

Master of Education in
School Counseling

Handbook
2016 – 2017



PROVIDENCE
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School of Professional Studies



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Mission Statement

The mission of the Providence College School Counseling Graduate Program is consistent with that of Providence College which 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 which emphasizes quality teaching and scholarship. Following on this we seek to prepare value oriented professional counselors who work with students in elementary, middle, and high schools and in the process help them become more self-reflective, caring, and compassionate. These 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 have an awareness of the variety that exists in school culture.

The program also strives to prepare school counselors to be educational leaders, creative in their approaches, who possess the ability to create a school climate conducive to learning. The program encourages prospective counselors to recognize and accept the differences that exist in the traditions, discipline, practices, and culture that children bring into the school. Our graduates will have the ability to facilitate the academic, career, personal, and social growth of all students by collaborating with administrators, teachers, parents, and the community in building a productive, meaningful, and safe learning environment.

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 is designed to produce professional school counselors who are able to integrate theory and practice and provide professional leadership. Upon completion of the program, students are prepared to gain entry-level counseling positions through which their skills and areas of specialization may be further utilized and developed in a variety of educational settings.

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 0421/5421) 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 the states. Many states have reciprocity with Rhode Island and these states will license students through the Interstate Certification Compact upon receiving Rhode Island Certification.

National Standards for School Counseling Programs

National Standards for school counseling programs are what the American School Counselor Association (ASCA) believes to be the essential elements of a quality and effective school counseling program. The standards address program content and the knowledge, attitudes, and skill competencies that all students will develop as a result of participating in a school counseling program. The ASCA National Standards address the areas of Student Academic, Career and Personal/Social Development.

Therefore, the Council for Accreditation of Counseling and Related Educational Programs (CACREP) was established to advocate and promote quality professional training programs for counselors. They have developed a set of CACREP Standards which are being used to accredit programs. The Graduate Education Counseling Program at Providence College acknowledges this and seeks to incorporate these standards into their program of studies. The development of course and student portfolios built on the CACREP Standards has enhanced the consistency of the program.

Initial Assessment Process

When a student graduates from Providence College with a Master's degree certification in School Counseling and has passed the Praxis II Professional School Counselor Test 0421/5421, we are verifying that the student is ready to begin serving the public as a qualified counselor. Since we recognize that not everyone is suited to the counseling profession, the program has instituted an assessment process that begins with our revised admission process and continues throughout the program.

The assessment process starts with the admissions process. The admissions file consists of the application, undergraduate and graduate transcripts, two recommendations, one of which must come from a school administrator, a personal statement, summary of experience and the results of both the personal interview and role playing session with the Admissions Committee. The information that the student must submit has been streamlined. The recommendations must be submitted on official forms with the recommenders name signed across the seal. We have also given a more complete description of the material each recommender must include in their analysis of the candidate. In addition the applicants personal statement must contain specific information which outlines their reasons for pursuing graduate work, their personal and academic background and future plans.

(See <http://www.providence.edu/academics/departments/Pages/graduate-applications.aspx> for application materials. International students should see <http://www.providence.edu/international-studies/International-Students/Pages/international-graduate-admission.aspx> for supplemental required application materials.)

The interview process itself is conducted by three faculty members and the program director. It is based on cases of actual counseling situations taken from A Casebook for School Counselors by Lewis B. Morgan and the applicants' responses are evaluated based on the areas of empathy, sensitivity, oral/verbal ability, communication skills, self-awareness, and interpersonal skills. The personal statement, transcripts, interview, letters of recommendation, experience and role play are each worth two points. Of a possible total of 12 points, an applicant must receive at least 9 points to be accepted.

Once the applicant is accepted he or she receives information concerning the portfolio and attends an informational workshop on the process. Students are required to attend an orientation and advisory sessions after the completion of 15 semester hours and 30 semester hours respectfully with their assigned advisors. The assessment of the portfolio takes place prior to the internship experience and the conclusion of the program.

Counseling Facilitative Evaluation

Adopted from A Casebook for School Counselors by Lewis B. Morgan

Case One:

You are a tenth-grade counselor in a high school in a fast growing suburban area. One of your counselees, Brian, is referred to you by his parents. According to them, Brian “lacks direction and motivation and doesn’t care about his academic work or about going to college.” They ask you to talk to him.

When Brian comes in, he seems indifferent and slightly surly toward what he perceives as the purpose of this conference. During the course of the session, he states:

“All I want to do is to graduate from this dammed school, then set myself up in business in a small arts and crafts shop. I like this kind of work, but my parents think I should go on to college. What I want doesn’t seem to matter to them.”

1. What is your spontaneous response to this statement?
2. Based on your response, what direction do you think the rest of this counseling session will take?

Case Two:

A fifth grade girl is referred to you by her teacher because she “has no friends and seems so pathetically alone.” Upon talking to her former teachers, you find that her parents are rather insensitive to the girls’ needs and have showered most of their attention on her older brother, who is doing well in school. The girl is quite withdrawn during the first counseling session with you, but toward the end of the session she says:

“I wish I were a boy. Boys aren’t as nasty as girls are; they have more fun and like each other more. Sometimes I think my mother and father like my brother more than they like me.”

1. What is your spontaneous response to this statement?
2. Based on your response, what direction do you think the rest of this counseling session will take?

Case Three:

One of your counselees, a senior girl who is tremendously interested in pursuing a career in drama, comes in to see you about her very low (300 verbal; 260 mathematics) college board scores and how they relate to her being accepted in the three rather selective colleges where she chooses to study drama. Her scholastic

record is a C+ which, coupled with her subpar test scores, seems to preempt her from being accepted at the colleges she has chosen. She says:

“I know it doesn’t look hopeful, but I think they’ll give me a chance if they allow me to audition. I’ve always worked hard at my studies, and I know I can do it if they give me a chance.”

1. What is your spontaneous response to this statement?
2. Based on your response, what direction do you think the rest of this counseling session will take?

Case Four:

Mr. Davenport, a father of a third-grade boy, is coming in to discuss a teacher report that was sent home regarding his son. The report was critical of the boy’s noninvolvement in classroom activities and questioned the parent’s interest in the boy, their only child. Mr. Davenport is a traveling salesman who is required to be away from home frequently. Mr. Davenport storms into your office, very angry. He says:

“I don’t know why I’m here talking to you; I should be talking to the principal and superintendent about the asinine report Mrs. Wadsworth sent home. That woman doesn’t know how close she is to a law suit, calling us ‘disinterested’ parents. Freddy’s all right, and we’re just fine; that woman’s the loser in this situation, let me tell you!”

1. What is your spontaneous response to this statement?
2. Based on your response, what direction do you think the rest of this counseling session will take?

Case Five:

Greg, a junior whom you have counseled previously, is sent by his social studies teacher to talk to you. Upon entering your office, he states:

“My teacher told me to come down here and talk to you. I don’t know why! She said I couldn’t come back to class until I learned to stay awake. I work at a gas station until one o’clock every night, and I’m tired. Anyway, who could stay awake in there- she bores you to death.”

1. What is your spontaneous response to this statement?
2. Based on your response, what direction do you think the rest of this counseling session will take?

Case Six:

As a counselor in the elementary school which is employing a counselor for the first time this year, one of your major responsibilities is to provide consultative services to staff members. Midway through the year, a first-year fourth-grade teacher drops in to see you, obviously upset. She says:

“I don’t know why I ever thought I’d like teaching or be a good teacher. It’s so hard- being responsible for the education of 25 kids all at once- it’s an impossible job!”

1. What is your spontaneous response to this statement?
2. Based on your response, what direction do you think the rest of this counseling session will take?

Case Seven:

Suppose that a tenth-grade boy, in the midst of a rather routine first counseling session, blurts out to you:

“Things are really rotten with me. I hate school; my parents and I can’t stand each other; and my girlfriend and I have broken up. I think the main reason that things are going so badly is that I have ‘dropped out’ in more ways than one. I’ve been smoking pot for the past six months, and lately I’ve even tried acid...it’s a bad scene. I’m really screwed up.”

1. What is your spontaneous response to this statement?
2. Based on your response, what direction do you think the rest of this counseling session will take?



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Graduate Assistantships

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 it increases to \$750/month. Along with this stipend, GAs also receive tuition remission for the academic year and summer session.

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 (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**. 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 Congratulatory letter along with other information you will need as a new hire. You will also need to meet with Human Resources **before** your first day of employment in order to complete employment verification forms. All information that you need will be in this packet.

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 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 depending on the department you are hired for. 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 must consist of a minimum of nine hours per semester and at least 3 hours in one of the summer sessions.

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 of renewal. This is something that would be discussed with your hiring supervisor towards the end of your first year.

John Monahan Scholarship Application

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.

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.

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.

Master of Education in School Counseling

Criteria for Admission to Program

Applicant Name: _____ Date: _____

Criteria	Rating		
	Distinguished (2 points)	Adequate (1 point)	Not Acceptable (0 points)
1. Application (Personal Statement)			
2. Undergraduate Transcript			
3. Interview *			
4. Letters of Recommendation			
5. Experience			
6. Role Play **			

* The interview assesses your sensitivity, communication skills (including feedback, self-awareness, and interpersonal skills).

** The applicant and interviewers will participate in role playing skits. The applicant will assume the role of the school counselor while the interviewers play the roles of students in need of assistance. The skits are designed to identify qualities (advocacy, compassion, being non-judgmental, etc.) commonly associated with an effective counselor.

Total Points: _____

Admit (9 points required) _____

Admit (conditional) _____

Reject _____

Review Date: _____

Reviewer: _____

STUDENT RELEASE FORM: COUNSELING

As an applicant to the **School Counseling Program** at Providence College, I grant the program director permission to inform the Superintendent of the School System and Principal of the school where I am presently teaching my interest in pursuing a master's degree in Counseling.

Student Name: _____

Student Signature: _____

Banner Number: _____

Name of Superintendent: _____

Name of Principal: _____

Date: _____

_____, 2016

Dear Principal _____:

Providence College is seeking to broaden the field experiences that are available to the student involved in our School Graduate Counseling Program. _____ has been accepted into our School Counseling Program, which leads to certification as a school counselor providing _____ attains a passing score on the Praxis II Professional School Counselor test 0421/5421.

We invite you to join us in developing a partnership that would better serve our graduate students and your school. There are opportunities in local schools that would enrich this graduate student's experience as a potential counselor throughout their time in our program. To increase the variety and frequency of counseling experiences one could include School Improvement Teams, curriculum committees, interview committees, outreach programs in your community, the use and interpretation of school data, and parent outreach programs.

As part of their preparation program, our School Counseling students are prepared to meet the requirements defined in the CACREP Standards. Using actual work products from their courses and field experiences, they are continually assessed as they prepare for their counseling internship experience and initial certification in counseling.

We value working with your staff and want to ensure that we remain supportive in developing ways we can work together in order to meet the needs of all. Please feel free to contact me for more specific details.

Sincerely yours,

Mary Ann Mozzone
Director, School Counseling Program

Course Clusters and Sequence

The sequence of pre-requisite courses in the Master's Degree Program in School Counseling has been clustered as follows:

First Cluster:	EDU 540	Principles of Guidance
	EDU 541	Theories of Counseling
	EDU 501	Fundamentals of Research
Second Cluster:	EDU 542	Career Information
	EDU 538	Development and Cross Cultural Theories in Counseling
	EDU 558	Ethical and Legal Issues in Counseling
	EDU 562	Assessment, Measurement, and Data in Counseling
	EDU 546	Group Counseling
	EDU 645	Families in Crisis
Third Cluster:	EDU 829	Designing & Implementing a Counseling Program
	EDU 544	Pre-Practicum Training
	EDU 548	Counseling Practicum
	EDU 561	Counseling Internship I*
	EDU 568	Counseling Internship II*

Wherever possible, students will be required to complete the courses within each cluster before proceeding on to the next cluster. Registration to enroll in EDU 548 (Counseling Practicum) will be denied to any student not having successfully completed EDU 544 (Pre-Practicum Training). Also, registration to enroll in EDU 561 (Counseling Internship I) and EDU 568 (Counseling Internship II) will be denied to any student not having successfully completed or concurrently enrolled in EDU 548 (Counseling Practicum).

***Please note that EDU 561 and EDU 568 cannot be taken concurrently.**

Providence College
Master of Education in School Counseling
September 1, 2016
General Guidelines for Portfolio Development

A. Portfolio Development

1. In order to complete the Master's of Education in School Counseling Program, each student must develop a program portfolio which illustrates his/her 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). Therefore, these standards form the framework upon which student portfolios will be developed. Your portfolio must be based on the standard(s)/indicator(s) and not the course(s). A complete set of standards is attached.
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.
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 he/she would like to place a particular class project or piece of work in his/her 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 to work to the student with the completed entry sheet. Each portfolio should be organized in a three-ring binder.
5. Students should only place 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. Both the original material and the revised material should be included in the portfolio. Students must

submit the assessment entry form. Students may not go back to the instructor to complete the portfolio entry assessment form.

6. The first portfolio which is due prior to starting your internship, must be prefaced by a two page reflection which describes your development as a counselor and what skills you need to improve during your internship. Students may cover multiple standards and indicators with one piece of evidence; however, **at least one piece of evidence must be used from each course.**
7. The final portfolio which is due at the conclusion of the program and prior to graduation must also contain a four page reflection paper which explains your progress in the program as well as your readiness to enter the profession.
8. Upon completion, 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 not to 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.
9. Each portfolio should be 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.
 - c. A two page reflection paper for your preliminary portfolio review and a four page reflection for your final portfolio review.
 - d. **Eight sections**, one for each standard, which includes the evidence for each CACREP standard.

B. Portfolio Review

1. A student's portfolio will be reviewed at two points during the student's program:
 - a. Immediately prior to the student's application to participate in the internship experience (Preliminary Portfolio Review).
 - b. Upon completion of all program requirements, including internship (Final Portfolio Review).
2. When a student's portfolio is ready for review at either of the above points, he/she should submit his/her portfolio to the Director, Graduate Counseling Office.
3. 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.

A reflection paper four pages in length will be submitted with your final portfolio. Following is a more specific explanation of the assignment.

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 counselor? Reflect.
- E. How do you see yourself in the role of a 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 (0421/5421), 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 Ms. Mary Ann Mozzone at 401-865-2922 if you have any questions.

Rubric for Reflective Writing

Level of Performance	Expectation
Highly Reflective	<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>
Reflective	<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</p> <p>Infers aspects of reflection but does not state them explicitly</p>
Partially Reflective	<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>
Not Reflective	<p>Describes or explains experience</p> <p>Makes few if any connections between experience and theory</p>



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The Office of the School of Professional Studies

Dear _____,

You have reached the 15 credit point in your Master of Education Program in School Counseling at Providence College. At this time, you are required to meet with an advisor to review your progress, assess future coursework plans, check on your portfolio entries and assist you with any questions or concerns you may have regarding your course of study.

Please contact Mr. Louis Toro as soon as possible via e-mail at LTCHS@aol.com or phone at 401-277-9686 so that a brief meeting can be set up at your earliest convenience. Additionally, bring in your completed cover sheets so that they may be reviewed. Please know that this brief meeting is required by the School of Professional Studies at Providence College and is designed to be supportive of your endeavors as you matriculate toward the completion of the School Counseling Program at Providence College.

Sincerely,

Mary Ann Mozzone
Director, School Counseling Program



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The Office of the School of Professional Studies

Dear _____,

You recently attained 30 credit hours and are well on your way toward completing the requirements for the Master of Education in School Counseling. At this juncture, it is required of you to meet with an assigned advisor to again review progress and to begin planning for your internship. Planning should encompass scheduling of remaining courses (schools only) in prescribed, sequential order and should also focus upon selecting alternative placement sites to insure internship experience at all grade levels.

Kindly contact Mr. Charles Gaffney at cgaff1@cox.net or 401-865-2922 to schedule an advisory session. This mandatory meeting is designed to support your efforts in successfully completing the remaining phase of the School Counseling Program.

Sincerely,

Mary Ann Mozzone
Director, School Counseling Program

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 a serial and ever deepening exposure and involvement in on-the-job activities providing sufficient time to enable the intern to grow both personally and professionally. It is during this phase of the graduate program that the mentoring influences of the counselor, serving as the daily on the job supervisor, plays a significant role in shaping the future counselor.

Supervision of the intern by the supervisor should be performed by a professional person 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. The supervisor should view the supervisory process as a growth-producing experience that can lead the intern toward development of a professional self-concept and the continued honing of counseling and guidance skills. The intern's experience in the schools should include all those related tasks and functions judged to be a part of the counselor's professional functions in that setting.

It should be noted that the interns carry major responsibility for determining their own internship site placement. Interns exercise the initiative in identifying the particular setting in which he or she wishes to engage in their supervised experience. Interns should have progressed far enough in their graduate program so that they have acquired sufficient background to enable them to profit from the experience and at the same time make a contribution to the delivery of services by the school. No student will be authorized to enroll in the internships without the successful completion of EDU 544 (Pre-Practicum Training). Additionally students must have successfully completed or be currently enrolled in EDU 548 (Counseling Practicum) before being authorized to enroll in the internship.

In working with the intern, the supervisor should set aside a specific time each week to discuss his or her program in all aspects of counseling activity. A key consideration in the intern's placement is that the supervisor and the intern arrive at mutual acceptance of each other's roles and responsibilities and cooperatively develop a plan or contract which defines the parameters of the internship.

Internship is planned in terms of the training needs of the student and the opportunities available at the internship placement site.. The student who has had but little experience in counseling will be expected to become familiar with many aspects of the program and to participate in a variety of activities. Students who have had experience will engage in activities designated to strengthen school services.

Decisions regarding the admission of an intern to field work are based upon:

- (A) The quality and extent of the intern's background.

- (B) The willingness of the administration and staff to have the intern engage in supervised field work.
- (C) The willingness of a qualified member of the counseling staff to provide adequate supervision.
- (D) The development of a plan or contract which meets the intern's needs and is within the professional domain of the staff.
- (E) The potential of this experience as an integral part of the intern's development.
- (F) The probability that both the intern and the school will benefit from the internship.

The college instructor serves as the coordinator and resource person for the internship experience and conducts the class sessions. The instructors also visit the interns at the internship site to evaluate progress.

The site supervisor is expected to exercise direct supervision over the intern's work. This supervision usually involves providing specific directions as needed, observing the intern's work, listening to recordings of some interviews, suggesting ways in which any aspects of the work undertaken might be improved, holding regular, planned supervisory conferences, suggesting readings and other activities which will contribute to the intern's professional growth. At the conclusion of the course the site supervisor submits a written evaluation of the intern's progress and competence. A significant portion of the internship final grade is based on this written evaluation.

The Ongoing Internship Process

The internship will be a place to learn the skills necessary to become an effective counselor. The graduate intern will work cooperatively with the internship instructor and site supervisor to reach that goal. Evaluations will occur throughout the program, including a final evaluation of the work of the graduate intern. The internship will culminate with the preparation of a portfolio which will be evaluated. The assessment will be ongoing and will provide support for the student on a consistent basis.

Course requirements will be reviewed with the site supervisor by the internship instructor. Open communication is encouraged and it is suggested that the counselor in training establish measurable counseling objectives with the site supervisor. This is done by the use of a contract between the intern, supervisor, and college instructor. It is important that a counselor in training be looked upon as a real asset to a school and not as a potential burden. Creativity and ingenuity will make this experience much more valuable and productive.

Counseling Journals

Counseling journals following a prescribed format will be submitted to the supervisor and college instructor at intervals for review. This format will be thoroughly explained to all graduate students at seminars. The instructor may make comments and suggestions about counseling sessions in order to improve the quality of subsequent counseling. An ongoing supervision process is ensured with scheduled journals. It provides the internship instructor with an understanding of the student counselor's methods, activities, and abilities in conducting all counseling activities through this ongoing process.

Counseling Licensure and Placement

State licensure requirements for school counseling will be explained to all internship participants at seminars. Students must understand the significance of meeting licensure requirements. It is the individual student's responsibility to file for licensure and to follow all appropriate guidelines. Potential counseling job openings will be announced to students, including the steps needed to complete an appropriate job application and placement folder. These opportunities are increasing each year as the field of counseling is broadening (See www.SchoolSpring.com).

Students will be encouraged to join professional organizations, attend workshops, and network with other professionals. The Rhode Island School Counselors Association is a valuable resource for all counseling students.

Criteria for Internship Sites

The Internship Site agrees:

To have adopted the ASCA National Standards and National Model.

To have a school counseling program based on the Rhode Island Framework.
(Rhode Island Specific)

To have a working knowledge of the RISCA Toolkits. (Rhode Island Specific)

To provide the intern a safe location and appropriate space to work.

To provide a range of experiences that will acquaint the intern with the various duties and responsibilities of a professional school counselor.

To have a mission and philosophy statement for the school counseling program.

To be familiar with and have implemented the ASCA Ethical Standards.

Candidate: _____

Dates of Internship: _____

School: _____

District: _____

Criteria for Selection of Internship School Supervisor

Agree to stipulations outlined in the contract between the site and the program.

Provide an orientation including the mission of the school as well as its goals and objectives.

Hold a master's degree in counseling.

Possess a minimum of three years of pertinent professional experience.

Able to provide ongoing evaluation and a written final evaluation of the intern's progress and competence.

Possess a knowledge of the principles of the ASCA National Model.

Able to develop a program which meets the intern's needs and is within the professional domain of the staff.

Set aside a specific time each week to discuss the intern's program in all aspects of counseling activity.

Provide evidence of Professional Development in the last five years. (List below)

Name of Candidate: _____

School: _____

District: _____

School Site Supervisor

College Supervisor



PROVIDENCE
COLLEGE

Dear _____:

As you may know, Providence College conducts a Master of Education degree program with a concentration in School Counseling. The terminal aspect of this program involves an internship program.

_____, a graduate student in the School Counseling Program, wishes to undertake the experience at _____ under the direction of _____. This experience must involve a minimum of 300 clock hours so that we may award the intern 6 hours of credit toward the forty-two semester hours required for the degree.

Our objective is to engage the intern in a practical counseling experience and gain a greater knowledge and understanding of both the process and content of school counseling.

A copy of the requirements and objectives of the program is enclosed. We appreciate notification of your approval of this request.

Thank you for your effort and cooperation with Providence College. If you have any questions, please contact me at your convenience.

Sincerely,

Mary Ann Mozzone
Director, School Counseling Program



PROVIDENCE
COLLEGE

Dear _____:

We are gratified that you are willing to serve as the supervisor for the school counseling internship program to be performed by _____

We are enclosing an Evaluation Report which we will ask you to complete at the conclusion of the program.

If you have any questions regarding the program, please contact me at 865-2922.

Sincerely,

Mary Ann Mozzone
Director, School Counseling Program

Sample Internship Contract

This contract is made on _____ between _____, school counseling intern, and _____, supervising counselors. This agreement will be effective from _____ to _____ or until the completion of 300 hours of counseling internship experience has been met.

The purpose of this contract is to list the goals and objectives of the internship, requirements of the intern, and evaluation criteria that will be used to help define the parameters of the internship.

Goals/Objectives

1. Become familiar with the various functions of the guidance department of the _____ School Department.
2. Counsel students in various settings including individual and group counseling to address specific concerns of targeted student needs.
3. Assist students in choosing from a variety of postsecondary options, including college.
4. Help students acquire and demonstrate competency in developing an educational program that fulfills their individual learning style.
5. Assist in planning and preparing students for a career that relates to their career occupational goals and objectives and to their assessed attitudes, aptitudes, and interests.
6. Become familiar with the referral process for testing students with learning disabilities and/or psychological testing.
7. Attend as many meetings as possible, including departmental, RTI, and IEP's.
8. Facilitate cooperative peer interactions to improve social skills.
9. Collaborate with teachers to present guidance curriculum lessons.
10. Assist the school principal in preparing the master schedule.
11. Assist the school vice-principal with identifying and resolving student issues.

Evaluation

1. The above goals/objectives will serve as an evaluation instrument to ensure progress.
2. The intern and supervisors will meet as often as possible to discuss progress.
3. Feedback will be given by three supervising counselors to the intern on a continual basis to ensure that all goals/objectives are being met.

Student Intern Requirements

1. Plan specific activities which will be a part of the internship that match the goals/objectives.
2. Keep a detailed log and journal of all hours/activities as part of the requirement of 300 hours.
3. Attend all scheduled seminars at Providence College.
4. Do all required reading for class.
5. Observe all ethical standards for counseling.
6. To meet any requirements of the Guidance Department in the _____ School System and Providence College.

Counseling Intern

Date

School Counseling Supervisor

Date

College Counseling Supervisor

Date

CACREP Standards 2011

Applies to All Students Entering Program After January 1, 2011

Eight Common Core Areas

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

1	Professional Orientation and Ethical Practice	Studies that provide an understanding of all of the following aspects of professional functioning:	a.	History and philosophy of the counseling profession
			b.	Professional roles, functions, and relationships with other human service providers, including strategies for interagency/inter-organization collaboration and communications
			c.	Counselors' roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or other trauma-causing event
			d.	Self-care strategies appropriate to the counselor role
			e.	Counseling supervision models, practices, and processes
			f.	Professional organizations, including membership benefits, activities, services to members, and current issues
			g.	Professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues
			h.	The role and process of the professional counselor advocating on behalf of the profession
			i.	Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients
			j.	Ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling

2	Social & Cultural Diversity	Studies that provide an understanding of the cultural context of relationships, issues and trends in a multicultural society, including all of the following:	a.	Multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally
			b.	Attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students' understanding of self and culturally diverse clients
			c.	Theories of multicultural counseling, identity development, and social justice
			d.	Individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies
			e.	Counselors' roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body
			f.	Counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination
3	Human Growth & Development	Studies that provide an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts, including all of the following:	a.	Theories of individual and family development and transitions across the life span
			b.	Theories of learning and personality development, including current understandings about neurobiological behavior
			c.	Effects of crises, disasters, and other trauma-causing events on persons of all ages
			d.	Theories and models of individual, cultural, couple, family, and community resilience
			e.	A general framework for understanding exceptional abilities and strategies for differentiated interventions
			f.	Human behavior, including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior
			g.	Theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment
			h.	Theories for facilitating optimal development and wellness over the life span

4	Career Development	Studies that provide an understanding of career development and related life factors, including all of the following:	a.	Career development theories and decision-making models
			b.	Career, avocational, educational, occupational, and labor market information resources, and career information systems
			c.	Career development program planning, organization, implementation, administration, and evaluation
			d.	Interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development
			e.	Career and educational planning, placement, follow-up, and evaluation
			f.	Assessment instruments and techniques that are relevant to career planning and decision making
			g.	Career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy
5	Helping Relationships	Studies that provide an understanding of the counseling process in a multicultural society, including all of the following:	a.	An orientation to wellness and prevention as desired counseling goals
			b.	Counselor characteristics and behaviors that influence helping processes
			c.	Essential interviewing and counseling skills
			d.	Counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling
			e.	A systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions
			f.	A general framework for understanding and practicing consultation
			g.	Crisis intervention and suicide prevention models, including the use of psychological first aid strategies

6	Group Work	Studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society, including all of the following:	a.	Principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work
			b.	Group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles
			c.	Theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature
			d.	Group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness
			e.	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	Studies that provide an understanding of individual and group approaches to assessment and evaluation in a multicultural society, including all of the following:	a.	Historical perspectives concerning the nature and meaning of assessment
			b.	Basic concepts of standardized and nonstandardized testing and other assessment techniques, including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, psychological testing, and behavioral observations
			c.	Statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations
			d.	Reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information)
			e.	Validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity)
			f.	Social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations
			g.	Ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling

8	Research & Program Evaluation	Studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation, including all of the following:	a.	The importance of research in advancing the counseling profession
			b.	Research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research
			c.	Statistical methods used in conducting research and program evaluation
			d.	Principles, models, and applications of needs assessment, program evaluation, and the use of findings to effect program modifications
			e.	The use of research to inform evidence-based practice
			f.	Ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies

Providence College Portfolio Process
School 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. 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. CACREP (2009) 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
	2a	2b	2c	2d	2e	2f				
	3a	3b	3c	3d	3e	3f	3g	3h		
	4a	4b	4c	4d	4e	4f	4g			
	5a	5b	5c	5d	5e	5f	5g			
	6a	6b	6c	6d	6e					
	7a	7b	7c	7d	7e	7f	7g			
	8a	8b	8c	8d	8e	8f				

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:** _____

Updated: July 2016

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 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</p> <p>Work shows limited self-reflection</p>
Unacceptable	<p>Work demonstrated the above characteristics to a minor degree or not at all</p>

**Providence College School Counseling Program
Standards Matrix- Effective July 2016**

Standard	501	538	540	541	542	544	546	548	558	561	562	568	645	829
1	1j		1a 1b 1c	1d					1j	1b 1c 1d 1e 1f 1g 1j	1g 1i	1b 1c 1d 1e 1f 1g 1j	1c	1b 1f 1h
2		2a 2b 2c 2d 2e 2f	2d 2e 2f	2b		2d	2a 2b 2c 2d 2e 2f	2b	2f	2c		2c	2b	2b 2e
3	3a 3b 3e	3a 3b 3c 3d 3f 3g 3h	3c		3a								3a, 3c, 3d, 3f	
4			4e 4f		4a 4b 4c 4d 4e 4f 4g					4b 4e 4f 4g		4b 4e 4f 4g		4c
5			5g	5b 5d	5a 5b 5c 5f	5b 5c	5a 5b 5c	5a 5b 5c 5d 5f		5a 5b 5c 5d 5e 5f 5g		5a 5b 5c 5d 5e 5f 5g	5e, 5g	
6							6a 6b 6c 6d 6e			6d 6e		6d 6e		
7	7a 7c 7d 7e		7b		7g				7g	7g	7a 7b 7c 7d 7e 7f 7g	7g		

8	8a 8b 8c 8e 8f		8d						8f					8a 8d 8e
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**Providence College School Counseling Program
Standards Matrix – Effective July 2016**

Standard I: Professional Orientation and Ethical Practice

a	b	c	d	e	F	g	h	i	j
540	540 561 568 829	540 561 568 645	541	561 568	561 568 829	562	829	562	501 558

Standard II: Social and Cultural Diversity

a	b	c	d	e	f
538 546	538 541 546 548 645 829	538 546 561 568	538 540 544 546	538 540 546 829	538 540 546 558

Standard III: Human Growth and Development

a	B	c	d	e	f	g	h
501 538 542 645	501 538	538 540 645	538 645	501	538 645	538	538

Standard IV: Career Development

a	b	c	d	e	f	g
542	542 561 568	542 829	542	540 542 561 568	540 542 561 568	461 468 542

Standard V: Helping Relationships

a	b	c	d	e	f	g
542 548 561 568	541 542 544 546 548 561 568	542 544 546 548 561 568	541 548 561 568	561 568 645	542 548 561 568	540 561 568 645

Standard VI: Group Work

a	b	c	d	e
546	546	546	546 561 568	546 561 568

Standard VII: Assessment

a	b	c	d	e	f	g
501 562	540 561 562 568	501 562	501 562	501 562	562	542 558 562

Standard VIII: Research and Program Evaluation

a	b	c	d	e	f
501 829	501	501	540 829	501 829	501 558

Providence College Portfolio Process
School Counseling Portfolio Assessment Recording Sheet

Student Name _____ Date _____

CACREP (2009) Common Core Area:

Curriculum/Knowledge: 1a 1b 1c 1d 1e 1f 1g 1h 1i 1j
 2a 2b 2c 2d 2e 2f
 3a 3b 3c 3d 3e 3f 3g 3h
 4a 4b 4c 4d 4e 4f 4g
 5a 5b 5c 5d 5e 5f 5g
 6a 6b 6c 6d 6e
 7a 7b 7c 7d 7e 7f 7g
 8a 8b 8c 8d 8e 8f

1. Is there evidence for each area? (Check for yes/ leave blank for no.)
2. Does each entry slip connect the evidence to the curriculum area/knowledge?

	Curriculum Knowledge	Evidence	Distinguished	Proficient	Emerging	Unacceptable
1a						
1b						
1c						
1d						
1e						
1f						
1g						
1h						

Updated: July 2016

School Counseling Portfolio Assessment Recording Sheet

1. Is there evidence for each area? (Check for yes/ leave blank for no.)
2. Does each entry slip connect the evidence to the curriculum area/knowledge?

	Curriculum Knowledge	Evidence	Distinguished	Proficient	Emerging	Unacceptable
1i						
1j						
2a						
2b						
2c						
2d						
2e						
2f						
3a						
3b						
3c						
3d						
3e						
3f						
3g						
3h						
4a						

School Counseling Portfolio Assessment Recording Sheet

1. Is there evidence for each area? (Check for yes/ leave blank for no.)
2. Does each entry slip connect the evidence to the curriculum area/knowledge?

	Curriculum Knowledge	Evidence	Distinguished	Proficient	Emerging	Unacceptable
4b						
4c						
4d						
4e						
4f						
4g						
5a						
5b						
5c						
5d						
5e						
5f						
5g						
6a						
6b						
6c						
6d						

School Counseling Portfolio Assessment Recording Sheet

1. Is there evidence for each area? (Check for yes/ leave blank for no.)
2. Does each entry slip connect the evidence to the curriculum area/knowledge?

	Curriculum Knowledge	Evidence	Distinguished	Proficient	Emerging	Unacceptable
6e						
7a						
7b						
7c						
7d						
7e						
7f						
7g						
8a						
8b						
8c						
8d						
8e						
8f						

School Counseling Portfolio Assessment Recording Sheet

3. What is the quality of each piece of evidence? (Please check level of performance.)

	Curriculum Knowledge	Evidence	Distinguished	Proficient	Emerging	Unacceptable
1a						
1b						
1c						
1d						
1e						
1f						
1g						
1h						
1i						
1j						
2a						
2b						
2c						
2d						
2e						
2f						
3a						

School Counseling Portfolio Assessment Recording Sheet

3. What is the quality of each piece of evidence? (Please check level of performance.)

	Curriculum Knowledge	Evidence	Distinguished	Proficient	Emerging	Unacceptable
3b						
3c						
3d						
3e						
3f						
3g						
3h						
4a						
4b						
4c						
4d						
4e						
4f						
4g						
5a						
5b						
5c						

School Counseling Portfolio Assessment Recording Sheet

3. What is the quality of each piece of evidence? (Please check level of performance.)

	Curriculum Knowledge	Evidence	Distinguished	Proficient	Emerging	Unacceptable
5d						
5e						
5f						
5g						
6a						
6b						
6c						
6d						
6e						
7a						
7b						
7c						
7d						
7e						
7f						
7g						
8a						

School Counseling Portfolio Assessment Recording Sheet

3. What is the quality of each piece of evidence? (Please check level of performance.)

	Curriculum Knowledge	Evidence	Distinguished	Proficient	Emerging	Unacceptable
8b						
8c						
8d						
8e						
8f						

Providence College School Counseling Program Overview of School Counselor Preparation Program

DOCUMENTING OPPORTUNITY TO ACQUIRE AND PERFORM CACREP STANDARDS PROGRAM COHESIVENESS AND INTEGRATION USING STUDENT PRODUCTS School Counseling						
<u>Common Core Area 1: Professional Orientation and Ethical Practice</u> Studies that provide an understanding of all the aspects of professional functioning						
EDU 501	EDU 538	EDU 540	EDU 541	EDU 542	EDU 544	EDU 546
Indicator: 1j Topics: Topic 3: The research report. Assessment: Written response to in-class exercise that requires the student to consider an ethical case study within the context of the ethical standards of the American Educational Research Association.		Indicators: 1a, 1c Topics: Chapters 1 and 2; ASCA/ ACA/ RISCA/ CACREP; Historical overview. Assessment: Topic 1.				
<u>Common Core Area 1: Professional Orientation and Ethical Practice</u> Studies that provide an understanding of all the aspects of professional functioning						
EDU 548	EDU 558	EDU 561	EDU 562	EDU 568	EDU 645	EDU 829
	Indicator: 1j Topics: Chapters 1, 2, 3, and 4; ASCA and ACA; Ethical standards; Position statements of professional organizations. Assessment: Case studies Group A; Research Tarasoff and Virginia Tech.	Indicator: 1b Topics: Collaboration with available student support resources to include school nurse, school psychologist, social worker and regional mental health agency. Assessment: Case studies; Journals; Supervisor evaluation. Indicator: 1c Topics: Become knowledgeable of the school district's crisis intervention plan with particular	Indicator: 1i Topics: Advocacy processes needed to address institutional and social barriers that impede access and equity. Assessment: Reading Response 1: Work of the Education Trust; Text and article (<i>Data Driven Decision Making & Accountability</i> , by Madeline Isaacs.	Indicator: 1b Topics: Collaboration with available student support resources to include school nurse, school psychologist, social worker and regional mental health agency. Assessment: Case studies; Journals; Supervisor evaluation. Indicator: 1c Topics: Become knowledgeable of the school district's crisis intervention plan with	Indicator: 1c Topics: The nature of crisis; Crisis and loss; Family systems; Grief, death and loss; Evaluation of school crisis plans. Assessment: Field work project.	Indicators: 1b, 1f, 1h Topics: Understand the history and trends in the counseling profession; Understand the implications of the ASCA National Model; Understand need for policy, procedure, roles, and responsibility. Assessment: Class discussion;

		<p>emphasis upon the individual counselor's role within the plan. Assessment: Summarize the role of the counselor in the log/journal format.</p> <p>Indicator: 1f Topics: Research the current ACA Legislative Action Center on the internet at www.counseling.org. Assessment: Completion of a journal entry which summarizes the contents of this website.</p> <p>Indicator: 1g Topics: Research "Certification Types Issues" at www.ride.ri.gov. Assessment: Completion of a journal entry which summarizes the contents of this website.</p> <p>Indicator: 1h Topics: Forward recommendations for improvement through such forums as the Rhode Island School Counselor Association and the School Improvement Team. Assessment: Completion of a journal entry which reflects such recommendations.</p> <p>Indicator: 1j Topics: Review of ASCA Ethical Standards at the start of the internship. Assessment: Completion of a journal entry which reflects such review.</p>		<p>particular emphasis upon the individual counselor's role within the plan. Assessment: Summarize the role of the counselor in the log/journal format.</p> <p>Indicator: 1f Topics: Research the current ACA Legislative Action Center on the internet at www.counseling.org. Assessment: Completion of a journal entry which summarizes the contents of this website.</p> <p>Indicator: 1g Topics: Research "Certification Types Issues" at www.ride.ri.gov. Assessment: Completion of a journal entry which summarizes the contents of this website.</p> <p>Indicator: 1h Topics: Forward recommendations for improvement through such forums as the Rhode Island School Counselor Association and the School Improvement Team. Assessment: Completion of a journal entry which reflects such recommendations.</p> <p>Indicator: 1j Topics: Review of ASCA Ethical Standards at the start of the internship. Assessment: Completion of a journal entry which reflects such review.</p>		<p>Interview, paper, and presentation.</p>
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**DOCUMENTING OPPORTUNITY TO ACQUIRE AND PERFORM CACREP STANDARDS
PROGRAM COHESIVENESS AND INTEGRATION USING STUDENT PRODUCTS
School Counseling**

Common Core Area 2: Social and Cultural Diversity

Studies that provide an understanding of the cultural context of relationships, issues and trends in a multicultural society

EDU 501	EDU 538	EDU 540	EDU 541	EDU 542	EDU 544	EDU 546
	<p>Indicator: 2a Topics: Lecture, textbook and specific articles regarding the needs of African Americans, Hispanic Americans, Native Americans, Asian Americans, and gay, lesbian and transgendered Americans. Assessment: Final examination questions; Class presentation on diverse groups.</p> <p>Indicator: 2b Topics: Lecture; Specific article readings on self-understanding and self-reflection of counselor racial biases; Viewing of film "Psychological Residuals of Slavery." Assessment: Self-reflection final exam question; Interview of diverse student for class presentation highlighting cultural themes.</p> <p>Indicator: 2c Topics: Lecture; Textbook and specific articles regarding counseling African American, Hispanic American, Native American, Asian American and gay, lesbian and transgendered Americans. Assessment: Final examination questions; Student presentations on the counseling and advocacy needs of diverse groups.</p>	<p>Indicators: 2c, 2d, 2f Topics: Immigration/refugee; Multicultural counseling; Cultural Empathy; Historical Overview; Chapter 6. Assessment: Topic 3; Mid-term exam; Case study response.</p>				

	<p>Indicator: 2d Topics: Lecture: macro systems intervention and advocacy work; Article on advocacy as a type of counseling intervention. Assessment: Final examination questions; Student presentations including advocacy needs of each diverse group.</p> <p>Indicator: 2e Topics: Readings on cultural needs of African American, Hispanic American, Native American, Asian American and gay, lesbian and transgendered Americans. Assessment: Final examination questions; Student presentations which highlight theme.</p> <p>Indicator: 2f Topics: Lecture: countertransference themes in working with diverse clients; Readings: racial bias, defense of racism. Assessment: Final examination reflection question.</p>					
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Common Core Area 2: Social and Cultural Diversity

Studies that provide an understanding of the cultural context of relationships, issues and trends in a multicultural society

EDU 548	EDU 558	EDU 561	EDU 562	EDU 568	EDU 645	EDU 829
<p>Indicators: 2a, 2b Topics: Students tape counseling sessions with three clients with different presenting problems; Tapes are shared and peer critiqued in a seminar setting; One counseling session must be with a diverse client or present a multicultural concern. Assessment: Written self-critique; Peer review in class.</p>	<p>Indicator: 2f Topics: Chapters 5, 6, and 7; Multi-cultural counseling; Counseling empathy. Assessment: Case studies updated; Research paper.</p>	<p>Indicator: 2c Topics: Demonstrate evidence of an understanding of the theories of multicultural counseling. Assessment: Written case study with the student subject of multicultural background.</p>		<p>Indicator: 2c Topics: Demonstrate evidence of an understanding of the theories of multicultural counseling. Assessment: Written case study with the student subject of multicultural background.</p>	<p>Indicator: 2b Topics: The nature of crisis; Book: <i>Nobody's Perfect</i> includes the experience of a Latino family; The ethnicity of grief research paper includes an interview with a culturally different person regarding grief and death. Assessment: Ethnicity of grief research paper; Class project; Reaction paper I.</p> <p>Indicator: 2c Topics: The Nature of Crisis; Crisis and Loss; Family Systems; Grief, Death and Loss; Class exercise to share ethnicity papers. Assessment: Reaction papers; Class project; Paper on Ethnicity of Grief; Exam</p>	<p>Indicators: 2b, 2e Topics: Explore ethnic and racial groups and the issue of respect; Explore the use of learning style in supporting student achievement; Explore leadership and advocacy with special groups. Assessment: Class discussion; Individual project; Data-based intervention; Paper and presentation.</p>

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**DOCUMENTING OPPORTUNITY TO ACQUIRE AND PERFORM CACREP STANDARDS
PROGRAM COHESIVENESS AND INTEGRATION USING STUDENT PRODUCTS
School Counseling**

Common Core Area 3: Human Growth and Development

Studies that provide an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts

EDU 501	EDU 538	EDU 540	EDU 541	EDU 542	EDU 544	EDU 546
<p>Indicator: 3e Topics: Topic 6: Statistical Analysis. Assessment: Written response to the following questions: A. How might an individual working in your field (administration, counseling, or special education) use information related to descriptive statistics (measures of central tendency, measures of variability) to help identify and understand individuals with exceptional abilities? B. How can descriptive statistics be used to help identify appropriate differentiation strategies and assess the effectiveness of these strategies?</p>	<p>Indicator: 3a Topics: Lectures: Human development across the lifecycle; Erickson; Neo Ericksonian perspectives on development; Understanding inner-world perspectives, psychodynamic theory; Understanding latency and adolescent development; Family assessment strategies: development and dynamics; Readings: textbook, assorted articles on lifecycle and family development. Assessment: Midterm and final examination questions; Developmental assessment: students identify individual and family developmental themes in interview of student subject.</p> <p>Indicator: 3b Topics: Lectures: Personality development; Assorted articles and downloaded material on inner-world personality development; Lecture: neurobiological development through attachment and in trauma; Textbook and article relevant to neurobiology. Assessment: Midterm examination; Developmental assessment: Students identify salient personality themes in student subject interviewed.</p>	<p>Indicator: 3c Topics: Crises counseling; Crises planning; Grief counseling; Current changes. Assessment: Topic 2; Crises planning; Crises development.</p>		<p>Indicator: 3a Topics: Introduction to career related choices and individual and family development across the life span. Assessment: Career self-study reflection paper; Reader Response Journal posts.</p>		

	<p>Indicator: 3c Topics: Lecture: Crisis theory and trauma. Article related to current trauma theory. Assessment: Developmental Assessment: Student assess potential developmental the traumatic crisis in interview of student subject.</p> <p>Indicator: 3d Topics: Lecture: Resiliency in children, adolescents and families. Article: Resiliency themes in development. Assessment: Developmental Assessment: Students assessment of strengths and resiliency in student subjects and their families.</p> <p>Indicator: 3e Topics: Textbook reading. Assessment: Developmental assessment: Students assess exceptional abilities in student subjects.</p>					
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<p align="center">Common Core Area 3: Human Growth and Development Studies that provide an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts</p>						
EDU 548	EDU 558	EDU 561	EDU 562	EDU 568	EDU 645	EDU 829
					<p>Indicator: 3a Topics: In-depth study of suicide with the use of case studies which include assessment of mental status; Class material on family systems, crisis, stress, trauma as it effects family systems including disasters, special needs families, eating disorders, suicide, and death. Assessment: Field work assignment; Reaction papers; Class project; Ethnicity of grief research paper; Final exam.</p> <p>Indicator: 3c Topics: The Nature of Crisis; Book: <i>Nobody's Perfect</i>; Class projects on addiction; Psychopathology and environmental factors. Assessment: Reaction papers; Class project; Exam.</p> <p>Indicators: 3d, 3f</p>	

					<p>Topics: Class material on family systems, crisis, stress, trauma as it affects family systems including disasters, special needs families, eating disorders, suicide, and death.</p> <p>Assessment: Field work assignment; reaction papers; Class project; Ethnicity of grief research paper; Final exam.</p>	
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**DOCUMENTING OPPORTUNITY TO ACQUIRE AND PERFORM CACREP STANDARDS
PROGRAM COHESIVENESS AND INTEGRATION USING STUDENT PRODUCTS
School Counseling**

Common Core Area 4: Career Development
Studies that provide an understanding of career development and related life factors

EDU 501	EDU 538	EDU 540	EDU 541	EDU 542	EDU 544	EDU 546
		<p>Indicators: 4e, 4f Topics: Chapters 8 and 10; Theories of career development. Assessment: Topic 5; Harrington O'Shea; Inventory analysis of results (report format).</p>		<p>Indicator: 4a Topics: Theories of career development theories and decision-making models. Assessment: Career self-study paper; career interviews; Reader Response Journal review with instructor.</p> <p>Indicator: 4b Topics: Career and labor market information; testing and assessment in career development; technology and computer assisted career guidance systems; classifying occupations. Assessment: Career interviews focused on work ethics; career self-study integrating career theory and career assessments, Reader Response Journal posts.</p> <p>Indicator: 4c Topics: Career development program planning, organization, implementation, administration, and evaluation. Assessment: Written and oral reports on</p>		

				<p>journal articles focused on program strategic planning in service to diverse populations including client groups with special needs; Career planning for elementary, middle, high school, adults; Reader Response Journal posts.</p> <p>Indicator: 4d Topics: Interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development. Assessment: Written and oral reports on journal articles focused on diverse populations; Career self-study; Career interview.</p> <p>Indicator: 4e Topics: Career and educational planning, placement, follow-up, and evaluation. Assessment: Written and oral reports on career assessment work with students guided by the instructor.</p> <p>Indicator: 4f Topics: Testing and assessment instruments and techniques appropriate to career planning in elementary, middle, high schools, college, adult settings. Assessment: Written and oral reports in class;</p>		
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				<p>Reader Response entries on resources and techniques for each level.</p> <p>Indicator: 4g Topics: Career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy; Technology and computer assisted career guidance systems.</p> <p>Assessment: Access and complete online career assessments and resources on global issues, on WaytoGoRI and other RIHEA sites.</p>		
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Common Core Area 4: Career Development
 Studies that provide an understanding of career development and related life factors

EDU 548	EDU 558	EDU 561	EDU 562	EDU 568	EDU 645	EDU 829
		<p>Indicator: 4b Topics: Supervise students in accessing occupational and labor market information from available software and internet resources. Assessment: Case studies; Journals; Supervisor evaluation.</p> <p>Indicator: 4e Topics: Quarterly review of each student's individual learning plan. Assessment: Case studies; Journals; Supervisor evaluation.</p> <p>Indicator: 4f Topics: Administration of a commonly used career planning assessment instrument. Assessment: Case studies; Journals; Supervisor evaluation.</p>		<p>Indicator: 4b Topics: Supervise students in accessing occupational and labor market information from available software and internet resources. Assessment: Case studies; Journals; Supervisor evaluation.</p> <p>Indicator: 4e Topics: Quarterly review of each student's individual learning plan. Assessment: Case studies; Journals; Supervisor evaluation.</p> <p>Indicator: 4f Topics: Administration of a commonly used career planning assessment instrument. Assessment: Case studies; Journals; Supervisor evaluation.</p>		<p>Indicators: 4c Topics: Understand the connection of school and the world of work; Explore the domain of career development with children and adolescents; Explore issues of equity and access and contextual conflict in the domain of career development. Assessment: Paper and presentation; Data-based intervention.</p>

DOCUMENTING OPPORTUNITY TO ACQUIRE AND PERFORM CACREP STANDARDS PROGRAM COHESIVENESS AND INTEGRATION USING STUDENT PRODUCTS School Counseling						
<u>Common Core Area 5: Helping Relationships</u> Studies that provide an understanding of the counseling process in a multicultural society						
EDU 501	EDU 538	EDU 540	EDU 541	EDU 542	EDU 544	EDU 546
		Indicator: 5g Topics: Crises counseling; Current trends in planning. Assessment: Topic 2; Crisis plan development.	Indicator: 5b Topics: Developing an understanding of major counselor characteristics and behaviors and their impact on the counseling process, including verbal and non-verbal behaviors, orientation, and personal characteristics. Assessment: Reflection paper; Reading response; Class activity. Indicator: 5d Topics: In-depth examination of major theoretical models of counseling; Developing strategies for applying specific theories to individual case studies; Critically examine theories of counseling within the framework of the student's background, values,	Indicator: 5c Topics: Essential interviewing and counseling skills. Assessment: Written report identifying essential interviewing and counseling skills from a given example; Self-study report.	Indicator: 5b Topics: Individual counseling, transference, counter-transference, communication skills, attending behaviors, professional boundaries, identification of counselor characteristics which impact the counseling relationship and helping processes. Assessment: Reflection Paper; Final Paper; Field Experience. Indicator: 5c Topics: Microskill interview/counseling technique; Goal Development, self-disclosure, listening skills, intervention strategies, termination. Assessment: Three scripted fictitious	

			and professional goals.		counseling sessions.	
Common Core Area 5: Helping Relationships Studies that provide an understanding of the counseling process in a multicultural society						
EDU 548	EDU 558	EDU 561	EDU 562	EDU 568	EDU 645	EDU 829
<p>Indicators: 5a, 5b, 5c, 5d Topics: Students tape counseling sessions with three clients with different presenting problems; Tapes are shared and peer critiqued in a seminar setting. Indicators: Written self-critique; Peer review in class.</p>		<p>Indicator: 5b Topics: Individual or group counseling sessions with students of multicultural backgrounds. Assessment: Case studies; Journals; Supervisor evaluation.</p> <p>Indicator: 5c Topics: Individual or group counseling sessions. Assessment: Case study; Journals; Supervisor evaluation.</p> <p>Indicator: 5g Topics: Knowledge of suicide prevention policies as part of the school district's crisis intervention plan. Assessment: Case study; Journals; Supervisor evaluation.</p>		<p>Indicator: 5b Topics: Individual or group counseling sessions with students of multicultural backgrounds. Assessment: Case studies; Journals; Supervisor evaluation.</p> <p>Indicator: 5c Topics: Individual or group counseling sessions. Assessment: Case study; Journals; Supervisor evaluation.</p> <p>Indicator: 5g Topics: Knowledge of suicide prevention policies as part of the school district's crisis intervention plan. Assessment: Case study; Journals; Supervisor evaluation.</p>	<p>Indicator: 5d Topics: Lectures on family systems; Requirement to use family systems in class project presenting real family experiences; Application of systems approach to school crisis reaction. Assessment: Field work assignment; Reaction papers; Class project; Exam.</p> <p>Indicators: 5e, 5g Topics: Systems models and family theory specific and integrated in course together with suicide prevention and psychological first aid specifically presented. Assessment: Reaction paper III; Class project; Final exam.</p>	

DOCUMENTING OPPORTUNITY TO ACQUIRE AND PERFORM CACREP STANDARDS PROGRAM COHESIVENESS AND INTEGRATION USING STUDENT PRODUCTS School Counseling						
<u>Common Core Area 6: Group Work</u> Studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society						
EDU 501	EDU 538	EDU 540	EDU 541	EDU 542	EDU 544	EDU 546
<u>Common Core Area 6: Group Work</u> Studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society						
EDU 548	EDU 558	EDU 561	EDU 562	EDU 568	EDU 645	EDU 829
DOCUMENTING OPPORTUNITY TO ACQUIRE AND PERFORM CACREP STANDARDS PROGRAM COHESIVENESS AND INTEGRATION USING STUDENT PRODUCTS Guidance and Counseling						
<u>Common Core Area 7: Assessment</u> Studies that provide an understanding of individual and group approaches to assessment and evaluation in a multicultural society						
EDU 501	EDU 538	EDU 540	EDU 541	EDU 542	EDU 544	EDU 546
Indicator: 7a Topics: Topic 4: Methods and tools of research. Assessment: Written response to Viadero, D. (2009). Scholars Probe Diverse Effects of Exit Exams: State Graduation Tests Found to Hit Certain Groups Harder. <i>Education Week</i> , 28(30), 1; Response requires reflection on nature and meaning of assessment. Indicator: 7c Topics: Topic 6: Statistical analysis:		Indicator: 7b Topics: Chapter 7; Psychometrics; Test data analysis; Behavioral observations. Assessment: Topic 4; Case study and counselor role.		Indicator: 7g Topics: Ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling. Assessment: Preview assessment instruments in class and report results; Career self-study; Reader Response; Journal posts.		

<p>Descriptive and inferential statistics.</p> <p>Assessment: Homework assignment for Topic 6: Calculation of measures of central tendency, variability/spread, and correlation coefficient.</p> <p>Indicator: 7d Topics: Topic 4: Methods and tools of research</p> <p>Assessment: Homework assignment for Topic 4: Comparing meaning and relative importance of validity and reliability; Describing the extent to which one depends on the other; Consideration of strategies for increasing reliability in test construction.</p> <p>Indicator: 7e Topics: Validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity). Assessment: Homework assignment for Topic 4: Comparing meaning and relative importance of validity and reliability; Describing how to validate a new test; Identification of appropriate evidence for validity in various examples.</p>						
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Common Core Area 7: Assessment

Studies that provide an understanding of individual and group approaches to assessment and evaluation in a multicultural society

EDU 548	EDU 558	EDU 561	EDU 562	EDU 568	EDU 645	EDU 829
	<p>Indicator: 7g Topics: Chapters 8, 9, and 10; Holistic counseling. Assessment: Case studies Group B; Mid-term.</p>	<p>Indicator: 7g Topics: Demonstration of evidence of the ethical strategies as they apply to evaluation, assessment, and interpretation as outlined in the ASCA National Model (A.9, Para. A, B, C and D). Assessment: Case studies, journals.</p>	<p>Indicator: 7a Topics: School uses and historical perspectives concerning nature and meaning of assessment. Assessment: Test Digest (research project using <i>Buros Mental Measurements Yearbook, Tests in Print</i>, and other sources). Indicator: 7b Topics: Basic concepts of standardized and non-standardized testing (e.g., norm-referenced and criterion-referenced tests, performance assessments, individual and group tests, inventory methods, computerized assessments, psychological testing and behavioral observations). Assessment: Test Digest; Reading Response 2: <i>Tests and Measurements for the Parent, Teacher, Advocate, and Attorney</i> (Wright & Wright); Cooperative grouping activity</p>	<p>Indicator: 7g Topics: Demonstration of evidence of the ethical strategies as they apply to evaluation, assessment, and interpretation as outlined in the ASCA National Model (A.9, Para. A, B, C and D). Assessment: Case studies, journals.</p>		

			<p>with reporting out; Statistical/data activity 1.</p> <p>Indicator: 7c</p> <p>Topics: Statistical concepts (e.g., scales of measurement, central tendency measures, variability, shapes and types of distributions, correlations).</p> <p>Assessment: Reading Response 2: <i>Tests and Measurements for the Parent, Teacher, Advocate and Attorney</i> (Wright & Wright); Cooperative grouping activity with reporting out; Statistical/data activity 1.</p> <p>Indicator: 7d</p> <p>Topics: Reliability (i.e., measurement error, models of reliability, use of reliability information).</p> <p>Assessment: Test Digest; Reliability & Validity formative assessment.</p> <p>Indicator: 7e</p> <p>Topics: Validity (i.e., evidence and types of validity, relationship between validity and reliability).</p> <p>Assessment: Test Digest; Reliability & Validity formative assignment.</p>			
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			<p>Indicator: 7f Topics: Social and cultural factors in assessment and evaluation of individuals, groups and specific populations. Assessment: Test Digest; Reading Response 3; Statistical Data Activity 2: Examination of achievement data/ climate survey data; SALT Survey selective data charts.</p> <p>Indicator: 7g Topics: Ethical strategies for selecting, administering and interpreting assessment and evaluation instruments and techniques in counseling. Assessment: Advocacy Project; Reading Response 3.</p>			
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**DOCUMENTING OPPORTUNITY TO ACQUIRE AND PERFORM CACREP STANDARDS
PROGRAM COHESIVENESS AND INTEGRATION USING STUDENT PRODUCTS
School Counseling**

Common Core Area 8: Research and Program Evaluation

Studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation

EDU 501	EDU 538	EDU 540	EDU 541	EDU 542	EDU 544	EDU 546
<p>Indicator: 8a Topic: The importance of research opportunities and difficulties in conducting research in the counseling profession. Assessment: Final paper in which students propose an action research project to address a problem relevant to the counseling profession.</p> <p>Indicator: 8b Topic: Research methods such as qualitative, quantitative, single case designs, action research, and outcome-based research. Assessment: Written response to Viadero (1999) article <i>What Is and Isn't Research</i>; Response requires comparing and contrasting qualitative and quantitative research strategies.</p> <p>Indicator: 8c Topics: Topic 6: Statistical Analysis: Descriptive and inferential statistics. Assessment: Printout from in-class exercise using SPSS to compute descriptive and inferential statistics; Data analytic strategy section of research proposal in which student must identify the appropriate statistical treatment for the data they propose to collect.</p> <p>Indicator: 8e Topics: Topics 2 & 3: Research Proposal Development: Searching the research literature; Topic 8: Bringing it all together; Final Paper (i.e. formal research proposal).</p>		<p>Indicator: 8d Topics: Chapters 2, 3, 9, 12, and 13; Philosophy of evaluation and needs assessment. Assessment: Topic 6; Creation of needs assessment and program evaluation.</p>				

<p>Assessment: Final Paper in which students propose an action research project to address a problem relevant to the counseling profession.</p> <p>Indicator: 8f Topics: Topic 4: Methods and Tools of Research. Assessment: Written response to Viadero, D. (2009). Scholars Probe Diverse Effects of Exit Exams: State Graduation Tests Found to Hit Certain Groups Harder. <i>Education Week</i>, 28(30), 1; Response requires reflection on strategies for interpreting and reporting test results in an ethical and culturally relevant/ sensitive manner.</p>						
<p>Common Core Area 8: Research and Program Evaluation Studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation</p>						
EDU 558	EDU 558	EDU 561	EDU 562	EDU 568	EDU 645	EDU 829
<p>Indicator: 8f Topics: Chapter 11; Cultural biases; Needs assessment and program evaluation. Assessment: Case studies Group C; Final exam.</p>						<p>Indicators: 8a, 8d, 8e Topics: Understand the expanding role of the school counselor regarding student achievement; Explore the use of data with Toolkit Two; Discuss the future of counseling and accountability. Assessment: Paper and presentation; Data-based intervention; SPARC.</p>

