

Master of Education
in School
Counseling

Handbook
2022 -2023



PROVIDENCE
COLLEGE

School of Professional Studies



PROVIDENCE COLLEGE

School Counseling Handbook Table of Contents

Section	Page(s)
<u>Administration & Counseling Faculty</u>	3
<u>Mission Statement</u>	4
<u>Purpose</u>	5
<u>Standards-Based Program</u>	6
<u>Admission</u>	7
<u>Policies and Procedures</u>	8-12
<u>Graduate Assistantships</u>	13-14
<u>Scholarships</u>	15
<u>Order of Courses</u>	16
<u>Course Sequence for Full-Time Students</u>	17
<u>Course Sequence for Part-time Students</u>	17-18
<u>Courses Scope & Sequence</u>	19
<u>General Guidelines for Portfolio Development</u>	20-22
<u>Internship</u>	23

Administration

Assistant Dean of Education

Dr. Elizabeth Schaper

Director of School Counseling Program

Dr. Patricia Nailor

Administrative Coordinator of Graduate Education

Mr. Todd Hopkins

Counseling Faculty

Dr. Guy D. Alba

Special Lecturer in Education

Mr. Michael Bibeault

Special Lecturer in Education

Dr. Anne Coleman

Special Lecturer in Education

Mrs. Barbara Crudale

Special Lecturer in Education

Mr. Ralph Detri

Special Lecturer in Education

Mrs. Lori LeBrun

Special Lecturer in Education

Dr. Arthur Lisi

Special Lecturer in Education

Mrs. Onna Mechanic-Holland

Special Lecturer in Education

Ms Carmen Melendez

Special Lecturer in Education

Dr. Susan Skawinski

Special Lecturer in Education

Mr. Louis Toro

Special Lecturer in Education

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.

Standard-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.

Student Standards (K-12)

ASCA Mindsets & Behaviors for Student success: K-12 College- and Career-Readiness for Every Student

Professional Standards

ASCA Ethical Standards for School Counselors

ASCA School Counselor Professional Standards & Competencies

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 \$65.00
- 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/recent graduate)
 - 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

Policies and Procedures

Acceptance into the Program

Candidates formally begin the program at three intervals per year:

- Students accepted in the March 1st application group may begin the program in Summer I, Summer II or Fall Semester.
- Students accepted in the July 1st application group begin the program in the Fall Semester.
- Students accepted in the November 1st application group begin the program in the Spring Semester.

A required orientation for new candidates will be conducted by the director following acceptance.

Transfer of Credits

No more than six credits may be transferred into the program.

Graduate Education Scholarship Funds

There is an annual distribution for the three scholarship funds (Monahan, Sullivan, and Coccia). The scholarship funds provide small (usually 1-course) tuition scholarship grants to deserving underrepresented students who are enrolled in a Providence College Masters of Education degree program. Candidates must complete the [Graduate Education Scholarship Form](#).

Length of Program

Candidates must complete all requirements of the Masters of Education (M.Ed.) Program within five years. Exceptions may be granted because of extenuating circumstances (illness, accident, etc.). Requests for an extension or leave of absence must be made in writing.

Course Sequence

The fourteen courses for his program are divided into five clusters. Students are encouraged to follow the suggested order as described on [page 16](#). Sample maps of courses are given on [pages 17-18](#). The courses scope and sequence are located on [page 19](#).

Email Address

All candidates must use their PC email addresses to communicate with instructors and staff. Candidates are expected to check their PC email account and are held responsible for notices and due dates communicated through the PC account.

Grading

A letter grade of C is the lowest passing grade for graduate courses; however a B average is required for graduation. The following letter/numerical grade conversion chart will be applied to the above projects:

A	A-	B+	B	B-	C+	C	C-
94- 100	90- 93	87- 89	84- 86	80- 83	77- 79	74- 76	70- 73

All projects will be carefully reviewed according to a rubric, which will be provided and discussed in class. The final course grade will be posted on Cyberfriar in accordance with the Providence College grading timeline.

Candidates whose projects are not submitted according to the suggested due date and who do not make prior arrangements for additional time with the course instructor will receive an incomplete until all work is submitted and reviewed. No penalty will be imposed for candidates who request additional time.

Course Grade of Incomplete

Candidates who receive a grade of an “Incomplete” must complete required coursework within one year. If the one-year deadline is not met, the candidate must re-register for the course.

Required Grade/Assessments

Candidates are required to maintain a “B” average in all coursework and develop a portfolio that demonstrates mastery of CACREP Standards.

Standards are assessed as they are met by course instructors and then again at the end of coursework. At the conclusion of the internship, a final, comprehensive assessment includes a presentation by candidates of their personal discovery of strengths, challenges and best learning.

Class Attendance

School counseling candidates are expected to attend all scheduled classes each semester and to demonstrate the completion of weekly readings and assignments through their participation in class discussions.

- Candidates should not schedule vacations that interfere with class attendance. This is true of any semester, **but especially the summer sessions**. Since the amount of time missed during a summer session would be substantial, instructors may deny participation in the course due to the significant amount of instruction that would be missed.
- Candidates who are absent from one or more classes due to scheduled professional events, such as parent conferences or school meetings, should inform the instructor ahead of time and make up missed work.

- Candidates who miss one or more classes due to illness should contact the instructor and make up work that was missed.

Class Participation

In addition to completed assignments, candidates demonstrate commitment to their learning through the ways in which they engage in their classes. Levels of class participation are described as follows:

Frequent Participation – Candidate becomes part of the conversation nearly every week and in a significant way, sharing or questioning a new understanding or idea, thus contributing to the learning of all candidates. This candidate demonstrates **unquestionable commitment** to course texts and, therefore, to his/her own development as a reading professional.

Occasional Participation – Candidate becomes part of the conversation every so often. While often contributing to the conversation in a significant way when participating, this candidate demonstrates an **inconsistent commitment** to course texts and, therefore, to his/her own development as a reading professional.

Little Participation – Candidate seldom becomes part of the conversation. While learning from the conversation of others, this candidate **does not demonstrate a commitment** to course texts.

Disclaimer

The course syllabus and class schedule may change at the discretion of the course instructor. All changes will be communicated to graduate candidates in class and by PC email.

Science of Reading

Teachers are required to be “aware” or “proficient” in structured literacy, depending on the grade level and subject area in which they teach. Consequently, school counseling candidates should be knowledgeable of this legislation (Rhode Island, 2019):

- All candidates admitted to the program as of **July 1, 2022**, will be required to demonstrate proficiency at the “awareness” level in the science of reading. This can be done in one of two ways:
 - Take and pass the online training provided by RIDE free of charge through their site, Bridge-RI.
 - Participate in district-level training that meets the awareness level of proficiency.
- Either of the above paths will provide individuals with a Certificate of Completion which they will place in their school counseling portfolios.

Application for Graduation

Candidates must apply to receive their degree and/or to participate in the graduation ceremony.

1. Students may choose to participate or not to participate in the graduation ceremony. All students, regardless of choice, **must apply to graduate** to receive their degrees.
2. When the Dean receives an application for graduation from a candidate, a notice is sent to the School Counseling Program Director who reviews the individual's transcript and signs the Degree Clearance Form indicating (a) approval for graduation or (b) "degree hold." The director will certify each degree and release diplomas that are on hold at a later date when all requirements are documented.
3. Degrees are conferred in December (no ceremony) and May (with or without ceremony).

Praxis Exam

4. Taking the Praxis Exam, that is, the Professional School Counselor test (5421) is a requirement for the M.Ed. in School Counseling Program. Candidates must take the Praxis exam before graduation. Passing the Praxis is required for RI Department of Education certification. Out-of-state students may substitute their state-testing requirement for the Praxis.

Class Cancellation:

In the event that class is cancelled because of College closings or the inability of the instructor to meet with the class, students will be informed via PC email and/or Sakai as quickly as possible. A cancelled class may be made up during exam week or at a time that is negotiated with the class.

Academic Integrity

In the Providence College Graduate Catalog (2021-2023), the following statement reflects the college position on academic integrity and the actions that are considered to be in violation of that position:

"We recognize that violations of integrity are harmful not only to our own pursuit of truth but are detrimental to the entire learning community of our College in that they dishonor our efforts and compromise our dedication to a spirited pursuit of learning...The principal violations of academic integrity include, but are not limited to plagiarism, cheating, forgery, lying, and collusion."

All graduate students are expected to understand and avoid violations of academic integrity and to adhere to the highest standards of integrity in all academic work. Further information about the Providence College Copyright Policy and Guidelines can be found at the following website:

<https://pml.providence.edu/research/academic-integrity-copyright/>. All violations will be reported to Fr. Mark Nowel, Assistant to the Provost.

Disability Accommodations

Providence College offers equal educational and employment opportunities to all members of the College community according to the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. Students with a documented disability should arrange for accommodations with the Office of Academic Services at <https://academic>

services.providence.edu/services/rights-responsibilities.

Academic Support Services

The Office of Academic Services (OAS) offers all Providence College students a variety of support services, including individual and group tutoring in writing and academic skills. For information about academic support services, contact OAS at 401-865-2494 or <https://academic-services.providence.edu/>.

Inclusivity Statement

Providence College is committed to welcoming and retaining a diverse faculty and student body. School Counseling candidates should know that diversity, equity and inclusivity are major factors in every decision made at the college.

Digital Devices/PC Email

Cell phones, I-pads and personal computers may be used for instructional purposes; however, all candidates should refrain from personal use of digital devices during class time. School Counseling candidates are responsible for keeping their PC email account active and for checking this email regularly. All college and class communication will take place through PC email.

Classroom Safety Policy

In the event that building fire alarms are activated, all occupants must exit from the building. Students who require assistance during an emergency evacuation should make arrangements with the course instructor in advance. All students should become familiar with emergency exits.

COVID-19 Policies

Our program follows the Providence College administration regarding any policies for COVID-19.

Please refer to the following link for updated information about COVID-19 policies: <https://www.providence.edu/coronavirus/>

A Word about Writing

As an aspiring school counselor, graduate candidates must demonstrate a commitment to learning and academic work in their own lives and serve as models for the children and adults in their communities.

High personal standards are essential to promote high standards for students. The task of writing a clear and effective report, case study, lesson, or reflection is challenging. Candidates must work beyond a first or second draft. Revision and editing involve undivided attention to content and grammar. In the Graduate School Counseling Program at Providence College, candidates are expected to exemplify sound oral and written communication skills. The written work submitted in this graduate program will be evaluated according to standards that are reflective of a highly literate professional.



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: All of Clusters 1 and 4, Part of clusters 2 and 3: (540, 541, 501, 546, 538, 558, **544,548**)

Year Two: Clusters 5, remaining 2, and 3 (542, 561, 562, 568, 645, 829)

School Counseling Plan of Study

Sample Plan of Study: Full-Time (2-year plan)*

	Fall Semester	Spring Semester	Summer I & II
Year 1	EDU 540: Principles of Guidance EDU 541: Theories of Counseling EDU 542: Career Information	EDU 501: Fundamentals of Research EDU 546: Group Counseling EDU 558: Ethical & Legal Issues in Counseling	EDU 538: Developmental & Cross-Cultural Theories (I) EDU 544: Counseling Pre-Practicum (I) EDU 548: Counseling Practicum (II)
Year 2	EDU 561: Internship I EDU 562: Assessment, Measurement, & Data EDU 829: Designing & Implementing Counseling Program	EDU 568: Internship II EDU 645: Families in Crisis	

*GAs must take 544 and 548 during their first summer

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

	Fall Semester	Spring Semester	Summer I & II
Year 1	EDU 540: Principles of Guidance EDU 541: Theories of Counseling	EDU 645: Families in Crisis EDU 546: Group Counseling	EDU 501: Fundamentals of Research (II)
Year 2	EDU 542: Career Information EDU 538: Developmental & Cross-Cultural Theories	EDU 558: Ethical & Legal Issues in Counseling EDU 562: Assessment, Measurement, & Data	EDU 544: Counseling Pre-Practicum (I) EDU 548: Counseling Practicum (II)
Year 3	EDU 561: Internship I EDU 829: Designing & Implementing	EDU 568: Internship II	

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

	Fall Semester	Spring Semester	Summer I & II
Year 1	EDU 540: Principles of Guidance	EDU 546: Group Counseling	EDU 538: Developmental & Cross-Cultural Theories (I) EDU 501: Fundamentals of Research (II)
Year 2	EDU 541: Theories of Counseling	EDU 645: Families in Crisis	EDU 542: Career Information (I)
Year 3	EDU 829: Designing & Implementing	EDU 558: Ethical & Legal Issues in Counseling	EDU 544: Counseling Pre-Practicum EDU 548: Counseling Practicum
Year 4	EDU 561: Internship I EDU 562: Assessment, Measurement, & Data (or Spring)	EDU 568: 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 2022)

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

General Guidelines for Portfolio Development

*Master of Education in School
Counseling*
Updated July 2022

A. Portfolio Development

1. In order to complete the Masters of Education in School Counseling Program, students must develop a professional-looking program portfolio which demonstrates their 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, Table of Contents and cover sheet](#)

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](#).

3. 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](#)

4. 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 his/her 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.
5. Students may cover multiple standards and indicators with one piece of evidence; however, **two or more pieces of evidence must be used from each course in order to meet all standards/indicators before beginning Internship.** If an assignment covers multiple standards (e.g., 2b, 5a, 5d), submit a separate cover sheet and rationale for each standard (e.g., one for 2b and one for 5a and 5d).
6. 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.
7. Each portfolio should be neatly and professionally organized and include:
 - a. A **cover sheet** which identifies the student, the program in which the student participated, and the date completion of the portfolio
 - b. A Table of Contents. 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. Assessment/Portfolio Review

Students’ portfolios will be assessed as follows:

1. Each entry is reviewed by an instructor and deemed either “Unacceptable”, “Emerging”, “Proficient” or “Distinguished”. Only “Proficient” and “Distinguished” entries are acceptable for inclusion in the portfolio. **This is the first step in assessment.**
2. At the conclusion of their first semester, students will write a two-page reflection paper and submit it to the program Director. Click [here](#) for two-page reflection description.

3. Director sets up a meeting with students to discuss their two-page reflections and map a plan for the completion of the program.
4. During the spring before internship, students meet with the Director and Internship Instructor to discuss portfolio progress and plans to complete it. At this time, they receive Internship information as well.
5. At the beginning of Internship II, students will be given an opportunity to sign up for a presentation date in mid to late April. At this time, they will present a PowerPoint presentation (5-8 slides) based on criteria provided to them. Click [here](#) for Criteria.
6. Two weeks before their scheduled presentation, students send their completed Table of Contents to the Director along with their four-page reflection paper.
7. Students will present their best learning to the Director and one or more faculty members. A discussion of their presentation, four-page reflection paper and completed portfolio Table of Contents follows.
8. Reflections and evidence will be assessed using rubrics which describe performance at two levels: distinguished and proficient, or emerging. Eligibility to graduate from the program will require a “proficient” level of performance for each indicator **and** in the assessment of the overall portfolio.
9. Final portfolios should be professional in their appearance and ultimately ready
10. 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

Internship Resources

2022 - 2023



PROVIDENCE
COLLEGE

School of Professional Studies



PROVIDENCE
COLLEGE

School Counseling Handbook Links Table of Contents

- **Scholarships**
 - [John Monahan Scholarship](#)
 - [Francis and Mildred Sullivan Scholarship](#)
 - [Rose A. Coccia Scholarship](#)
- **General Guidelines for Portfolio Development**
 - [2016 CACREP Standards](#)
 - [2016 Portfolio Cover Sheet](#)
 - [2016 Portfolio Table of Contents](#)
 - [Rubric for Portfolio Entries](#)
- **Internship**
 - [Two-Page Reflection Paper](#)
 - [Four-Page Reflection Paper](#)
 - [Portfolio Criteria](#)
 - [Rubric for PowerPoint](#)

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: _____

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: _____

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

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

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

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

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.

Portfolio Entry Scoring			
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

Level of Performance	Expectation
Distinguished	<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>
Proficient	<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>
Emerging	<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 understanding 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</p> <p>Work shows limited self-reflection</p>
Unacceptable	<p>Work demonstrated the above characteristics to a minor degree or not at all</p>

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 the Program Director 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 the Program Director at 401-865-2922 if you have any questions.

Portfolio Criteria

The PowerPoint presentation is intended to be an overview of your journey through the school counseling graduate program. It will provide insight for the Director and faculty who will engage with you in a discussion about the content. Consider using the following outline as your guide and be as creative in your presentation as you wish.

Essential elements

- Cover slide with identifying information (name, etc)
- 5-8 slides
- Alignment with the PowerPoint Rubric

Content

- Challenges/strategies
- Changes in perspective on profession
- Growth in knowledge/professionalism

Reflective thinking

What/who influenced your understanding of the profession?

Which course(s) were the most meaningful? Why?

How did challenges support your growth?

Did your perspective of the profession change throughout the program? In what ways?

PowerPoint Rubric

	Excellent Presentation	Good Presentation	Poor Presentation
Overall Aesthetics (This refers to the look of the slides, not the information presented.)	Appealing graphic elements are included appropriately. Slides are easy to read, and movement and sounds are used effectively.	There are too few graphic elements. Appropriate background. Some slides hard to read.	Background makes the presentation hard to read. Graphics are confusing and not related to words. Too much movement in the slides. Many slides hard to read.
Readability of the Slide	There are no errors in spelling, grammar, and punctuation. Bullets are consistent and clear. Information is clear and concise on each slide.	There are some errors in spelling, grammar, and punctuation. Bullet format is not consistent on a few slides. Too much information on two or more slides.	There are many errors in spelling, grammar, and punctuation. Bullet format is not consistent or clear. Too much information on many slides
Presentation Skills	Presenter knew the information and progressed smoothly through the presentation. Diction and voice level engaged the audience in the presentation.	Presenter knew the information inconsistently and got lost sometimes. Diction and voice level made inconsistent.	Presenter didn't know the information and got lost often. Diction and voice level made listening difficult.
Meeting Information Objectives/Content	Presenter provided information that was on task.	Presenter provided information that was at least partially on task.	Presenter did not provide pertinent information.