



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: http://go.iu.edu/2bMt](http://go.iu.edu/2bMt)



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Introduction

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

The IUPUI School Counselor Program is currently working to be accredited by the Council for Accreditation for Counseling and Related Educational Programs (CACREP) as a stand-alone program. Previously the program was accredited as a joint program with the counseling program at IU Bloomington. This process can take several months to complete. Once accreditation has been achieved, students who enroll in the program after April 1, 2019 and up until the accreditation is finalized may be able to claim this national accreditation status for their program retroactively. In view of the pandemic, this retroactive can be extended depending on the decision of the site visit team. Regardless of the CACREP accreditation status, students who graduate from the program after the spring 2019 graduation are still eligible for the School Counseling license in Indiana upon completing state testing requirements. Students who successfully pass the Mental Health counseling courses may pursue that license in Indiana as well.

The Department and the C/CE Program

The Counseling and Counselor Education (C/CE) program within the School of Education at IUPUI offers a Master of Science in Education Degree (M.S.Ed.) 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 are eligible to enroll in the four courses while they also complete the master's degree in Counseling and Counselor Education (School Counseling). Persons interested in taking the four mental health counseling classes after graduation from a master's 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 other fulfill their human potential through the use of facilitative, consultative, and collaborative skills.
6. aid student to earn appropriate licensure and/or certification in their chosen area;
7. emphasize a commitment to the value of inquiry and best practices in the counseling field; and
8. work in partnership with a range of constituents to effect thoughtful change at local, national and international levels.

School Counseling Program Philosophy

The major tenet of the School Counseling Program 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 Center for Transforming School Counseling's (NCTSC) philosophy of counseling which emphasizes counselor's role in diminishing the "opportunity" (versus achievement) gap that occurs between students based on socioeconomic status and race/ethnicity (see The Education Trust, 2009). 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.

Advocacy Skills Development: Our Program Emphasis

The mission of the IUPUI School of Education is to optimally serve the educational and counseling needs of people in urban settings and more broadly, to address the systemic barriers that compromise these needs among individuals, groups, entire communities across the different types of contexts. The Counseling/Counselor Education Program faculty are active partners of this mission. Our aim is to provide exceptional learning experiences that translate into meaningful counseling practice. We emphasize the development of advocacy skills as an essential feature of our program. This emphasis on promoting skills in individual/student empowerment and school/community collaboration and outreach is consistent with the domains identified in the ACA Advocacy Competencies framework (see Toporek & Daniels, 2018) and in the ASCA National Model (ASCA, 2019).



Built into the program is a series of strategies to ensure that students are continually engaged in learning about advocacy at the individual and systemic levels --- levels we view as transactional. We cultivate this development by ensuring that our students: (1) examine their personal development as it combines with their work as practitioners (e.g., Freire, 1970); (2) are regularly exposed to often-marginalized knowledge about the intersecting forces that contribute to educational and quality-of-life disparities among individuals and groups based on factors like race, socioeconomic status, gender, nationality, and sexual orientation, and (3) make use of laboratory experiences to help build and strengthen their advocacy skills. The primary courses addressing this development include G522 Theory, G575 Multicultural Counseling, and G598 Professional Seminar. As part of an annual review of students, the C/CE faculty will review students based on the information gleaned from assessments used in these courses to offer guidance to students as needed in further enhancing their development as advocates.

School Counseling Objectives

The CACREP standards address program objectives, program area standards, professional practice standards and personal growth and understanding. These standards may be accessed at: <http://www.cacrep.org>.

School Counseling Objectives

CACREP Professional Identity Standard	IUPUI Program Objective
Professional Counseling Orientation and Ethical Practice	To prepare school counselors who are knowledgeable and show a critical understanding about the philosophy, history, current, and future trends in the counseling profession. To prepare school counselors who have knowledge of and continually demonstrate ethical and legal behaviors consistent with the counseling profession, particularly among the needs of historically marginalized groups
Social and Cultural Diversity	To prepare school counselors who understand the impact of contextual factors on development with particular emphasis on urban populations
Human Growth and Development	To prepare school counselors who understand the nature and needs of individuals at all developmental levels
Career Development	To prepare school counselors who 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



<p>Counseling and Helping Relationships</p>	<p>To prepare school counselors who can design, implement and evaluate transformative school counseling programs and/or components of a transformative school counseling program</p> <p>To prepare school counselors who understand the process of consultation and can effectively consult with parents, teachers, administrators, and relevant constituents</p> <p>To prepare school counselors who 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</p> <p>To prepare school counselors who understand the process of individual counseling and are effective counselors with individuals;</p>
<p>Group Counseling and Group Work</p>	<p>To prepare school counselors who understand the process of group counseling and can effectively facilitate diverse groups of students, both small and large</p>
<p>Assessment and Testing</p>	<p>To prepare school counselors who understand individual and group approaches to assessment and evaluation, including appropriate uses and limitations of the various assessment strategies</p>
<p>Research and Program Evaluation</p>	<p>To prepare school counselors who stay abreast of current research and apply empirically supported interventions in counseling practice in a pluralistic society</p>
<p>Program Area Standards</p>	<p>To prepare school counselors who 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)</p>
<p>Professional Practice Standards</p>	<p>To develop, through supervised practicum and internship experiences, an integration of the knowledge and skills needed to be successful as practicing transformative school counselors.</p>
<p>Personal Growth and Understanding</p>	<p>To prepare school counselors who continue to search out avenues to increase their effectiveness through community, civic and professional involvements</p>



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

The Indiana Department of Education (IDOE), 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 School Counseling Professionals. The IUPUI School Counseling Program is designed to meet these standards. It is advised that students familiarize themselves with these IDOE standards which may be found at:

<https://www.doe.in.gov/sites/default/files/licensing/school-counselor-standards-final.pdf>

Personal Growth Expectations

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.

Once students are admitted, they are required to attend a one-hour orientation session and asked to sign their names to a statement acknowledging their understanding of these personal growth expectations.

Academic Appeals 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 or the department chair. If the issue(s) are not resolved at

these levels then the students may appeal to the IUPUI School of Education Grievance Hearing Committee. They may contact the School of Education Associate Dean of Academic Affairs for information on how to proceed with the appeal.

Student Retention Policy

In addition to terminating students for academic reasons (see p.14, "GPA and Course Grades"), students may be terminated from the Counseling & Counselor Education Program for ethical violations or displaying lack of professionalism. 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 especially in the case of impairment, 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 to the report and recommendations.

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" whereby the student is advised of his or her perceived shortcomings, given an opportunity to correct them, and made aware of the possible consequences of failing to correct them.

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](https://www.counseling.org/resources/aca-code-of-ethics.pdf) (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 course 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 finaid@iupui.edu) 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 (School Counseling) 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 Great Lakes Equity Center (<https://greatlakesequity.org>) 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 IUPUI Career Services (<https://career.iupui.edu>), the Office of Student Employment (<https://employment.iupui.edu>) located in University Tower, Suite 202, and are also listed on [Jag Jobs](#) (<https://employment.iupui.edu/job-search/index.html>)

Structure of the Program

The M.S.Ed. Program (School Counseling) Structure

The M.S.Ed. 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, and 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.Ed. 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 which follows 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
If your application is missing transcripts from an Indiana University institution you will need to request a copy of your unofficial transcripts from the Office of the Registrar. You can submit a request online at this link:
<https://studentcentral.iupui.edu/grades-progress/transcripts.html>
You can also contact the Registrar's office at 812-855-4500.

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 3143.

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 11-18 students each admissions period and often have applicant pools that are larger than the number we can admit.



Time Limits for Completing the Program

There is no specific deadline for completing the master's 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.

Students should be aware that the C/CE faculty at IUPUI will 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.

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 eventual 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 or "G" course. All other graduate courses must have a grade of "C" or higher in order for the course to be counted towards the master's 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 \(https://liberalarts.iupui.edu/uwc\)](https://liberalarts.iupui.edu/uwc) 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, each student is assigned a faculty advisor. Students admitted prior to Spring 2022 are required to complete the Program of Studies prior to their first time enrolling in the program. Students admitted after Spring 2022 will choose between 4 cohort options. One or more faculty advisors will meet with students during the New Student Orientation to help shepherd this process.

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

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

Students should regularly check their IUPUI or IU email accounts. Students may have their institutional emails forward to their personal emails to ensure that they do not miss important announcements. *Faculty and staff are required to communicate with students solely using these university email accounts.*

Recommended References and Resources

All students are encouraged to consult the following reference books or web addresses for use throughout their course of study in this program.

American Psychological Association (2020), Publication manual of the American Psychological Association (7th 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://www.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:

- Counselors for Social Justice: <https://www.counseling-csj.org>
- Indiana School Counselor Association (ISCA) <http://www.indianaschoolcounselor.org>
- Indiana Counseling Association (ICA) <http://www.indianacounseling.org>
- American School Counselor Association (ASCA) <https://www.schoolcounselor.org>
- American Counseling Association (ACA) <https://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 <https://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) that 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. Students may take the exam at any time.

Further information, including practice materials, for the test can be found at:

http://www.in.nesinc.com/PageView.aspx?f=GEN_Tests.html

Comprehensive Examination

All students admitted in the Spring 2022 semester and beyond will be required to complete a comprehensive exam as a requirement for graduating from the program. Details about the exam will be provided to students through email announcements and the program website in January 2022.

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 completing the [appropriate form](#) which can be found at <https://education.iupui.edu/student-portal/forms.html> under Graduate Programs - Graduate Application Forms-[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://license.doe.in.gov>

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.

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 <https://studentaffairs.iupui.edu/health/counseling-psychological/index.html>

M.S.Ed. Program Curriculum

The M.S.Ed. 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](#)

<https://bulletins.iu.edu/iu/educ-grad/2012-2014/courses/counseling.shtml>

Unless otherwise noted, all courses are three semester credit hours

Note: For students entering the program in Spring 2022 and afterwards, there will be 4 cohort choices. The options are currently under review by the faculty and will be presented at the mandatory orientation in late November/early December 2021.

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.

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

G524: Practicum in Counseling

Prerequisites: Completion of G502, G522, G523, G532, and G562; endorsement of G523 instructor.

Co-Requisites: At least two of the following courses must be taken before or during the practicum semester: G505, G542, G552, and G575.

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. Enrollment in the practicum is limited to 6 students.**

G532: Introduction to Group Counseling

Description: Foundations of group counseling, group dynamics, practical experiences. Prior completion of G502, G505, and G522/G523 preferred, but not required.

G542: Organization and Development of Counseling Programs

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

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.

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 is 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 should 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 \(www.schoolcounselor.org\)](http://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. 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 & Assistant 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 \(https://info.educ.indiana.edu/cepex\)](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 Assistant 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 Assistant 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>

It is our mission to place students in high quality field placements and with licensed and experienced school counselors. These placements are also in alignment with our program's urban and social justice mission. Students will be primarily placed at Indianapolis Public Schools, the largest school district in Indiana. Historically, other school districts that are in alignment with our mission have included, but were not limited to, Lawrence, Wayne, Pike, and Washington Townships and these districts will be considered for student placements as alternative options.

Mental Health Counselor Licensure Courses

For Indiana State licensure as a Mental Health Counselor, individuals must satisfy specific academic course work, pre-degree experience and supervision hours and post-degree experiential and supervision hours. For licensure in Indiana, persons must meet the following academic requirements: (1) completion of a master's degree in counseling (or related field) including a minimum of 48 semester credits of course work in specific content areas plus a total of at least 60 graduate credit hours and course content areas covering Professional Orientation, Foundations of Mental Health Counseling, Contextual Dimensions, and Knowledge and Skills for the Practice of Mental Health Counseling and an advanced internship in a clinical mental health setting. Pre-degree professional experience requirements include the following: (1) a practicum of at least 100 hours, (2) an internship of at least 600 hours, and (3) at least 66 hours of supervision throughout the practicum and internship. Post-degree professional experience requirements include the following: (1) 3000 hours in the practice of mental health counseling, and (2) 100 hours of face-to-face supervision by a licensed counselor or other licensed and approved supervisor. All applicants must take an exam as required 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 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>

At IUPUI, courses required for LMHCA licensure are available to students who have completed or are completing their master's 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: Foundations of 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; fa// 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/licensing/featuredcourses/registration.html>



Program Faculty and Staff

IUPUI C/CE Program Faculty

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Na Mi Bang, Ph.D. Assistant Professor	317-274-6807 namibang@iu.edu	
Jasmine Graham, Ph.D. Assistant Professor	317-274-6829 grahamjj@iupui.edu	

Part-Time/Affiliate Faculty

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IUPUI School of Education Student Services	317-274-6801
Campus Police	317-274-7971
School of Education FAX	317-274-6864
Bookstore	317-274-7874
International Student Services	317-274-7000
Student Financial Aid	317-274-4162
IUPUI Library Information	317-274-8278
IUPUI Career Center	317-274-2554
IUPUI Graduate Office	317-274-1577
IUPUI Counseling and Psychological Services	317-274-2548



Tentative Schedule for Offerings 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.

G502	FALL, Spring, & Summer 1
G505	Spring & Summer 2
G522	FALL, Spring
G523	FALL, Spring
G524	FALL, Spring
G532	FALL & Summer 1
G542	Spring & Sum 1
G550	FALL & Spring
G552	FALL & Spring
G562	FALL & Summer 2
G575	Spring & Summer 2
G598	FALL & Spring
P514	FALL & Spring
Y220	FALL, Spring & Summer 1 and Summer 2
G563	Summer 2
G615	Summer 2, FALL
G647	Summer 1-Summer 2 (10- week course) /sometimes Spring)
G580	Summer 1

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.

References:

ASCA (2019). ASCA National Model. Retrieved from <https://www.schoolcounselor.org/school-counselors-members/asca-national-model>

Freire, P. (1970). *Pedagogy of the oppressed*. (English translation). New York, NY: Continuum.

The Education Trust (2009). The National Center for Transforming School Counseling (NCTSC). *The New Vision for School Counselors: Scope of the Work*. Retrieved from <https://edtrust.org/resource/the-new-vision-for-school-counselors-scope-of-the-work/>

Toporek, R. L., & Daniels, J. (2018). *ACA Advocacy Competencies (Updated)*. Retrieved from <https://www.counseling-csj.org/resource-library.html>