

SCHOOL COUNSELING STUDENT HANDBOOK

Welcome to the Counselor Education Program!

About This Book

The *School Counseling Cohort Student Handbook* is meant to serve as a guide covering a wide variety of topics. This book contains important information about the various policies and procedures as well as information about the University's judicial system. Students, faculty, and staff alike are involved in the actual administration of this judicial system. Therefore, it is to your benefit to familiarize yourself with its content. A separate Butler University Student Handbook contains university policy and procedures for addressing such matters as grade appeals, sexual harassment, academic honesty, and educational records.

Although we believe this book to be accurate at the date of publication, changes will undoubtedly occur. Various committees and officers of the University have responsibility for the areas covered in this handbook. These committees and officers reserve the right to make changes in university regulations, policies, procedures, and other matters as deemed appropriate. Students will be involved in these various processes, and they will also receive or have access to information on any subsequent changes via publications and notices from the appropriate offices.

Any Butler student wishing further information concerning the broad range of topics dealt with in this handbook is encouraged to contact the Graduate Studies Office, Jordan Hall 246

** Please note: For ease of reading, references to a single gender only may appear in this handbook, when in fact the reference may include men and women.*

Affirmative Action Statement

Butler University is committed to the principle of equal opportunity. It does not knowingly discriminate against any applicant, student, or employee for reasons of sex, race, color, age or national, ethnic or geographical origin. It attempts to make its programs equally accessible to all qualified applicants regardless of physical handicap. This school is authorized under federal law to enroll non-immigrant alien students.

Disclaimer of Liability

Butler University disclaims liability for any injuries to or property damages suffered by a student regardless of cause. This liability disclaimer applies to, but is not limited to, the following:

- Any injury or damage sustained on property owned by or under the control of the University, its subsidiaries or affiliated institutions (such as classrooms, residential units, structures, buildings, public areas and grounds, vehicles, etc.).
- Any injury or damage incurred while attending a classroom or related activity, whether for credit or non-credit and regardless of cause.
- Any injury or damage suffered in an intercollegiate or intramural contest or event (athletic or otherwise) as a participant, spectator or other. This includes transportation to and from a contest or event.
- Any injury or damage resulting from fire, theft, the elements or by other cause.
- Any injury or damage as a result of any act or omission by any University personnel (faculty, staff, employee, officer, trustee), student or contractor.

Students accept the foregoing disclaimer and agree to be bound thereby upon admission, readmission or continued enrollment with Butler University.

School Counseling Program
Butler University
4600 Sunset Ave.
Indianapolis, IN 46208

Important Phone Numbers

(the prefix is 940)

Academic Affairs—Vice President	9800	Food Service	9701
Admission—Graduate	8140	Health Center	9385
Atherton Union Board	8436	Information	8000
Athletic Office	9375	Instr., Conference & Event Services	9352
Black Student Union	9300	International Affairs	9888
Bookstore—Main Floor	9228	Library—Irwin	9227
Bookstore—Textbooks	9362	Media Center	9928
Campus Activities	9262	Multicultural Affairs	9381
Campus Ministry	9879	President's Office	9900
Career Services	9383	Print Shop (Campus Impressions)	6494
Clowes Hall	9696	Public Affairs	9351
Commuter Association	6566	Registration and Records	9203
Computer Center—University	9420	Student Accounts	9353
Convenience Store	9934	Student Affairs	9570
Counseling Center	9385	Student Support Services	6590
Dean of Student Affairs	9381	Switchboard	8000
Education College—Dean	9517	Telecommunications	9200
Facilities Management	9393	University Police	9396
Financial Aid	8200	Welcome Center	6528

New Student Quick Reference

- **Graduate Studies Office**

Secretary: Maggie McGrann (mcgrann@butler.edu)
Hours: Monday through Friday, 8:30am – 4:30pm*
Location: Jordan Hall, room #246
Phone: 940-9501
Fax: 940-6481

** If the office is locked during business hours, you can go to the College of Education main office in Jordan Hall, room #171 for assistance. The phone number for the main office is 940-9517.*

Program Web Page- Student Resources is at: <http://blogs.butler.edu/schoolcounseling/>

- **Faculty**

Dr. Tom Keller	tkeller@butler.edu	940-8364
Dr. Brandie Oliver	bmoliver@butler.edu	940-9069
Dr. Nick Abel	abel@butler.edu	940-9577
Ms. Lauri Waldner	lauri_waldner@nobl.k12.in.us	

- **Bookstore**

The Butler University bookstore is located at the north end of Atherton Union. Textbooks are on the lower level, and other supplies are on the upper level.

Monday - Friday	8:30am - 7:30pm
Saturday	10:00am - 5:00pm
Sunday	11:00am – 5:00pm

- **Tuition and Financial Aid:**

Currently, tuition is \$483 per credit hour. To avoid interest charges, tuition and fees must be paid before classes begin.

CAVEAT: FINANCIAL AID DURING THE THIRD YEAR OF YOUR PROGRAM

In the spring of your third year in the school counseling program, you may only be enrolled in 3 credit hours. This is an important consideration if you are receiving financial aid. The Office of Financial Aid has a policy which states that graduate students must be “fully enrolled” in order to maintain their eligibility for financial aid. Fully enrolled means carrying at least six hours per fall or spring semester.

Another concern is that some students delay taking workshop credits until their final year because it lightens their load in the first two years of their program and because of wanting to delay some credits until year three for financial aid purposes. While we try to schedule workshops in a way that there are three available each semester, we can't always guarantee that there will be three available that you haven't had or three that don't overlap or three that don't get cancelled due to low enrollment.

The College of Education offers a limited amount of financial aid. Students interested in student loans should contact the Office of Financial Aid at 940-8200. A monthly payment plan is also available through the Office of Student Accounts. **The last day to set up a payment plan is the first day of classes for the semester. If you choose not to set up a payment plan, your tuition will be due in full when the semester begins. Accounts that are not paid in full by the deadline are charged interest.** The University also offers a tuition prepayment plan that guarantees a fixed tuition rate for all prepaid semesters. Please contact the Office of Student Accounts at 940-9353 for additional information.

Arthur Frederick Krueger
Scholarship Fund

APPLICATION DEADLINE: May 1

These awards are for men and women pursuing graduate study in school counseling.

The awards can be made to students fully admitted to the graduate program in school counseling.

Awards of up to \$4,000 each will be made for a full academic year (two semesters plus both summer sessions). Funds are available for a one year period only, based on financial need as determined by the FAFSA submitted by each student. The Graduate Committee will review the FAFSA report from the Financial Aid Office and consider other factors, such as GPA, application information, etc. to make their determination of recipients.

These funds can only be applied toward tuition fees at Butler University. Any leftover award monies will revert back to the scholarship fund. Tuition fees over the awarded yearly amount will be the responsibility of the student. Students may re-apply each year of their graduate studies.

Applicants will be evaluated based upon these criteria:

- Financial need as determined by the FAFSA.
- GRE or MAT scores – official scores from a test administered within the last five years.
- GPA in the last sixty hours of course work at the graduate or undergraduate level.
- Applicants must be fully admitted to the graduate program in school counseling.
- Applicants must remain in good academic standing to be considered for another award.

Eli Lilly Early Intervention
Continuation Grant

APPLICATION DEADLINE: July 15

From 1996 to 1999 the Lilly Endowment provided funding for the College of Education's efforts to improve the post-secondary success of P-12 students by revising the graduate program in school counseling and working with school counselors in the field.

Consistent with the college's core value of valuing diversity, one important aspect of the school counseling program was and is to attract to the program a diverse student body, so that upon their graduation from the program, P-12 students would have appropriate counselor role models. Thus additional funding from the endowment was received for the years 2000-2003 to attract men and persons of color into the school counseling graduate program.

Students are eligible to receive this award for the first semester (fall) only of their master's degree program.

Applicants will be evaluated based upon these criteria:

- Applicants must be admitted fully or conditionally to the graduate program in school counseling.
- Applicants must not be receiving tuition waivers for any other reason.
- Once the cohort is filled, applicants will be asked to submit a letter stating that they are seeking financial assistance.

• **Job Search Assistance**

Student Personnel Services is located in the COE Dean's office in Jordan Hall 171 at 940-9220 and provides assistance with obtaining licensure and establishing a credential file. Sue Stahl is the Director of Student Personnel Services and Karen Farrell is the departmental assistant. Ms. Stahl speaks at a school counseling cohort meeting each year to share information regarding the licensure and credential file process. Students should attend this meeting during the last year of their programs.

Job postings are displayed on GO BLUE, a web-based program accessible at www.butler.edu/career. Students need to obtain a password and user name from the Office of Career Services (located on the third floor of Atherton Union, 940-9383). Students are encouraged to check this website frequently as they begin the job search process.

- **Parking**

All full-time and part-time students must register their vehicles with the Butler University Police Department (BUPD). **C Permit** - \$95. This allows parking in commuter spaces located in the Irwin and Hinkle parking lots, and along Sunset Avenue and 49th Street, for part-time or full-time students who do not live on the Butler campus. The parking policy requires that students and staff be aware of the university parking and traffic Regulations. Parking fines should be paid at the Student Accounts window in Jordan Hall. Parking and traffic citations can be appealed, in writing, to the assistant director of public safety.

For more information regarding parking, please visit: <http://www.butler.edu/parking/permit-information/>

- **Student Identification**

All students should obtain their student identification cards from the Public Safety Office. Initial ID cards are free, but replacement cards are \$15. Replacement fees will be charged directly to the student's account.

- **Time Limit for Program Completion**

The M.S. in School Counseling program is designed as a 48 credit hour/3 year program. However, students have seven years to finish the course work according to University policy. Any student interested in accelerating his/her program should contact his/her advisor.

- **Transfer Credit**

Students can transfer, with department approval, a maximum of 12 semester hours of graduate course work upon entering their graduate program at Butler University. Transferring credits while in the program are only allowed under certain circumstances and require department approval. A student wishing to transfer credit must have an **official** copy of the transcript sent to Butler University's Office of Registration and Records directly from the university where the course was taken, and must complete a transfer of credit form (available in the Graduate Studies Office, JH 246) and have the academic advisor sign the form. Only the credit earned in the transfer course, not the course grade, will appear on the Butler University transcript.

- **Transcripts**

The only official student academic record is kept in the registration and records office. Any request for a transcript must be made in writing by the student to the registration and records office. (To protect the student from someone surreptitiously obtaining a transcript, telephoned or telegraphed requests cannot be honored.) Currently enrolled students may have up to five transcripts without charge; there is a fee for all other transcript requests. No transcript will be issued if there is a "hold" on the record because the student has not fulfilled financial obligations or has failed to return university property.

- **Application for Degree**

An application for graduation must be filed in the registration and records office before the deadline announced by that office — usually early in September for December graduation, early in January for May graduation and the second week in June for graduation at the end of summer or post-summer session.

- **Commencement**

Formal commencement ceremonies are held for the May graduation. Candidates who attend the commencement exercises must be in academic attire (available for purchase/rental through the bookstore). Any candidate who finds it necessary to be graduated in absentia must petition the dean of the college at least two weeks before the commencement exercises. A student who completes his degree at a time other than the end of a spring semester can request, in writing, permission to walk through commencement in May. Permission should be obtained from the advisor as well as the dean. A student must have passed the CPCE to participate in any commencement activity. The Friday prior to commencement, the College of Education hosts a "Celebration of Graduates." This celebration is also the hooding ceremony for graduate students.

General Program Requirements

*Note- see <http://blogs.butler.edu/schoolcounseling/>

MISSION STATEMENT

The School Counseling program in the College of Education is a highly focused, masters-level educational degree that serves primarily the school districts and citizens of Indiana. It is a 48 semester credit program operating on a three-year cycle. A new cohort of 24 students is admitted each fall. The curriculum components are structured around the eight CACREP common-core areas and the specialty school counseling curriculum standards. The curriculum incorporates standards and assessments based on the Indiana Professional Standards Board standards for School Services Personnel and the sub-specialty of School Counseling.

The program prepares school counseling professionals:

Who are leaders promoting educational success for all students by developing and managing school counseling programming related to academic, career, social, and emotional growth,

Who use facilitative, consultative, and collaborative leadership skills to provide a certainty of educational opportunities for all students,

Who collaboratively design, coordinate, implement, and evaluate student assistance (counseling) services, and

Who collaboratively design, coordinate, implement, and evaluate education and career (guidance) services.

SCHOOL COUNSELING PROGRAM OBJECTIVES

All students will demonstrate *knowledge, performance, and dispositions* in the areas of:

- The College of Education *Core Values* -
The Strength of Integrity and Responsibility,
The Excitement of Teaching, Learning and Mentoring,
The Appreciation of Diversity and Similarity, and
The Challenge of Theory, Practice, and Collaboration.
- National *credentialing* standards for professional counselors and school counselors.
- State *credentialing* standards for school counselors.
- State and national accreditation *curriculum* standards.
- State and national accreditation *supervised clinical practice* standards.
- State and national standards of School Counseling Excellence (Goldstar, ASCA Model).
- National *technology* standards.

• The guidance and counseling knowledge, performances (skills), and dispositions (attitudes) students are expected to master by the completion of the program

- appear on the syllabi of each required course in the program
- can be found on syllabi posted at the Counselor Education Program website

- can be obtained by asking for same from program faculty members

• **The degree of proficiency students are expected to exhibit in their clinical work at different points in their training (e.g., mastery of basic microskills by the end of the first semester of practicum) is detailed on each course syllabus.**

• **Types of field experiences (e.g., practica, internships) in which students will participate:**

✓ **Practicum experiences** - completed under the supervision of a faculty member in the fall or spring semester of the second year - see ED 712 Practicum syllabus. These experiences take place in a combination of on campus and in school settings

✓ **Internship experiences** - completed under the supervision of a licensed school counselor and a faculty member in the fall and spring semesters of the third year - see ED 722 Internship syllabus. These experiences take place primarily in a school setting. Completion of Brooke's Place training and group facilitation.

***note-** Students who want the one semester 600 hr Internship must include a separate application with their clinical readiness tape and be approved. Talk to your faculty practicum supervisor for more information.

• **Types of academic course work students are expected to complete**

- The School Counseling Program of Studies outlines the thirteen traditional content courses as well as the counseling practicum (ED 712) and the two semester counseling internship (ED 722).

• **Policy regarding minimally accepted grades for graduation**

- A graduate grade point average of at least a 3.0 must be maintained for graduation.
- Classes in which a grade below C is earned must be repeated. Only the most recent grade received in a repeated course will be counted toward the student's grade point average.

Professional/Personal Components

• **Training components that encourage self-growth and self-exploration**

Counselors are aware of their own values, attitudes, beliefs, and behaviors and how these apply in a diverse society, and avoid imposing their values on clients. Throughout the program students will experience opportunities designed to bring these values and beliefs to the forefront. Should these self-growth experiences be troublesome, students are encouraged to seek psychological or spiritual assistance on campus or off. The Butler University Counseling Center is available to all students and typically takes both walk-ins and appointments. The Counseling Center can be contacted at 940-9385 or by stopping in (HRC room 120). If referrals within the community are needed, please feel free to see the faculty for assistance.

The faculty also believes that it is important for students to be responsible for their own learning and to be in control of their own growth experiences. Therefore students always have the right to decline to participate in activities requiring self-disclosure and will be offered alternative assignments.

• **Training components that are experientially based**

While all courses are, to a degree, experientially-based, those which are more so, include

- ED 572 Fundamental Counseling Theory and Technique
- ED 577 Group Procedures
- ED 630 Valuing Diversity and Similarity
- ED 672 Advanced Counseling Theory and Technique
- ED 712 Practicum
- ED 722 Internship

• **The faculty expects students to follow these ethical codes:**

- The American School Counselor Association
- The American Counseling Association
- The National Board for Certified Counselors

Cohort Expectations

Expectations for Cohort Meetings

- Each semester there will be a thirty-minute planning session with the early class dismissing 15 minutes early and the late class starting 15 minutes late. Each cohort will establish its agenda for the semester.
- Regular cohort meetings will occur twice each semester alternating between the early and late class.
- Each regular cohort meeting should be at least 1.5 hrs.
- Meetings are to be held on campus with the exception that one of the four meetings for the academic year may be held off campus and may be just social in nature.
- Attendance is **required**.
- An agenda should be forwarded to the faculty cohort liaison.
- Attendance should be recorded and forwarded to the liaison.
- Some social time (e.g. pizza, snacks, etc) is ok, but the agenda should include some professional activity as well e.g., speakers, a panel discussion, advanced or former students, cohort topical discussion, etc.
- The faculty will request to be added to the agenda as needed to discuss program plans, portfolio preparation, clinicals, etc. Typically no more than 30 minutes would be requested.
- We encourage you to name your cohort. Examples of previous cohort names are Lucky 13, The Ninth Element, My Favorite Cohort, Special Forces. Some cohorts have made t-shirts as well, but this too is optional.

In addition:

1. Each cohort must plan and complete a service project in year 1 and year 2. You may attend both service events, but you are required to attend at least one. This is an exit requirement for our program. Past cohorts for example have done Halloween Patrol, book collections, Brooke's Place fund raiser, and made blankets for the needy.
2. Second year cohort has responsibility for mentor-mentee program for new cohort.

Other Program Activities include:

1. Each person in program will pay a \$50 program fee each semester. Checks are due to Maggie Power by October 1 and February 1 each year made payable to Butler University.
 2. Fall Welcome night for new cohort with Guest Speaker. This is a family friendly event. This may be combined with mentors.
 3. Holiday Social for all cohorts if someone volunteers their house! If interested in hosting the party, let the Department know by Nov 15th.
- ❖ Honor cords can be ordered for graduation (own expense for around \$15) if student has met 3.75 cum GPA.
 - ❖ Graduate reception and graduation hooding ceremony in conjunction with the College of Education Senior Reception.

Cohort Liaisons:

Dr. Tom Keller- Cohort 15
Dr. Brandie Oliver-Cohort 16
Dr. Nick Abel-Cohort 17

THE COUNSELOR EDUCATION ASSESSMENT SYSTEM (CEAS)

The Counselor Education Assessment System has been developed to identify and assess the knowledge, dispositions, and performances expected of school counseling professionals, all within the context of the College of Education's CORE VALUES.

This is accomplished in the following manner:

Knowledge

Students are expected to pass a comprehensive examination (CPCE, see below for policy) given in the final year of their program and prepared by the CCE. While knowledge is imparted in classes taken by the students, formal knowledge assessments are not always made within the context of the class. Therefore, the comprehensive examination insures a thorough knowledge of each curricular area.

Standards addressed in the knowledge area include the following:

- Indiana Professional Standards Board (IPSB) Standards for School Services Professionals
- IPSB Standards for School Counseling Professionals
- IPSB Developmental Standards
- Council for the Accreditation of Counseling and Related Educational Programs (CACREP) Core Curriculum Standards
(CACREP) School Counseling Specialty Standards

The comprehensive exam covers the following eight CACREP curricular areas:

Professional Identity
Social and Cultural Diversity
Human Growth and Development
Career Development
Helping Relationships
Group Work
Assessment
Research and Program Evaluation

Dispositions (Attitudes)

Students are expected to be rated annually by the faculty as '3. Competent' or '4. Proficient' in each of the eight College of Education Core Values Disposition Standards.

Standards addressed in the dispositions area include the following College of Education Core Values:

Dispositions assessed include:

Displays appropriate professional behavior
Takes personal responsibility for one's own behavior
Shows appreciation for diversity and similarity
Shows caring, concern, and patience
Demonstrates appropriate professional ethics
Shows an appreciation for knowledge and skill in the profession
Shows an appropriate engagement with the teaching (counseling), learning, and mentoring process
Demonstrates the ability to effectively collaborate with others
Demonstrates fairness
Demonstrates the belief that all students can learn

At the course level, dispositions are of such importance that problems with dispositions often can and do impact or even negate a student's knowledge and skills. Thus, the instructor of this course reserves the right to substantially alter student's grade (once based solely on the demonstration of knowledge and skills) if, in his/her professional judgment, the dispositional concerns are of such magnitude as to warrant such action. Examples of course-related dispositional concerns would be the student who fails to demonstrate the ability to collaborate with others (#8) when given a group project or fails to show appropriate engagement with the teaching, learning, and mentoring process (#7) by not paying attention in class or by not being open to the suggestions of a supervisor."

Performances (Skills)

Students are expected to submit a satisfactory portfolio which demonstrates competence on selected IPSB and CACREP performance standards. Additionally students are expected to pass a clinical performance review prior to beginning their internship experience. Students submit a videotape from their practicum work demonstrating their advanced clinical competency.

YEAR ONE REVIEW

The faculty will:

- review student Grade Point Averages along with specific knowledge and performance assessments for each course.
- assess students on the College of Education Core Values Dispositions Standards. Assessment will be based on faculty observations of students in class, in cohort meetings, and in advisement sessions, during their first year in the program. No written reflections are required.
- review the status of students who have been admitted conditionally to the program. When all conditions are successfully addressed, faculty will notify the student and the Registrar's Office.

YEAR TWO REVIEW

The faculty will:

- review student Grade Point Averages along with specific knowledge and performance assessments for each course.
- re-assess students on the College of Education Core Values Dispositions Standards.
- review results of the Counselor Preparation Comprehensive Exam (CPCE) for those students on the fast track. A total score of one standard deviation below the mean is the minimum.
- review The Clinical Evaluation Form from Practicum.
- review any required Year One- Academic Probation Plans to determine proficiency on unmet standards. Documentation will be placed in the student's academic file.

Clinical Readiness Assessment

Upon completion of Practicum in Counseling-taken in either fall or spring of year two- students will be assessed on their readiness to enter Internship.

The faculty will review a 15-minute counseling demonstration tape and the session summary.

The faculty will review the Practicum evaluation forms from the faculty supervisor and the site supervisor.

The faculty will review Dispositions.

The faculty will make a recommendation whether to proceed into Internship.

Students wishing to complete internship in one semester must include application and be approved at clinical readiness assessment.

YEAR THREE REVIEW

The faculty will:

- review student Grade Point Averages along with specific knowledge and performance assessments for each course.
- re-assess students on the College of Education Core Values Dispositions Standards
- review results of the CPC Exam. A total score of one standard deviation below the mean is the minimum.
- review the Clinical Evaluation Form from the Internship campus supervisor.
- review the Clinical Evaluation Form from the Internship site.
- use the Counselor Education Portfolio Assessment Rubric to assess portfolios. Standards not met will be required to be re-submitted and approved before the student can be recommended for graduation.
- review any required Year Two-Academic Probation Plans to determine proficiency on unmet standards. Documentation will be placed in the student's academic file. Faculty will provide recommendation for licensure upon completion of all the following exit requirements.

GENERAL PORTFOLIO INFORMATION

Portfolios are an exit requirement and will be turned in any time during the semester of graduation, but no later than the first day of finals week. Expect a 1-2 week turn around time. Be aware if you wait until finals week to turn in, be certain you have included all necessary data! If not, you will have to arrange to go back to your site and collect required data before your diploma is released. Students in the fast-track will turn in their portfolios no later than July 1 the summer of graduation.

There are eight standard-based performances that must be addressed. It is important to know that most of the supporting documentation for these performances will be collected during the clinical phase of the program. Each performance will include four components*:

A. Description of the activity/program/event that will be used to demonstrate the performance. This should explain the activity in detail not just refer to a copy of the activity.

B. Artifacts (limit 2) that support or verify the activity/program/event occurred (for all but #6- Crisis Intervention). These can be copies of an actual lesson plan, name badge from a conference, etc.

*Some standards require a lesson plan. You must use the guidance lesson used for the program.

CACREP: L. 3. Implements differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement.

C. Describe the evaluation plan and **summarize/discuss** the results (for all but Performance #1- School Counselor Identity and Performance #6- Crisis Intervention). Very important piece and you **must include** the collected data! Not just a sample of what you did, but complete data with comments based on the results. **Use frequencies and mean scores when possible.** Posttest only data OK, best is pre-posttest data.

CACREP: J. 2. Develops measurable outcomes for school counseling programs, activities, interventions, and experiences.

D. Reflection (must answer **all** guiding questions for each performance in examples that follow). Please be thorough in your reflection. It should be evident of the impact of this work on your school counselor identity-not a review of what you did.

*You must label A-D each component for each of the 8 performances. Please include reflection question in section D. Be thorough!

The eight standard-based performances are:

1. **Demonstrate the ability to articulate and model an appropriate school counselor identity.**
2. **Develop, implement, and evaluate a developmental guidance lesson* for students.**
3. **Develop, implement, and evaluate a student academic intervention* to promote educational improvement for students.**

4. **Develop, implement and evaluate a career development activity* to promote career information and/or awareness for students.**
5. **Demonstrate the ability to provide group counseling* for those students experiencing academic and/or personal/social problems that interfere with learning.**
6. **Demonstrate the ability to provide crisis intervention in a school setting.**
7. **Demonstrate ability to address multicultural counseling issues*, including possible effects of ability levels, language, culture, race, stereotyping, family, socioeconomic status, gender and sexual identity.**
8. **Demonstrate ability to work with parents, guardians, and families to act on behalf of their children* to address challenges that affect student success in school.**

* Evaluation *must* include utilization of data

Exit Requirements



- ◆ Successful Completion of Year One Review
- ◆ Successful Completion of Year Two Review
- ◆ Successful Clinical Readiness Assessment
- ◆ Successful Completion of Brooke's Place Requirement
- ◆ Students must submit the following documentation at the time of submitting the portfolio: 1) evidence of completion of a cohort service project, and 2) evidence of attendance at a state or national counseling conference
- ◆ Successful Completion of CPCE (see policy below)
- ◆ Successful Completion of all Practicum Requirements
- ◆ Successful Completion of all Internship Requirements
- ◆ Minimum of 10 hours of small group counseling
- ◆ Counseling students from a diverse background.
- ◆ Counseling experience in a minimum of 2 developmental settings which students must obtain at least 40 supervised, direct hours at a second developmental setting.
- ◆ Field experience with children and/or adolescents from all 5 developmental settings.
 - ◆ The 5 developmental settings are:
 - ◆ **PRESCHOOL** (ages 3-5)- Early Childhood Standards
 - ◆ **ELEMENTARY/PRIMARY** (grades K-3)- Early Childhood Standards
 - ◆ **ELEMENTARY/INTERMEDIATE** (grades 4-6)- Middle Childhood Standards
 - ◆ **MIDDLE SCHOOL/JUNIOR HIGH** (grades 7-8)- Early Adolescence Standards
 - ◆ **HIGH SCHOOL** (grades 9-12)- Adolescence/Young Adult Standards

Note: It doesn't matter the configuration of district school settings, you must meet the above defined developmental levels.

- ◆ Attendance at one State Conference (ISCA or ICA) or National Conference (ACA or ASCA)
- ◆ Successful Completion of Year Three (Final) Review
- ◆ Receive Recommendation for Licensure Form (to be completed by faculty)

Upon successful completion of all exit requirements the faculty will endorse program graduates for school counselor licensure by the Indiana Professional Standards Board and all professional certifications to which they may be entitled.

Fast Trackers

For students completing their program on the 'fast track', the first review will be identical to that expected of all other cohort members. However, the second year review for fast-trackers will also become the final review, thus all requirements for Year Two and Three must be addressed by July 1st of the second year in the program.

Note: Students that entered the program conditionally and students on academic probation are not permitted to fast-track.

THE COMPREHENSIVE EXAMINATION

COUNSELOR PREPARATION COMPREHENSIVE EXAM (CPCE) POLICY

www.cce-global.org/cpce.htm

The CPCE is utilized by over 140 universities and colleges. The CPCE is designed by National Board for Certified Counselors (NBCC) and used by the Butler faculty to assess counseling students' knowledge of counseling information viewed as important by counselor preparation programs. Additionally, the CPCE:

- Allows Master's program comprehensive exams to better meet psychometric standards.
- Gives programs an objective view of the knowledge level of their students.
- Allows programs to examine student functioning in various curricular areas.
- Promotes longitudinal self-study.
- Compares a program's results to national data.
- Stimulates student integration of knowledge learned in separate courses.
- Gives students comparative strength / weakness feedback.

CPCE STUDY MATERIALS

There is no official study guide for the CPCE. Since the CPCE and the National Counselor Examination for Licensure and Certification (NCE) are based on the same eight knowledge areas, any study materials developed for the NCE should be useful for the CPCE <http://www.cce-global.org/studymaterials.htm> . Limited study materials are available in 246JH.

COST:

The \$45 cost of the CPCE is borne by the student, payable on the day the test is administered.

EXAMINATION POLICIES

At Butler the following are the program policies relating to the demonstration of **knowledge competence** (effective August 2004 for all students starting with Cohort 7):

Students will have the following three opportunities to demonstrate competence:

1. All students must take the CPCE, which is a standardized, multiple choice, comprehensive examination to demonstrate knowledge competence.
2. The faculty reserves the right to recommend students to take relevant CPCE sections following recently completed coursework.
3. Students following the program's regular track will take the CPCE in the fall semester of their third year (Saturday before Thanksgiving).
4. Fast-trackers will take the CPCE in April after their second year.

Note* Taking the NCE is a student choice, not a program requirement. This exam is taken in April in the year you graduate and is not in lieu of the CPCE. See below for information regarding the NCE.

OPPORTUNITY ONE

Regular Trackers	Fast Trackers*
Pass CPCE Nov of third year	Pass CPCE April of second year

PASSING THE CPCE:

The CPCE pass score is determined by the program faculty based on the national mean. Butler students must achieve a score equivalent to or above one standard deviation BELOW the national mean. There are 17 questions over each of the eight CACREP curricular areas, for a total of 136 questions. Normally the range for passing falls between 70-78.

* Students conditionally admitted should refer to policy regarding taking CPCE upon entrance into program.

RETAKE POLICY:

While the majority of our students experience little difficulty passing the CPCE, there will always be a small percentage of students who may need additional testing opportunities.

If unsuccessful the first time, students may have two (2) more opportunities to demonstrate knowledge competence.

OPPORTUNITY TWO

Regular Trackers	Fast Trackers
Retake and pass the CPCE or just the necessary subtests in April of year 3.	Retake and pass the CPCE or just the necessary subtests in July.

Students may pass the retake of the CPCE in one of two ways, either by passing the whole test as stated above or by passing each of the subtests with a score at or above one standard deviation below the mean. Subtests already passed need not be taken again, thus a student who has passed six subtests on the first administration may choose to only retake the two subtests not passed.

The CPCE cannot be taken twice in the same semester, so a re-take must be scheduled the following semester from the first testing. Summer is considered a different semester.

After taking the CPCE twice, the student has one last opportunity and may choose the following:

OPPORTUNITY THREE

Regular Trackers	Fast Trackers
Regular trackers may do one of the following: 1. Retake the CPCE or just the necessary subtests in July. 2. Take an oral comp examination	Fast trackers may do one of the following: 1. Retake the CPCE or just the necessary subtests in November (delays graduation until December) 2. Take an oral comp examination

The oral comps will be prepared, administered and scored by the program faculty and will cover only those core areas not previously passed.

When a student is unsuccessful at all opportunities to complete the CPCE or the oral comp as outlined above, the faculty reserves the right to not approve the student for the degree. Exceptional circumstances will be considered by the program faculty, which reserves the right to make accommodations.

NATIONAL CERTIFICATION

BECOMING A NATIONAL CERTIFIED COUNSELOR (NCC) AND A NATIONAL CERTIFIED SCHOOL COUNSELOR (NCSC)

All Butler school counseling program graduate students are strongly encouraged, but not required, to take the National Counseling Examination (NCE) as a first step toward certification by the National Board for Certified Counselors (NBCC) as a National Certified Counselor (NCC) (<http://www.nbcc.org/nce>).

Note that national certification is not required for employment as a school counselor anywhere in the country, but is analogous to becoming a Certified Public Accountant or a Board Certified Optometrist. It is a mark of excellence and an indication of a commitment to professionalism.

The NCE is given on campus on a national testing date, usually in mid-April, of each year.

WHY BE NATIONALLY CERTIFIED?

National certification is a more rigorous credentialing process than those developed by state licensure boards to measure “minimum competency”.

National certification is an important first step toward credential portability as almost all state boards require the NCE for the licensure. <http://www.aascb.org/licensure>

National certification is best obtained now, when the knowledge obtained in your graduate classes is freshest in your mind.

National certification is best obtained now because certification requirements almost always become more stringent rather than less and certification costs almost always increase rather than decrease and...

The 3,000 hours of post-Master’s experience required for the NCC credential is waived because you are in a CACREP accredited program, so you could be nationally certified right after graduation.

National certification is optional and as such can give the student who is preparing to become certified an edge over those who are not doing so.

WHY IS TAKING THE EXAMINATION OPTIONAL?

The faculty is aware of the costs associated with taking the examination and of ultimately becoming nationally certified and believes it should be up to the student to decide if this is in the student’s best interest.

Satisfactory performance on the National Counselor Examination (NCE®) is one of the criteria used by the National Board for Certified Counselors (NBCC) to identify professionals who may be eligible to become a National Certified Counselor (NCC).

Many states (but not Indiana) also use the NCE for state credentialing. A list of those states can be found at the NBCC web site.

The purpose of the NCE is to assess knowledge, skills, and abilities viewed as important for providing effective counseling services. The NCE is designed to be general in nature. It is intended to assess cognitive knowledge which should be known by all counselors regardless of their individual professional specialties.

STUDY MATERIALS

The faculty maintains NCE study materials in JH246. Materials may be checked out for periods of no more than two weeks. Materials are also available from NBCC. Other materials are often advertised in *Counseling Today* or *The ASCA School Counselor* but are often more expensive and not necessarily of better quality than those available from NBCC.

WHY SPECIALTY CERTIFICATION

After graduation and after gaining the required professional school counseling experience, our students are also encouraged, but not required, to seek specialty certification as a National Certified **School Counselor**, by NBCC (<http://www.nbcc.org/ncsc>).

In recent years there has been a national effort to reward educators who meet performance standards above and beyond their peers. The National Certified School Counselor credential (NCSC) is one way to demonstrate such competence and the NCSC has been accepted in a growing number of states as the basis for upward salary adjustments for school counselors <http://www.nbcc.org/ncsc>.

The NCSCE consists of seven (7) simulated school counseling cases, which access specific School Counselor Knowledge, and forty (40) multiple choice questions assessing General Counselor Knowledge. <http://www.nbcc.org/ncsce>

PASS SCORE

The NCE pass score is determined by the National Board for Certified Counselors.

Saved as: exams on desktop

Counselor Organizations

The Counselor Education Department strongly encourages students to belong and participate in state and national counseling organizations.

American School Counselors Association (ASCA): <http://www.schoolcounselor.org/>



ASCA is a division of the American Counseling Association (ACA). Graduate students are strongly encouraged to join ASCA. The ASCA newsletters and journals are valuable sources of current news on counseling issues and trends. ASCA members are also eligible for low-cost liability insurance protection. (www.schoolcounselor.org)

Indiana School Counselors Association (ISCA) <http://isca.indiana.edu/>



ISCA is a state division of the Indiana Counselors Association. Graduate students are strongly encouraged to join ISCA and to attend local and statewide ISCA functions as a part of their professional growth. ISCA provides members with a newsletter and conducts an annual convention. (isca.indiana.edu)

American Counseling Association (ACA): <http://www.counseling.org/>



counselors in various practice settings.

The American Counseling Association is a not-for-profit, professional and educational organization that is dedicated to the growth and enhancement of the counseling profession. Founded in 1952, ACA is the world's largest association exclusively representing professional

By providing leadership training, publications, continuing education opportunities, and advocacy services to nearly 55,000 members, ACA helps counseling professionals develop their skills and expand their knowledge base.

ACA has been instrumental in setting professional and ethical standards for the counseling profession. The association has made considerable strides in accreditation, licensure, and national certification. It also represents the interests of the profession before congress and federal agencies, and strives to promote recognition of professional counselors to the public and the media. (www.counseling.org)

Indiana Counseling Association (ICA): www.indianacounseling.org



ICA is the state branch of the American Counseling Association. Graduate students are encouraged to attend their annual spring conference.

Chi Sigma Iota (CSI): <http://www.csi-net.org/>

Butler



University began a CSI Charter in the spring of 1997. Students are eligible to join after completing one semester of coursework. There are many benefits to belonging to this national affiliation. See any CSI member for more details. (website: www.csi-net.org)

National Board of Certified Counselors: <http://www.nbcc.org/>



The National Board for Certified Counselors, Inc. (NBCC), an independent not-for-profit credentialing body, was incorporated in 1982 to establish and monitor a national certification system, to identify for professionals and the public those counselors who have voluntarily sought and obtained certification, and to maintain a register of those counselors. This process recognizes counselors who have met predetermined NBCC standards in their training, experience, and performance on the National Counselor Examination for Licensure and Certification (NCE), the most portable credentialing examination in counseling. NBCC certifies more than 28,000 counselors to date, and 37 states and the District of Columbia have adopted the NCE as part of their statutory credentialing processes. (taken from the NBCC website: www.nbcc.org). NBCC also offers student liability insurance.

Remediation/Dismissal/Appeals

- **Remedial action may be requested based on deficiencies noted in evaluations**

- **Remediation may take the following forms:**

- Repeating coursework
- Taking additional coursework
- Auditing coursework
- Working with the University Counseling Center staff or counselors in private practice
- Leaving the program for a limited amount of time
- Additional supervised experiences on campus or in the schools
- Following the recommendations stemming from university disciplinary procedures

- **Remediation procedures (e.g., how remediation plans are developed, follow-up evaluation)**

Remediation plans are developed by the program advisor, in consultation with other faculty members. Follow-up evaluation is conducted by the program faculty. While objectivity is always encouraged, such decisions may be made on the basis of the best professional judgment of the faculty. Any remediation plan automatically places a student on academic probation.

- **Dismissal action may be taken based on evaluations**

Dismissal action may occur at any time in the program provided the faculty has followed these procedures

- **Dismissal procedures (e.g., how dismissal decisions are made and communicated to students)**

When possible students will be notified in person by their program advisor of dismissal decisions.

- **Facilitating the student's transition out of the program**

Students will be referred to the program coordinator for initial consultation. If warranted, the student will be referred to the Career Services Office and/or the Butler University Counseling Service.

- **Grievance procedures available (e.g., what grievance procedures exist and how these are communicated to students)**

Students may follow university grievance procedures for appealing dismissal decisions.

Services Available to Students

Your *Butler University Student Handbook* contains helpful information on the following:

Atherton Union – Atherton is the focal point of many activities on campus and includes Starbucks Café, The Butler Bookstore, the Campus Club (or C-Club where you'll probably 'dine' before or after class), and a Convenience Store.

Building Hours Policy – Students may be permitted to remain in academic Jordan Hall after closing if they have written permission from a professor on file with BUPD. Students must have their Butler ID cards in their possession to remain inside or to gain access to all closed facilities after hours. To gain access to Jordan after 10PM, use the Northeast and Northwest exterior doors (both face The Quad).

Career Services – Houses a career library and offers a variety of career counseling services

Computer Facilities – need computer access?

Identification Cards – a must for cashing checks, obtaining student discounts, checking books out of the library, etc.

Irwin Library – free services include Research Assistance, Interlibrary Loan and Document Delivery Services, Reserve Collections, etc.

Mathematics Lab – The Math Department offers tutoring in the Math Lab in Jordan Hall.

Photocopying. Copiers are located in all libraries and on the third floor of Jordan Hall.

Police Department (Butler University) – where to go for Lost and Found, Vehicle Registration, and Traffic and Parking Regulations. The BUPD encourages you to Play It Safe on campus, particularly when leaving your evening classes after sunset. These programs are created with your well-being and safety in mind.

Emergency Phones – There are 27 emergency / help phones located throughout the campus. These phones are illuminated by a blue light and are activated by pushing the red button located in the box. ⁱ

Escort Program – The BUPD offers escorts from dusk to dawn, 365 days a year. To arrange for an escort, call extension 9396 or use any campus emergency phone.

Speakers Lab – Provides assistance in creating and developing oral presentations.

Student Accounts – need to cash a check (during regular business hours)?

Student Discounts – see how you can save some \$ with your ID card!

Writers' Studio – Help is available for all types of writing projects.

ⁱ Revised August 15, 2013