program and prior to taking practicum (G524) and internship (G550). Enrollment is limited to approximately 16 students per academic term.

G523: Laboratory in Counseling

Description: Structured laboratory practice in counseling assessment and intervention. Must be taken concurrently with G522. Enrollment limited to approximately 16 students per term.

G524: Practicum in Counseling

Prerequisites: Completion of G502, G522, and G523; endorsement of G523 instructor.
Co-Requisites: At least two of the following courses must be taken before or during the practicum semester: G505, G532, G552.

Description: Initial field experience in professional counseling, conducted during one semester Refer to later section of this document for detailed description of the practicum. **Note: Minimum requirements include 100 hours (including 40 hours of direct client service) on the field site, 1 ½ hours per week of group seminar, and 1 hour per week of individual/triadic supervision**

by a faculty supervisor.

G532: Introduction to Group Counseling

Description: Foundations of group counseling, group dynamics, practical experiences. Prior completion of G502, G505, and G522/G523 preferred.

G542: Organization and Development of Counseling Programs

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

G550: Internship in Counseling (6 credits over two semesters)

Prerequisite: Completion of G502, G505, G522, G523, G532, G552, G575 and G524; endorsement of G524 instructor.

Description: The internship is **taken over two academic terms (3 credits each semester)**. This field experience consists of 600 hours (approximately 300 each semester) of supervised counseling experience at a school site. More information on the internship is provided later in this document. **Note: In addition to 600 hours on the school site, 1 ½ hours per week of group seminar (each semester) is also required.**

G552: Career Counseling – Theory/Practice

Description: Theories and techniques for career counseling and development. Prior completion of G502 and G522/G523 preferred.

G562: School Counseling: Intervention, Consultation and Program Development

Description: 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, practices and applications of needs assessment. Provides an overall understanding of the organization of schools and the function of the counselor and counseling program.

G575: Multicultural Counseling

Description: Examines the influence of cultural, ethnic and other diversity factors in counseling. Theory, research, and practice. This course should be taken before the internship (G550).

G598: Seminar in Professional Issues

Description: Topical seminar surveying current professional, ethical, and legal issues in professional counseling. This course should be taken concurrently with the first or second semester of the internship (G550).

II. Research Skills (3 credits)

Y520: Strategies for Educational Inquiry

III. Human Development (3 credits)

P514: Life-span Development

IV. Non-Program Elective (3 credits)

Recommended non-program courses include:

K548 (Families, School and Society),
K505 (Introduction to Special Education), or
A500 (Introduction to Education Leadership)

(Your faculty advisor may be consulted for other appropriate non-program elective courses)

Counseling Practicum and Internship

Professional Liability Insurance

Please note that all practicum and internship students are required to have professional liability insurance in effect before beginning work at the field site. The required minimum coverage for profession liability insurance is **$1,000,000 each incident / $1,000,000 annual aggregate** (agency/clinical sites may require $1,000,000 each incident/$3,000,000 aggregate; check with your site). Insurance coverage is included with student membership in the American School Counselor Association (ASCA). Membership can be obtained online by going to the ASCA website at www.schoolcounselor.org. Please consult with the Field Placement Coordinator or your faculty advisor for other insurance options**.**

Practicum

The practicum is the initial counseling field experience. It is typically performed in a school setting but may be completed in a community agency setting. The practicum consists of a minimum of 100 hours of on-site counseling and related experience (at least 40 hours must be direct client service) with a minimum of 60 minutes of face-to face supervision by a site supervisor each week. Also, students will attend group (1 ½ hours per week) and individual/triadic (1 hour per week) supervision sessions on campus each week to discuss their work and present samples of their counseling to their faculty instructor and classmates for review and feedback.

Students are placed in practicum sites by the Field Placement Coordinator. **Students should not attempt to secure sites on their own until discussing the matter with the coordinator**. Students must complete the online Practicum Application form (https://info.educ.indiana.edu/cepex/) and submit it, along with a copy of their vita, verification of liability insurance, and a completed program outline, to the Field Placement Coordinator by the following application deadlines:

Fall Semester deadline:	February 15
Spring Semester deadline:	September 15

Apply online at https://info.educ.indiana.edu/cepex/

Internship

The internship is the culminating field experience and must be performed in a school setting. Students are placed in internship sites by the Field Placement Coordinator. **Students should not attempt to secure sites on their own until discussing the matter with the coordinator.** This field experience consists of a minimum of 600 hours of on-site counseling and related activities (at least 240 hours must be direct client service) over two university semesters and under the supervision of a licensed school counselor at the site, plus a 1 ½ hour group seminar each week on campus.

Academic credit for the internship is obtained by enrolling in three credit hours of G550 (Internship in Counseling) during two academic terms (offered only during fall and spring semesters), for a total of six credit hours. Under certain circumstances, students may be allowed to complete the internship over more than two semesters. Students are encouraged to take G598 (Professional Issues in Counseling) during one

of the two academic terms in which they perform their internship (preferably the first semester of internship). Internship applications, verification of liability insurance, and a copy of your vita should be submitted online to the Field Placement Coordinator by the following application deadlines:

Fall Semester deadline:	February 15
Spring Semester deadline:	September 15

Apply online at https://info.educ.indiana.edu/cepex/

Recommended Course Sequence

Early Program Courses

These courses should be taken early in the program of studies.

G502
G505
G522
G523
G532
G552

[G502, G522, and G523 are prerequisites for G524 (practicum). G505, G532, and G552 are co-requisites for G524 and at least two of these courses must be taken before or during the G524 semester]

Mid Program Courses

These courses are usually taken during the middle portion of the program though sometimes may be taken earlier or later.

G524
G562
G575
P514
Y520

Later Program Courses

These courses should be taken near the end of the program, but may be taken concurrently with some middle program courses.

G542
G550 (6 credits)
G598

Non-Program Elective (3 credits): This requirement may be taken at any point during the student's program.

Mental Health Counselor Licensure Courses

For Indiana State licensure as a Mental Health Counselor, individuals must satisfy specific academic and post degree professional experience requirements. For licensure in Indiana, persons must meet the following academic requirements: (1) completion of a masters degree in counseling including a minimum of 48 semester credits of course work in specific content areas, (2) completion of 60 credit hours beyond the bachelors degree, which includes the 48 credit masters degree program and courses in orientation to mental health counseling, advanced assessment, an additional mental health counseling course, and an advanced internship in a clinical mental health setting. Professional experience requirements include the following: (1) 3000 counseling contact hours in a mental health setting, and (2) 200 hours of face-to-face supervision by a licensed counselor or other licensed and approved supervisor. All applicants must take a test administered by the state board on topics pertaining to the practice of mental health counseling. This test may be taken upon completion of the applicant's academic program or upon completion of the required professional experience. Applicants should contact the Indiana State Professional Licensing Agency (IPLA) or the state board to which they intend to apply for licensure, for current requirements. To review the complete licensure law, please go to: https://www.in.gov/pla/files/2014_Behavioral_Health_and_Human_Services_Licensing_Board(1).pdf

At IUPUI, courses required for LMHC licensure are available to students who have completed or are completing their masters degrees. Students are required to have completed G502, G522, and G523 before enrolling in any additional mental health courses and must have completed at least two semesters of G550 or its equivalent before taking the Advanced Internship (G647). The courses are as follows:

G563: Orientation to Mental Health Counseling (*summer session*): This course provides an overview of the mental health counseling field, including the range of services these professionals provide, the settings where they work, and their relationships with other mental health professionals.

G615: Psychopathology and Advanced Diagnosis (*summer session; fall semester*): This course provides intensive preparation in assessment and diagnostic practice, and surveys selected cognitive, behavior, and emotional disorders in children, adolescents, and adults.

G647: Advanced Internship in Counseling (*combined summer sessions-10 weeks*): This one-semester field experience includes a minimum of 300 clock hours of client contact and indirect clinical services in a mental health agency in under the supervision of an LMHC or other licensed mental health professional. There also are required class meetings on campus.

G580: Topic in Counseling (*summer session*): In addition to these courses, students must take one course in advanced mental health intervention. The topics of the class vary.

Students having a graduate degree may enroll in these courses by applying to the IUPUI School of Education as non-degree seeking graduate students. To apply, visit https://education.iupui.edu/professional-development-licensing/professional-development/courses/registration.html

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INDIANA UNIVERSITY
Indianapolis

Program Faculty and Staff

IUPUI C/CE Core Program Faculty:

Jasmine Graham, Ph.D. 317- 274-6829
Clinical Assistant Professor grahamjj@iupui.edu
Program Director
Faculty Director of Field Experiences

Floyd F. Robison, Ph.D. 317-274-6815
Associate Professor flip@iupui.edu

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Assistant Professor shblackm@iupui.edu

Chalmer Thompson, Ph.D. 317-274-6827
Associate Professor chathomp@iupui.edu

Part-Time/Affiliate Faculty

Dianna Stringham, M.S.	Shelia Patterson Allen, M.S.	Amy Oxley, M.S.
Samantha Franklin, M.S.	Tera Nutter, M.S.	Brian Bill, M.S.
Flora Jones, M.S.	Tommy Wells, M.S.	Brandon Currie, Ph.D.
Mercedes Cannon, ABD		

Field Experience Placements	**Graduate Advisor**	**Graduate Licensing Advisor/ Graduate Admissions Coordinator/ PhD Recorder**
Janet Huck, M.S. ES 3108E 274-6835 huckj@iu.edu	Karina Cruz ES 3151 274-5046 karicruz@iu.edu	Dee Outlaw ES 3135 274-6868 doutlaw@iupui.edu

Important phone numbers:

IUPUI School of Education Student Services	274-6801
Campus Police	274-7971
School of Education FAX	274-6864
Bookstore	274-7874
International Student Services	274-7000
Student Financial Aid	274-4162
IUPUI Library Information	274-8278
IUPUI Career Center	274-2554
IUPUI Graduate Office	274-1577
IUPUI Counseling and Psychological Services	274-2548

Tentative Schedule of Counseling Courses

The following list indicates semesters during which each counseling course is typically offered. However, this is a ***tentative*** **schedule that may be modified** due to a number of factors beyond the control of the counseling program.

F=Fall Spr=Spring Sum1=Summer I Sum2=Summer II

G502 F, Spr, and Sum1

G505 Spr and Sum2

G522 F, Spr, (Sum2)

G523 F, Spr, (Sum2)

G524 F, Spr

G532 F and Sum1

G542 Spr and Sum 1

G550 F and Spr

G552 F and Spr

G562 F and Sum2

G575 Spr and Sum2

G598 F and Spr

P514 F and Spr

Y520 F, Spr and Sum1 (and sometimes Sum2)

G563 Sum2

G615 Sum2, Fall

G647 Sum1-Sum2 *(*10 week course) (sometimes Spr)*

G580 Sum1

Note: Fall and spring courses typically begin at 6pm and end at 8:40pm. Summer courses typically begin at 6pm and end at 9:15pm. Most fall and spring courses will meet one evening per week and most summer courses will meet two evenings per week. Exceptions include G524 which meets for three hours per week and G550 which meets for either 90 minutes per week or for three hours on alternate weeks; some sections of G550 may begin earlier than 6pm.