

# Master of Education in School Counseling

Handbook  
2021 -2022



PROVIDENCE  
COLLEGE

*School of Professional Studies*



# PROVIDENCE COLLEGE

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## **Mission Statement**

The mission of the Providence College School Counseling Graduate Program is consistent with that of Providence College that actively cultivates intellectual, spiritual, ethical, and aesthetic values within the context of the Judeo-Christian heritage. These values are nurtured by the unique tradition of the Dominican Order that emphasizes quality teaching and scholarship.

The program encourages prospective school counselors to recognize and accept the differences that exist in the traditions, discipline, practices, and culture that children bring into the school.

Our graduates are prepared for K-12 school counseling upon completing the program and have acquired appropriate skills for counseling all children and adolescents, are experienced with the use of technology, display clarity regarding the appropriate roles for school counselors, and are committed to the use of culturally responsive practice in support of every student and family they serve.

# Purpose

The Master of Education degree program in School Counseling is intended to provide students with a broad background in counseling theories and skills. The program offers our students a strong curricular experience designed to produce professional school counselors who are able to integrate theory and practice and provide professional and culturally responsive leadership.

The School Counseling Program is a 42-credit program which meets the requirements of the Rhode Island Department of Education (to include 300 hours of internship in a school setting and a minimum passing score of 156 on the Praxis II Professional School Counselor Test 5421) for certification as an elementary, middle, and secondary school counselor. Students seeking licensing or certification from other states are responsible for assuring they meet the standards for credentialing in those states. Although certification requirements vary from state to state, the Praxis II Professional School Counselor Test 5421 is required in a majority of states.

PC's graduate program in school counseling prepares our students to enter the profession of school counseling ready to implement a comprehensive and developmentally appropriate school counseling program that serves the needs of all students. As graduates, they are prepared to demonstrate leadership, advocacy, teaming and collaboration, implementation of evidence-based practice, and they are culturally competent and committed to social justice and equity in education.

# Standards-Based Program

A profession is characterized in part by standards that articulate a vision of excellence, define the highest levels of achievement and specify appropriate behaviors. The American School Counselor Association (ASCA) National Model (ASCA, 2019) provides multiple types of standards for the school counseling profession.

Embedded in the ASCA Model are: a) student standards, b) counseling program standards, c) professional school counselor standards and 4) ethical standards. Collectively, these define the essential outcomes to be achieved by the school counseling profession.

Standards provide a mechanism to define specific results (outcomes) in terms of student performance. To be standards-based means that the school counseling profession is focused on students achieving specific results and demonstrating (providing compelling evidence) that progress is being made toward the standards and/or that the standards have been met.

The School Counseling Program at Providence College prepares graduate students for entry into the profession by basing its courses on several sets of standards.

## **Student Standards**

The graduate student standards utilized in this program are the Council for Accreditation of Counseling and Related Programs (CACREP) 8 Common Core Area standards. Collectively they define the knowledge, skills and attitudes toward which students are working. Each course has incorporated specific standards which are aligned with course assignments. Students create a portfolio that demonstrates the achievement of each standard.

## **Social Emotional Learning**

The five core groups of social and emotional competencies identified by The Collaborative for Academic, Social and Emotional Learning (CASEL) and embraced by the RI Department of Education (RIDE) are integral to school counseling programs. Self-awareness, Self-management, Social awareness, Relationship skills and Responsible decision-making are concepts integrated into the content of the preparation for our graduate student.

# Admission

When a student graduates from Providence College with a Master's Degree of Education in School Counseling, we are verifying that the student, upon completing certification requirements in a given state, is ready to begin serving the public as a qualified school counselor.

## **The Admissions Process:**

- [Application \(Click here for links to the application and for more information regarding the application process, including information for international applicants\)](#)
- [Application](#) fee of \$55.00
- Undergraduate and Graduate transcripts
- Two Recommendations
  - Submitted on official forms with the recommenders' name signed across the seal
    - both from school administrators/supervisors (educators)
    - both from undergraduate professors (non-educator)
    - both from work supervisors (non-educator)
- A professional statement including:
  - the core values and beliefs that you bring to the position
  - the experiences that have shaped your thinking
  - your observations of other professionals in this position
  - the impact you hope to have on a school community



## **Graduate Assistantships Frequently Asked Questions**

### **WHAT IS A GRADUATE ASSISTANTSHIP?**

Graduate Assistantships are jobs that are available to students who have been officially accepted into a graduate degree program and are enrolled on a full-time basis.

### **WHAT ARE THE BENEFITS OF WORKING AS A GRADUATE ASSISTANT?**

Graduate Assistants (GAs) receive a monthly stipend for working in their position on campus. For the first year, the stipend is \$700/month and for the second year, the stipend increases to \$750/month. Along with this stipend, GA's also receive tuition remission. Both 9-month and 12-month positions, will receive remission for the academic year and winter session. Twelve-month positions also provide remission for 1-2 summer classes (total across Maymester, Summer I and Summer II). With the exception of students awaiting bachelor's degree conferral in May, Graduate Assistants only receive tuition remission for a given semester if they begin working on or before the first day of classes in a given term.

### **HOW CAN I APPLY FOR A GRADUATE ASSISTANTSHIP?**

In order to apply for an assistantship, you must complete a Graduate Assistant application on Providence College's Human Resources Career Site (<https://careers.providence.edu>). You will need to create a username and password in order to create your application and apply to open assistantships. You must attach a cover letter and resume and any additional documents the hiring department may require. Once you have applied, the hiring department will be in contact with you regarding the status of your application. You can apply to open positions without being accepted into your program; however, you will not be hired unless you are accepted into a graduate program and your undergraduate degree is conferred. Please check the site frequently as jobs are added periodically.

### **HOW WILL I KNOW IF I'VE BEEN HIRED?**

Once the supervisor has made his or her hiring decision and the candidate has accepted the offer, the Office of Financial Aid will be notified. The Office of Financial Aid will then send out a conditional offer outlining other information you will need to begin your position. This includes coming to the Office of Financial Aid before your first day of employment in order to complete employment verification forms.

### **HOW MANY HOURS PER WEEK CAN I WORK?**

If you are hired as a graduate assistant you must work 20 hours a week in your position. You are not authorized to work more than 20 hours or hold another position on campus. You must work out a schedule with your hiring supervisor that works for you both as well as taking your class schedule into account.

### **WHAT ARE THE JOB DUTIES OF A GRADUATE ASSISTANT?**

Job descriptions vary by departments. Sample duties include writing assigned news stories for college publications, assisting faculty with research projects, assisting faculty with computer issues, conducting library research, and helping to coordinate commencement activities.

**HOW MANY CLASSES MUST I TAKE IN ORDER TO KEEP MY GRADUATE ASSISTANTSHIP?**

The course load of a graduate assistant consists of a minimum of 3 courses and a maximum of 4 courses in each semester (fall and spring). Students may also take up to 2 winter session courses, if available. Students hired in a 12-month position are required to take at least 1 course but no more than 2 across the summer sessions (inclusive of Maymester). 9-month graduate assistants are not eligible for tuition remission for any summer courses or Maymester and must pay for courses taken in summer. Furthermore, students who enroll for more than the required course load are required to pay for the additional courses out of personal resources or financial aid.

**AM I GUARANTEED TO RECEIVE A GRADUATE ASSISTANTSHIP AND KEEP IT FOR THE SECOND YEAR?**

No. These assistantships are extremely competitive and limited. Students are encouraged to apply to the positions they are qualified for. Students are hired to an assistantship for one year. There is no guarantee that you can keep the same position for the second year but there is the possibility for renewal. Renewal is based on academic performance and performance in the position.

# Scholarships

Students applying to enroll in the School Counseling Program may be eligible for one of three available scholarships. The value of the scholarships is based on endowment investments and the number of applicants and may vary each semester.

The links below provide eligibility information and application forms.

[John Monahan Scholarship Application](#)

[Francis and Mildred Sullivan Scholarship Application](#)

[Rose A. Coccia Scholarship](#)

# School Counseling Order of Courses

Students who enroll in the School Counseling Program as part-time students may take one or more courses in a semester. They make take the courses in each cluster in any order. However it is strongly recommended that students take EDU 540, Principles of Guidance first. Whenever possible, students will be required to complete the courses within each cluster before proceeding on to the next one.

## **Cluster I**

EDU 540: Principles of Guidance  
EDU 501: Fundamentals of Research  
EDU 541: Theories of Counseling  
EDU 546: Group Counseling

## **Cluster II**

EDU 542: Career Information  
EDU 558: Ethical & Legal Issues in Counseling  
EDU 645: Families in Crisis

## **Cluster III**

EDU 538: Developmental and Cross-Cultural Theories in Counseling  
EDU 829: Designing & Implementing a Counseling Program  
EDU 562: Assessment, Measurement, and Data in Counseling

## **Cluster IV**

EDU 544: Counseling Pre-Practicum  
EDU 548: Counseling Practicum

## **Cluster V**

EDU 561: Counseling Internship I  
EDU 568: Counseling Internship II

## **Please Note:**

EDU 544 is a prerequisite for EDU 548  
EDU 548 is a prerequisite for EDU 561  
EDU 561 is a prerequisite for EDU 568

Graduate Assistants :

Year One: Clusters 1, 2 ad 4 (540, 541,  
501, 546, 558, 645, 544, 548)

Year Two: clusters 5, remaining 2, and 3  
(542, 561, 562, 568, 538, 829)

# School Counseling Plans of Study

## Sample Plan of Study: Full-Time Fall Start (2-year plan)

	<b>Fall Semester</b>	<b>Spring Semester</b>	<b>Summer I &amp; II</b>
<b>Year 1</b>	<ul style="list-style-type: none"> <li>● Principles of Guidance</li> <li>● Theories of Counseling</li> <li>● Ethical &amp; Legal Issues</li> </ul>	<ul style="list-style-type: none"> <li>● Group Counseling</li> <li>● Career Information</li> <li>● Fundamentals of Research</li> </ul>	<ul style="list-style-type: none"> <li>● Families in Crisis</li> <li>● Counseling Pre-Practicum</li> <li>● Counseling Practicum</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>● Developmental &amp; Cross-Cultural Theories</li> <li>● Designing &amp; Implementing a Counseling Program</li> <li>● Counseling Internship I</li> </ul>	<ul style="list-style-type: none"> <li>● Assessment, Measurement &amp; Data</li> <li>● Counseling Internship II</li> </ul>	

## Sample Plan of Study: Part-Time Fall Start (3-year plan)

	<b>Fall Semester</b>	<b>Spring Semester</b>	<b>Summer I &amp; II</b>
<b>Year 1</b>	<ul style="list-style-type: none"> <li>● Principles of Guidance</li> <li>● Fundamentals of Research</li> </ul>	<ul style="list-style-type: none"> <li>● Theories of Counseling</li> <li>● Group Counseling</li> </ul>	<ul style="list-style-type: none"> <li>● Career Information</li> <li>● Ethical &amp; Legal Issues</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>● Developmental &amp; Cross-Cultural Theories</li> <li>● Designing &amp; Implementing a Counseling Program</li> </ul>	<ul style="list-style-type: none"> <li>● Families in Crisis</li> <li>● Assessment, Measurement &amp; Data</li> </ul>	<ul style="list-style-type: none"> <li>● Counseling Pre-Practicum</li> <li>● Counseling Practicum</li> </ul>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>● Counseling Internship I</li> </ul>	<ul style="list-style-type: none"> <li>● Counseling Internship II</li> </ul>	

### Sample Plan of Study: Part-Time Fall Start (4-year plan)

	Fall Semester	Spring Semester	Summer I & II
<b>Year 1</b>	● Principles of Guidance	● Theories of Counseling	● Fundamentals of Research ● Ethical & Legal Issues
<b>Year 2</b>	● Group Counseling	● Career Information	● Families in Crisis ● Assessment, Measurement & Data
<b>Year 3</b>	● Developmental & Cross-Cultural Theories.	● Designing & Implementing a Counseling Program	● Counseling Pre-Practicum ● Counseling Practicum
<b>Year 4</b>	● Counseling Internship I	● Counseling Internship II	

#### **Please Note:**

EDU 544 is a prerequisite for EDU 548

EDU 548 is a prerequisite for EDU 561

EDU 561 is a prerequisite for EDU 568

*School Counseling Courses Scope & Sequence (Updated July 2021)*

<b>Fall Semester</b>				
	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>
<b>4:00 – 6:30 pm</b>	EDU 548 EDU 829	EDU 561 EDU 542	EDU 538 EDU 540	EDU 546 EDU 558
<b>7:00 – 9:30 pm</b>	EDU 501	EDU 544	EDU 562	EDU 541
<b>Spring Semester</b>				
	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>
<b>4:00 – 6:30 pm</b>	EDU 548 EDU 829	EDU 568 EDU 542	EDU 538 EDU 540	EDU 546 EDU 558 EDU 645
<b>7:00 – 9:30 pm</b>	EDU 501	EDU 544	EDU 562	EDU 541
<b>Summer I Semester</b>				
	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>
<b>4:30 – 8:00 pm</b>	EDU 501 EDU 546	EDU 542 EDU 645	EDU 501 EDU 546	EDU 542 EDU 645
<b>6:00 – 9:30 pm</b>	EDU 562 EDU 544	EDU 538	EDU 562 EDU 544	EDU 538
<b>Summer II Semester</b>				
	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>
<b>4:00 – 7:30 pm</b>	EDU 501 EDU 558 EDU 548	EDU 540	EDU 501 EDU 558 EDU 548	EDU 540

# General Guidelines for Portfolio Development

*Master of Education in School  
Counseling*  
Updated July 2021

## A. Portfolio Development

1. In order to complete the Masters of Education in School Counseling Program, each student must develop a professional-looking program portfolio which demonstrates knowledge and growth over the course of the program.
2. The School Counseling Program is designed to prepare counselors to meet the standards developed by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). These standards form the framework upon which student portfolios will be developed. The portfolio must be based on the standard(s)/indicator(s).  
[Click here for the 2016 CACREP standards, matrices, cover sheet, and recording sheet](#)
3. Evidence for the student's portfolio should be drawn from assignments, activities, and tasks completed during the course of the program. Whenever possible, students should include materials which indicate grades or comments made by course instructors. Each portfolio entry should be reviewed in terms of the [Rubric for Portfolio Entries, found here](#).
4. Each piece of evidence must have as its cover the student entry sheet, which includes a statement of reflection and rationale that describes the entry and its coherence with the selected standard and knowledge indicators. If a student thinks that they would like to place a particular class project or piece of work in their portfolio, the student must **submit the entry form to the instructor when initially submitting the work for evaluation as part of the course**. The instructor will assess the work for both purposes: (1) as a class assignment and (2) as a portfolio entry. The instructor will return work to the student with the completed entry sheet.

[2016 Portfolio Cover  
Sheet](#)

5. Students should place only pieces of work in their portfolio that receive a “proficient” or “distinguished” rating by their instructor. If a student chooses to revise or improve an assignment before including it in their portfolio, the student must gain the instructor’s approval and agreement to re-assess the assignment for purposes of the portfolio. This should happen in the semester in which the class is taken.
6. Students may cover multiple standards and indicators with one piece of evidence; however, **at least two pieces of evidence must be used from each course**. If an assignment covers multiple standards (e.g., 2b, 5a, 5d), submit two copies of the assignment with a separate cover sheet and rationale for each standard (e.g., one for 2b and one for 5a and 5d).
7. Before the final review students should streamline their portfolios and select the best evidence to represent their knowledge base. Every indicator should be covered, recognizing that varying degrees of depth will be given to the indicators throughout the students’ course work. Students should compile, at the conclusion of their courses, their best work. Even if work is scored by an instructor for the portfolio, the student may elect to not include the piece when the portfolio is finally developed. Quality, not quantity, is the guiding rule for determination of inclusion of work in the portfolio. Students should submit **one binder** for final review.
8. Each portfolio should be neatly and professionally organized in a three-ring binder and include:
  - a. A **cover sheet** which identifies the student, the program in which the student participated, and the date of submission of the portfolio.
  - b. A **table of contents** listing all the components cited below in c and d. The table of contents for the standards should include the title of each piece of evidence, the knowledge indicators addressed, the course in which they were addressed, and the assessing instructor’s name.

[Click here for the table of contents.](#)
  - c. A two page reflection paper from the preliminary portfolio review and a four page reflection for the final portfolio review.
  - d. **Eight sections**, one for each standard, which includes the evidence for each CACREP standard.

## **B. Portfolio Review**

1. When a student’s portfolio is ready for final review, they submit their Table of Contents to the Director.
2. Students will meet with the director and faculty to review their work.
3. Final portfolios should be professional in their appearance and ultimately ready to bring to a job interview.

# Internship

The school counseling internship experience (300 hours) is viewed as an important phase of the School Counselor Education Program and as such, a significant share of the intern's time is devoted to exposure and involvement in on-the-job activities providing sufficient time to enable the intern to grow both personally and professionally.

Supervision of the intern by the Site Supervisor must be performed by a professional school counselor in the school, knowledgeable of the CACREP Standards and their school application, who has an interest in supervision and sufficient preparation and a master's degree to assure that the intern's professional development becomes a mutual experience for both the intern and the supervisor.

No student will be authorized to enroll in the internships without the successful completion of EDU 544 (Pre-Practicum Training) and EDU 548 (Counseling Practicum).

# Master of Education in School Counseling

## Handbook Resources

*Forms/Rubrics*

*Scholarship Applications*

*Portfolio Development Guidelines*

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- **Course Information**
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  - [Two Page Reflection Paper](#)
  - [Four Page Reflection Paper](#)
  - [Rubric for Reflective Writing](#)

# John Monahan Scholarship

The annual distribution for the John Monahan Scholarship Fund is used to provide scholarship grants to deserving minority students who are enrolled in a Providence College Master's of Education degree program. Please complete the following application if you wish to be considered for this honor.

Student's Name: \_\_\_\_\_

Banner ID#: \_\_\_\_\_

Address: \_\_\_\_\_

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Phone Number: \_\_\_\_\_ E-Mail Address: \_\_\_\_\_

Graduate Program of Study: \_\_\_\_\_

Ethnic Heritage: \_\_\_\_\_ Current GPA: \_\_\_\_\_

In a one page response, please explain why you feel that you are deserving of this scholarship.

Please return this application and your written response to:

School Counseling Graduate Program  
Providence College  
One Cunningham Square  
Providence, RI 02918-0001  
Harkins 217

# Francis and Mildred Sullivan Scholarship Application

The annual distribution for the Francis and Mildred Sullivan Scholarship Fund is used to provide scholarship grants to deserving minority students who are enrolled in a Providence College Master's of Education degree program. Please complete the following application if you wish to be considered for this honor.

Student's Name: \_\_\_\_\_

Banner ID#: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

Phone Number: \_\_\_\_\_ E-Mail Address: \_\_\_\_\_

Graduate Program of Study: \_\_\_\_\_

Ethnic Heritage: \_\_\_\_\_ Current GPA: \_\_\_\_\_

In a one page response, please explain why you feel that you are deserving of this scholarship.

Please return this application and your written response to:

School Counseling Graduate Program  
Providence College  
One Cunningham Square  
Providence, RI 02918-0001  
Harkins 217

# Rose A. Coccia Scholarship

The annual distribution for the Rose A. Coccia Scholarship Fund is used to provide scholarship grants to deserving minority students who are enrolled in a Providence College Master's of Education degree program. Please complete the following application if you wish to be considered for this honor.

Student's Name: \_\_\_\_\_

Banner ID#: \_\_\_\_\_

Address: \_\_\_\_\_

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Phone Number: \_\_\_\_\_ E-Mail Address: \_\_\_\_\_

Graduate Program of Study: \_\_\_\_\_

Ethnic Heritage: \_\_\_\_\_ Current GPA: \_\_\_\_\_

In a one page response, please explain why you feel that you are deserving of this scholarship.

Please return this application and your written response to:

School Counseling Graduate Program  
Providence College  
One Cunningham Square  
Providence, RI 02918-0001  
Harkins 217

# 2016 CACREP Standards

Curricular experiences and demonstrated knowledge in each of the eight common core areas are required of all students in the program.

1	Professional Counseling Orientation and Ethical Practice	a.	history and philosophy of the counseling profession and its specialty areas
		b.	the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation
		c.	counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams
		d.	the role and process of the professional counselor advocating on behalf of the profession
		e.	advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients
		f.	professional counseling organizations, including membership benefits, activities, services to members, and current issues
		g.	professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues
		h.	current labor market information relevant to opportunities for practice within the counseling profession
		i.	ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling
		j.	technology's impact on the counseling profession
		k.	strategies for personal and professional self-evaluation and implications for practice
		l.	self-care strategies appropriate to the counselor role
		m.	the role of counseling supervision in the profession

## 2016 CACREP Common Core Areas

2.	Social & Cultural Diversity	a.	multicultural and pluralistic characteristics within and among diverse groups nationally and internationally
		b.	theories and models of multicultural counseling, cultural identity development, and social justice and advocacy
		c.	multicultural counseling competencies
		d.	the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others
		e.	the effects of power and privilege for counselors and clients
		f.	help-seeking behaviors of diverse clients
		g.	the impact of spiritual beliefs on clients' and counselors' worldviews
		h.	strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination
3.	Human Growth & Development	a.	theories of individual and family development across the lifespan
		b.	theories of learning
		c.	theories of normal and abnormal personality development
		d.	theories and etiology of addictions and addictive behaviors
		e.	biological, neurological, and physiological factors that affect human development, functioning, and behavior 10
		f.	systemic and environmental factors that affect human development, functioning, and behavior
		g.	effects of crisis, disasters, and trauma on diverse individuals across the lifespan
		h.	a general framework for understanding differing abilities and strategies for differentiated interventions
		i.	ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan

## 2016 CACREP Common Core Areas

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4	Career Development	a.	theories and models of career development, counseling, and decision making
		b.	approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors
		c.	processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems
		d.	approaches for assessing the conditions of the work environment on clients' life experiences
		e.	strategies for assessing abilities, interests, values, personality and other factors that contribute to career development
		f.	strategies for career development program planning, organization, implementation, administration, and evaluation
		g.	strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy
		h.	strategies for facilitating client skill development for career, educational, and life-work planning and management
		i.	methods of identifying and using assessment tools and techniques relevant to career planning and decision making
		j.	ethical and culturally relevant strategies for addressing career development

## 2016 CACREP Common Core Areas

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5.	Counseling and Helping Relationships	a.	theories and models of counseling
		b.	a systems approach to conceptualizing clients
		c.	theories, models, and strategies for understanding and practicing consultation
		d.	ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships
		e.	the impact of technology on the counseling process
		f.	counselor characteristics and behaviors that influence the counseling process
		g.	essential interviewing, counseling, and case conceptualization skills
		h.	developmentally relevant counseling treatment or intervention plans
		i.	development of measurable outcomes for clients
		j.	evidence-based counseling strategies and techniques for prevention and intervention
		k.	strategies to promote client understanding of and access to a variety of community-based resources
		l.	suicide prevention models and strategies
		m.	crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid
		n.	processes for aiding students in developing a personal model of counseling

## 2016 CACREP Common Core Areas

6.	Group Counseling and Group Work	a.	theoretical foundations of group counseling and group work
		b.	dynamics associated with group process and development
		c.	therapeutic factors and how they contribute to group effectiveness
		d.	characteristics and functions of effective group leaders
		e.	approaches to group formation, including recruiting, screening, and selecting members
		f.	types of groups and other considerations that affect conducting groups in varied settings
		g.	ethical and culturally relevant strategies for designing and facilitating groups
		h.	direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term
7.	Assessment and Testing	a.	a. historical perspectives concerning the nature and meaning of assessment and testing in counseling
		b.	b. methods of effectively preparing for and conducting initial assessment meetings
		c.	c. procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide
		d.	d. procedures for identifying trauma and abuse and for reporting abuse
		e.	use of assessments for diagnostic and intervention planning purposes
		f.	basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments
		g.	statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations
		h.	reliability and validity in the use of assessments
		i.	use of assessments relevant to academic/educational, career, personal, and social development
		j.	use of environmental assessments and systematic behavioral observations
		k.	use of symptom checklists, and personality and psychological testing
		l.	use of assessment results to diagnose developmental, behavioral, and mental disorders
		m.	ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results

## 2016 CACREP Common Core Areas

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8.	Research & Program Evaluation	a.	the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice
		b.	identification of evidence-based counseling practices
		c.	needs assessments
		d.	development of outcome measures for counseling programs
		e.	evaluation of counseling interventions and programs
		f.	qualitative, quantitative, and mixed research methods
		g.	designs used in research and program evaluation
		h.	statistical methods used in conducting research and program evaluation
		i.	analysis and use of data in counseling
		j.	ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation

**2016 CACREP Standards**  
***Eight Common Core Areas (updated 8-21)***

<b>Standard 1: Professional Counseling Orientation and Ethical Practice</b>						
<b>a</b>	history and philosophy of the counseling profession and its specialty areas	540				
<b>b</b>	the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation	540	645	829		
<b>c</b>	counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams	540	645			
<b>d</b>	the role and process of the professional counselor advocating on behalf of the profession	829				
<b>e</b>	advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients	540	562			
<b>f</b>	professional counseling organizations, including membership benefits, activities, services to members, and current issues	829				
<b>g</b>	professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues	561				
<b>h</b>	current labor market information relevant to opportunities for practice within the counseling profession	542				
<b>i</b>	ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling	501	558			
<b>j</b>	technology's impact on the counseling profession	829				
<b>k</b>	strategies for personal and professional self-evaluation and implications for practice	829				
<b>l</b>	self-care strategies appropriate to the counselor role	541	829			

<b>m</b>	the role of counseling supervision in the profession	558				
<b>Standard 2: Social and Cultural Diversity</b>						
<b>a</b>	multicultural and pluralistic characteristics within and among diverse groups nationally and internationally	538	540	645	558	
<b>b</b>	theories and models of multicultural counseling, cultural identity development, and social justice and advocacy	538				
<b>c</b>	multicultural counseling competencies	538				
<b>d</b>	the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others	538	540	548	645	558
<b>e</b>	the effects of power and privilege for counselors and clients	538				
<b>f</b>	help-seeking behaviors of diverse clients	538	645			
<b>g</b>	the impact of spiritual beliefs on clients' and counselors' worldviews	540	645			
<b>h</b>	strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination	829	538	540		
<b>Standard 3: Human Growth and Development</b>						
<b>a</b>	theories of individual and family development across the lifespan	538	645			
<b>b</b>	theories of learning	538				
<b>c</b>	theories of normal and abnormal personality development	538				
<b>d</b>	theories and etiology of addictions and addictive behaviors	538				
<b>e</b>	biological, neurological, and physiological factors that affect human development, functioning, and behavior	538	645			
<b>f</b>	systemic and environmental factors that affect human development,	538				

	functioning, and behavior					
<b>g</b>	effects of crisis, disasters, and trauma on diverse individuals across the lifespan	538	645			
<b>h</b>	a general framework for understanding differing abilities and strategies for differentiated interventions	501	538			
<b>i</b>	ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan	645				
<b>Standard 4: Career Development</b>						
<b>a</b>	theories and models of career development, counseling, and decision making	542				
<b>b</b>	approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors	542				
<b>c</b>	processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems	542				
<b>d</b>	approaches for assessing the conditions of the work environment on clients' life experiences	542				
<b>e</b>	strategies for assessing abilities, interests, values, personality and other factors that contribute to career development	542				
<b>f</b>	strategies for career development program planning, organization, implementation, administration, and evaluation	542				
<b>g</b>	strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy	542				
<b>h</b>	strategies for facilitating client skill development for career, educational, and life-work planning and management	542				
<b>i</b>	methods of identifying and using assessment tools and techniques relevant to career planning and decision making	542				
<b>j</b>	ethical and culturally relevant strategies for addressing career development	542				

<b>Standard 5: Counseling and Helping Relationships</b>						
<b>a</b>	theories and models of counseling	541	829	548		
<b>b</b>	a systems approach to conceptualizing clients	544	645			
<b>c</b>	theories, models, and strategies for understanding and practicing consultation	548				
<b>d</b>	ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships	544				
<b>e</b>	the impact of technology on the counseling process	558	829	544		
<b>f</b>	counselor characteristics and behaviors that influence the counseling process	645	541	544	548	
<b>g</b>	essential interviewing, counseling, and case conceptualization skills	544	548			
<b>h</b>	developmentally relevant counseling treatment or intervention plans	645	548			
<b>i</b>	development of measurable outcomes for clients	544	548	829		
<b>j</b>	evidence-based counseling strategies and techniques for prevention and intervention	544	548	829		
<b>k</b>	strategies to promote client understanding of and access to a variety of community-based resources	548	645			
<b>l</b>	suicide prevention models and strategies	540	645			
<b>m</b>	crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid	540	645			
<b>n</b>	processes for aiding students in developing a personal model of counseling	541	548			
<b>Standard 6: Group Counseling and Group Work</b>						
<b>a</b>	theoretical foundations of group counseling and group work	546				

**2016 CACREP Common Core Areas**

<b>b</b>	dynamics associated with group process and development	546				
<b>c</b>	therapeutic factors and how they contribute to group effectiveness	546				
<b>d</b>	characteristics and functions of effective group leaders	546				
<b>e</b>	approaches to group formation, including recruiting, screening, and selecting members	546				
<b>f</b>	types of groups and other considerations that affect conducting groups in varied settings	546				
<b>g</b>	ethical and culturally relevant strategies for designing and facilitating groups	546				
<b>h</b>	direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term	546				
<b>Standard 7: Assessment and Testing</b>						
<b>a</b>	historical perspectives concerning the nature and meaning of assessment and testing in counseling	501	562			
<b>b</b>	methods of effectively preparing for and conducting initial assessment meetings	568				
<b>c</b>	procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide	540	645			
<b>d</b>	procedures for identifying trauma and abuse and for reporting abuse	540				
<b>e</b>	use of assessments for diagnostic and intervention planning purposes	562	645			
<b>f</b>	basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments	562				
<b>g</b>	statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations	501	562			

**2016 CACREP Common Core Areas**

<b>h</b>	reliability and validity in the use of assessments	501	562			
<b>i</b>	use of assessments relevant to academic/educational, career, personal, and social development	562	829	540		
<b>j</b>	use of environmental assessments and systematic behavioral observations	540				
<b>k</b>	use of symptom checklists, and personality and psychological testing	501				
<b>l</b>	use of assessment results to diagnose developmental, behavioral, and mental disorders	645				
<b>m</b>	ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results	562				
<b>Standard 8: Research and Program Evaluation</b>						
<b>a</b>	the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice	501	829			
<b>b</b>	identification of evidence-based counseling practices	501	829			
<b>c</b>	needs assessments	540				
<b>d</b>	development of outcome measures for counseling programs	829				
<b>e</b>	evaluation of counseling interventions and programs	829				
<b>f</b>	qualitative, quantitative, and mixed research methods	501				
<b>g</b>	designs used in research and program evaluation	501	540			
<b>h</b>	statistical methods used in conducting research and program evaluation	501				
<b>i</b>	analysis and use of data in counseling	540	562	645	829	
<b>j</b>	ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation	501				

**PROVIDENCE COLLEGE PORTFOLIO PROCESS**  
*Graduate Counseling Program*  
**Assessment of Student Entries**

**Student:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**I. Student's Directions:** If you are going to place a particular class project in your portfolio, complete sections A, B, and C. Then give this form to the instructor when you initially submit the project for evaluation as part of the course. The instructor will score the entry for both purposes: (1) as a class assignment and (2) as a portfolio entry.

**A. 2016 CACREP Standards/Indicators**

*Circle or highlight the knowledge components demonstrated by your portfolio entry.*  
 Curriculum/ Knowledge:

- |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| 1a | 1b | 1c | 1d | 1e | 1f | 1g | 1h | 1i | 1j | 1k | 1l | 1m |    |
| 2a | 2b | 2c | 2d | 2e | 2f | 2g | 2h |    |    |    |    |    |    |
| 3a | 3b | 3c | 3d | 3e | 3f | 3g | 3h | 3i |    |    |    |    |    |
| 4a | 4b | 4c | 4d | 4e | 4f | 4g | 4h | 4i | 4j |    |    |    |    |
| 5a | 5b | 5c | 5d | 5e | 5f | 5g | 5h | 5i | 5j | 5k | 5l | 5m | 5n |
| 6a | 6b | 6c | 6d | 6e | 6f | 6g | 6h |    |    |    |    |    |    |
| 7a | 7b | 7c | 7d | 7e | 7f | 7g | 7h | 7i | 7j | 7k | 7l | 7m |    |
| 8a | 8b | 8c | 8d | 8e | 8f | 8g | 8h | 8i | 8j |    |    |    |    |

**B. Describe the type of assignment attached (i.e. project paper, case study, test, etc.) which you have selected as your portfolio entry.**

**C. On an attached page, show in detail how the standard(s) and indicator(s) relate to the entry.**

**II. Instructor's Directions:** Assess the entry and standard/indicator reflection for its clarity, quality, and coherence. Please use the attached rubric to guide you in your evaluation.

<b>Portfolio Entry Scoring</b>			
Distinguished	_____	Proficient	_____
Emerging	_____	Unacceptable	_____

**Instructor's Comments** (attach another page if needed):

**Instructor's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## CACREP Portfolio Entries 2016 Table of Contents

### Portfolio Papers:

- Two Page Reflection Paper
- Four page Reflection Paper

#### Standard 1: Professional Orientation and Ethical Practice

<i>Standard</i>	<i>Assignment Title</i>	<i>Assignment Grade</i>	<i>Course</i>	<i>Instructor</i>	<i>Standard Rating</i>
1A					
1B					
1C					
1D					
1E					
1F					
1G					
1H					
1I					
1J					
1K					
1L					
1M					

#### Standard 2: Social and Cultural Diversity

<i>Standard</i>	<i>Assignment Title</i>	<i>Assignment Grade</i>	<i>Course</i>	<i>Instructor</i>	<i>Standard Rating</i>
2A					
2B					
2C					
2D					
2E					
2F					
2G					
2H					

### Standard 3: Human Growth and Development

<i>Standard</i>	<i>Assignment Title</i>	<i>Assignment Grade</i>	<i>Course</i>	<i>Instructor</i>	<i>Standard Rating</i>
3A					
3B					
3C					
3D					
3E					
3F					
3G					
3H					
3I					

### Standard 4: Career Development

<i>Standard</i>	<i>Assignment Title</i>	<i>Assignment Grade</i>	<i>Course</i>	<i>Instructor</i>	<i>Standard Rating</i>
4A					
4B					
4C					
4D					
4E					
4F					
4G					
4H					
4I					
4J					

**Standard 5: Helping Relationships**

<i>Standard</i>	<i>Assignment Title</i>	<i>Assignment Grade</i>	<i>Course</i>	<i>Instructor</i>	<i>Standard Rating</i>
5A					
5B					
5C					
5D					
5E					
5F					
5G					
5H					
5I					
5J					
5K					
5L					
5M					
5N					

**Standard 6: Group Work**

<i>Standard</i>	<i>Assignment Title</i>	<i>Assignment Grade</i>	<i>Course</i>	<i>Instructor</i>	<i>Standard Rating</i>
6A					
6B					
6C					
6D					
6E					
6F					
6G					
6H					

**Standard 7: Assessment**

<i>Standard</i>	<i>Assignment Title</i>	<i>Assignment Grade</i>	<i>Course</i>	<i>Instructor</i>	<i>Standard Rating</i>
7A					
7B					
7C					
7D					
7E					
7F					
7G					
7H					
7I					
7J					
7K					
7L					
7M					

**Standard 8: Research and Program Evaluation**

<i>Standard</i>	<i>Assignment Title</i>	<i>Assignment Grade</i>	<i>Course</i>	<i>Instructor</i>	<i>Standard Rating</i>
8A					
8B					
8C					
8D					
8E					
8F					
8G					
8H					
8I					
8J					

**PROVIDENCE COLLEGE PORTFOLIO PROCESS**

*Rubric for Portfolio Entries*

<b>Level of Performance</b>	<b>Expectation</b>
<b>Distinguished</b>	<p>Work (projects, case studies, presentations, exams, papers, reflections, etc.) shows evidence of high organization and coherence with the standards and indicators</p> <p>Work demonstrated a highly proficient command of both oral and written language</p> <p>Work is comprehensive and demonstrates a high level of analysis, synthesis, and/or application of theory and concepts from course material</p> <p>The rationale for how the standards and indicators relate to the work is strong, clear, and relevant</p> <p>Work shows high degree of self-reflection</p>
<b>Proficient</b>	<p>Work shows evidence of organization and coherence with the standards and indicators</p> <p>Work demonstrates a proficient command of both oral and written language</p> <p>Work shows evidence of analysis and synthesis of theory and concepts from the course material</p> <p>The rationale for how the standards and indicators related to the work is clear and relevant</p> <p>Work shows self-reflection</p>
<b>Emerging</b>	<p>Work shows little evidence of organization; coherence with the standards indicators in limited</p> <p>Work demonstrates inconsistent quality in writing and/or oral language skills</p> <p>Work shows an understand of course material but lacks analysis and synthesis of theory and concepts</p> <p>Work shows limited evidence of application of theory, derived from readings and coursework, to practice</p> <p>The rationale for how the standards and indicators relate to the work is limited Work shows limited self-reflection</p>
<b>Unacceptable</b>	<p>Work demonstrated the above characteristics to a minor degree or not at all</p>

# School Counseling Order of Courses

Students who enroll in the School Counseling Program as part-time students may take one or more courses in a semester. They make take the courses in each cluster in any order. However it is strongly recommended that students take EDU 540, Principles of Guidance first. Whenever possible, students will be required to complete the courses within each cluster before proceeding on to the next one.

## **Cluster I**

EDU 540: Principles of Guidance  
EDU 501: Fundamentals of Research  
EDU 541: Theories of Counseling  
EDU 546: Group Counseling

## **Cluster II**

EDU 542: Career Information  
EDU 558: Ethical & Legal Issues in Counseling  
EDU 645: Families in Crisis

## **Cluster III**

EDU 538: Developmental and Cross-Cultural Theories in Counseling  
EDU 829: Designing & Implementing a Counseling Program  
EDU 562: Assessment, Measurement, and Data in Counseling

## **Cluster IV**

EDU 544: Counseling Pre-Practicum  
EDU 548: Counseling Practicum

## **Cluster V**

EDU 561: Counseling Internship I  
EDU 568: Counseling Internship II

### **Please Note:**

EDU 544 is a prerequisite for EDU 548  
EDU 548 is a prerequisite for EDU 561  
EDU 561 is a prerequisite for EDU 568

Graduate Assistants :

Year One: Clusters 1, 2 ad 4 (540, 541,  
501, 546, 558, 645, 544, 548)

Year Two: clusters 5, remaining 2, and 3  
(542, 561, 562, 568, 538, 829)

# School Counseling Plans of Study

## Sample Plan of Study: Full-Time Fall Start (2-year plan)

	<b>Fall Semester</b>	<b>Spring Semester</b>	<b>Summer I &amp; II</b>
<b>Year 1</b>	<ul style="list-style-type: none"> <li>● Principles of Guidance</li> <li>● Theories of Counseling</li> <li>● Ethical &amp; Legal Issues</li> </ul>	<ul style="list-style-type: none"> <li>● Group Counseling</li> <li>● Career Information</li> <li>● Fundamentals of Research</li> </ul>	<ul style="list-style-type: none"> <li>● Families in Crisis</li> <li>● Counseling Pre-Practicum</li> <li>● Counseling Practicum</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>● Developmental &amp; Cross-Cultural Theories</li> <li>● Designing &amp; Implementing a Counseling Program</li> <li>● Counseling Internship I</li> </ul>	<ul style="list-style-type: none"> <li>● Assessment, Measurement &amp; Data</li> <li>● Counseling Internship II</li> </ul>	

## Sample Plan of Study: Part-Time Fall Start (3-year plan)

	<b>Fall Semester</b>	<b>Spring Semester</b>	<b>Summer I &amp; II</b>
<b>Year 1</b>	<ul style="list-style-type: none"> <li>● Principles of Guidance</li> <li>● Fundamentals of Research</li> </ul>	<ul style="list-style-type: none"> <li>● Theories of Counseling</li> <li>● Group Counseling</li> </ul>	<ul style="list-style-type: none"> <li>● Career Information</li> <li>● Ethical &amp; Legal Issues</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>● Developmental &amp; Cross-Cultural Theories</li> <li>● Designing &amp; Implementing a Counseling Program</li> </ul>	<ul style="list-style-type: none"> <li>● Families in Crisis</li> <li>● Assessment, Measurement &amp; Data</li> </ul>	<ul style="list-style-type: none"> <li>● Counseling Pre-Practicum</li> <li>● Counseling Practicum</li> </ul>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>● Counseling Internship I</li> </ul>	<ul style="list-style-type: none"> <li>● Counseling Internship II</li> </ul>	

### Sample Plan of Study: Part-Time Fall Start (4-year plan)

	Fall Semester	Spring Semester	Summer I & II
<b>Year 1</b>	● Principles of Guidance	● Theories of Counseling	● Fundamentals of Research ● Ethical & Legal Issues
<b>Year 2</b>	● Group Counseling	● Career Information	● Families in Crisis ● Assessment, Measurement & Data
<b>Year 3</b>	● Developmental & Cross-Cultural Theories.	● Designing & Implementing a Counseling Program	● Counseling Pre-Practicum ● Counseling Practicum
<b>Year 4</b>	● Counseling Internship I	● Counseling Internship II	

#### **Please Note:**

EDU 544 is a prerequisite for EDU 548

EDU 548 is a prerequisite for EDU 561

EDU 561 is a prerequisite for EDU 568

*School Counseling Courses Scope & Sequence (Updated July 2021)*

<b>Fall Semester</b>				
	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>
<b>4:00 – 6:30 pm</b>	EDU 548 EDU 829	EDU 561 EDU 542	EDU 538 EDU 540	EDU 546 EDU 558
<b>7:00 – 9:30 pm</b>	EDU 501	EDU 544	EDU 562	EDU 541
<b>Spring Semester</b>				
	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>
<b>4:00 – 6:30 pm</b>	EDU 548 EDU 829	EDU 568 EDU 542	EDU 538 EDU 540	EDU 546 EDU 558 EDU 645
<b>7:00 – 9:30 pm</b>	EDU 501	EDU 544	EDU 562	EDU 541
<b>Summer I Semester</b>				
	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>
<b>4:30 – 8:00 pm</b>	EDU 501 EDU 546	EDU 542 EDU 645	EDU 501 EDU 546	EDU 542 EDU 645
<b>6:00 – 9:30 pm</b>	EDU 562 EDU 544	EDU 538	EDU 562 EDU 544	EDU 538
<b>Summer II Semester</b>				
	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>
<b>4:00 – 7:30 pm</b>	EDU 501 EDU 558 EDU 548	EDU 540	EDU 501 EDU 558 EDU 548	EDU 540

# Two – Page Reflection Paper

You are beginning your graduate experience toward a degree that will lead to a position as a school counselor. Reflect upon the knowledge you have gained in your first few courses.

The following issues should be addressed:

- A. What are your expectations of the school counseling program?
- B. What do you expect to learn that will affect your work as a school counselor?
- C. How do you see yourself in the role of a school counselor? Be specific.
- D. Optional. Feel free to make additional comments.

Please contact Dr. Patricia Nailor at 401-865-2922 if you have any questions.

# Four – Page Reflection Paper

You will soon be completing your graduate experience. You have performed a multitude of tasks with a variety of individuals and in many situations. Reflect upon the knowledge you have gained. Thoroughly review your portfolio and look at your growth. The following issues should be addressed:

- A. What were your expectations and/or beliefs when you began your course work? Have they changed and, if so, how? If they have not changed, to what do you attribute that fact?
- B. What learning experiences, readings, projects, etc. gave you the most satisfaction?
- C. Which standard(s) led you to gain the most knowledge or growth? In what areas do you feel you need additional growth? How might you gain that additional growth?
- D. What have you learned about yourself and how will this affect your work as a school counselor? Reflect.
- E. How do you see yourself in the role of a school counselor? Be specific.
- F. What recommendations might you suggest which, if adopted, would enhance the counseling program?
- G. If you have taken the Praxis II Professional School Counselor test (5421), how well do you feel the Counseling Program prepared you to achieve a minimum passing score of 156 on this assessment?
- H. Optional. Feel free to make additional comments.

Please contact Dr. Patricia Nailor at 401-865-2922 if you have any questions.

# Rubric for Reflective Writing

Level of Performance	Expectation
<b>Highly Reflective</b>	<p>Specifically explains what knowledge or perspective has been gained through the experience, observation, and/or activities</p> <p>Draws analogies between situations</p> <p>Explains the changes that experience has had upon thinking, understanding, and actions</p> <p>Synthesizes theory learned in coursework and readings with experiences and articulates this relationship</p> <p>Applies new perspectives to solve real problems</p>
<b>Reflective</b>	<p>Explains with a fair amount of clarity what knowledge or perspective has been gained through the experience, observation, and/or activities</p> <p>Connects new concepts or ideas in general to situations</p> <p>Explains some aspect of how experience has changed thinking, understanding, and actions</p> <p>Recognizes theory learned in coursework and readings and connects them to experience</p> <p>Attempts to apply new perspectives to solve real problems Infers aspects of reflection but does not state them explicitly</p>
<b>Partially Reflective</b>	<p>Explains the experience and describes some knowledge or perspective gained through experience</p> <p>Identifies unfamiliar ideas or concepts as well as any changes in perspective</p> <p>Shifts between describing the details of situations and assumptions about them, without explaining reflective process</p>
<b>Not Reflective</b>	<p>Describes or explains experience</p> <p>Makes few if any connections between experience and theory</p>