



PROVIDENCE
COLLEGE

School of Education and Social Work

Master of Education
in School Counseling

Handbook
2025-2026

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Mission Statement

The mission of the Providence College School Counseling Graduate Program is consistent with that of Providence College that actively cultivates intellectual, spiritual, ethical, and aesthetic values within the context of the Judeo-Christian heritage. These values are nurtured by the unique tradition of the Dominican Order that emphasizes quality teaching and scholarship. The program encourages prospective school counselors to recognize and accept the differences that exist in the traditions, discipline, practices, and culture that children bring into the school.

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

Purpose

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

The School Counseling Program is a 42–credit program which meets the requirements of the Rhode Island Department of Education (to include 300 hours of internship in a school setting and a minimum passing score of 159 on the Praxis II Professional School Counselor Test 5422) 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 5422 is required in a majority of states.

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

Standards-Based Program

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

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

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

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

Graduate 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.

Graduate students create a portfolio that demonstrates the achievement of each standard.

Student Standards (K-12)

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.

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

Rhode Island Core Standards

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 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.

Timeframe for Admission:

Date of Admission	Start Date of Course Work
July 1	Fall Semester
November 1	Spring Semester
March 1	Summer or Fall Semesters

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 & 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 Master of Education degree program. Candidates must complete the Graduate Education Scholarship Form.

Length of Program

Candidates must complete all requirements of the Master 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 17. Sample maps of courses are given on pages 16-17. The schedule of courses is located on page 18. EDU 540 is the preferred first course.

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

All assignments and projects will be carefully reviewed according to a process, 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 grade until all work is submitted and reviewed. No penalty will be imposed for candidates who request additional time.

Course Grade of Incomplete

An Incomplete (grade of “I”) indicating unfinished course requirements may be given to a student who is unable to fulfill all requirements of a course due to extenuating circumstances. The student may request that the instructor, before the course withdrawal deadline, assign an end-of-term grade of “I.” The instructor may agree to this request when, as a result of serious illness or other justifiable cause, the work cannot be completed by the end of the term. A grade of “I” will not be granted to a student who has been excessively absent during the term or fails to complete 60% or more of the coursework. A student who receives an “I” grade may not attend class meetings in a future semester in order to make up outstanding requirements.

Students must submit incomplete work to instructors in accordance with the following schedule:

- Summer Incompletes by the following Fall mid-semester date(TBA)
- Fall and Winter Incompletes by the following Spring mid-semester date(TBA)
- Spring Incompletes by the end of the following Summer Session 2

Instructors then have seven business days to review work and submit grade changes to their School Dean’s Office.

After the deadline, any remaining “I” grade will be recorded as an “NC” (“Not Completed”) which will earn 0.00 quality points per credit hour in the GPA. In order to receive course credit following an “NC,” the student must register for and successfully complete the course again. Once an “I” converts to an “NC” it can only be changed to another (standard) grade after a successful appeal to the Graduate Council Exceptions Committee and with the approval of the instructor.

Extensions to the above deadlines may be given in cases of deployment of students who are on active duty in the United States Armed Forces, National Guard, or Reserve, or by appeal to the Exceptions Committee of the Graduate Council.

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.

Program Assessments Points:

Early: Students write and submit a 2-page reflection on program expectations.

Mid=Point: Students complete and submit a short questionnaire.

End of Program: Students write a 4-page reflection and develop a Power Point presentation on their experience.

At each checkpoint, the assessment includes a meeting of each student with the Director, who offers students support in resolving potential issues, mapping course order and completing portfolio entries to demonstrate proficiency in all CACREP standards.

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 Engagement

In addition to completed assignments, candidates demonstrate commitment to their learning through the ways in which they engage in their classes. Levels of class engagement are most often associated with participation in class or group discussions; however, other demonstrations of engagement may include focused attention and obvious commitment to the reading of texts and other requirements through discourse or presentations.

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 August or December (no ceremony) and May (with or without ceremony).

Praxis Exam

Taking the Praxis Exam, that is, the Professional School Counselor test (5422) 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 canceled because of College closings or the inability of the instructor to meet with the class, students will be informed via PC email and/or social media as quickly as possible. Inclement weather closure can be confirmed by calling the College Snow/Inclement Weather Line (401-865-1012) A canceled 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 (2025-2027), the following statement reflects the college position on academic integrity and the actions that are considered to be in violation of that position:

Our Judaeo-Christian heritage and our commitment to the intellectual and moral growth of our students are central to the Mission of Providence College. We are committed to developing the habits of living a productive life that includes the conscious and public practice of integrity. Our Mission inspires us to pursue Truth, and to identify God as Truth, and thus we are committed to cultivating the virtue of honesty in all aspects of campus life, especially in our pursuit of Truth in the classroom, whether that classroom is in-person or on-line. 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. To such an end, we expect our faculty, students, and administrators to support this culture of honesty, integrity, and respect for the Truth. We believe that the best way to assure that our community embraces a lifelong commitment to integrity is through the full participation of students in the process of development and implementation of a policy that allows for the practice of integrity among our entire College community.

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://catalog.providence.edu/content.php?catoid=36&navoid=1342>

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>

Academic Support Services

The Student Success Center (SSC) offers a variety of academic support programs to promote inclusive excellence and equal access to educational opportunity. Services are tailored to address individual or collective needs; and they are offered in a safe, supportive environment where all students are welcome and challenged to realize their full potential.

<https://academic-services.providence.edu>

Phillips Memorial Library, Room 250
401.865.2494

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.

A Word about Writing

As aspiring school counselors, 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 the 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

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.

To find out more about these positions go to the webpage: <https://financial-aid.providence.edu/graduate/graduate-assistantships/>

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 Application](#)

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 may 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, it is preferred that students complete the courses within each cluster before proceeding 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 an SEL-Based School 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)

SEL Endorsement (In addition to EDU 829):

EDU 855: 855 The Research and Impact of SEL

EDU 893: Implementation and Assessment of SEL Program

School Counseling Plan of Study

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

	Fall	Spring	Summer 1 & 2
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 544: Counseling Pre-Practicum (I) EDU 548: Counseling Practicum (II) EDU 829: Designing an SEL-Based School Program
Year 2	EDU 561: Internship I EDU 562: Assessment, Measurement, & Data EDU 538: Developmental & Cross-Cultural Theories (I)	EDU 568: Internship II EDU 645: Families in Crisis	

*GAs must take 544 and 548 during their first full summer

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

	Fall	Spring	Summer 1 & 2
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 an SEL-Based School Program	EDU 568: Internship II	

*GAs must take EDU 544 and EDU 548 during their first full summer regardless of when they begin

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

	Fall	Spring	Summer 1 & 2
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 an SEL-Based School Program	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 Schedule of Courses of 2025-2026

*Class days and times are subject to change

Fall Semester				
	Monday	Tuesday	Wednesday	Thursday
4:00-6:30 pm	EDU 541 EDU 546	EDU 561	EDU 538 EDU 540	EDU 542 EDU 829
7:00-9:30 pm		EDU 544 EDU 855	EDU 562	EDU 893
Spring Semester				
	Monday	Tuesday	Wednesday	Thursday
4:00-6:30 pm	EDU 548 EDU 501	EDU 568 EDU538	EDU 558 EDU 829	EDU 546 EDU 540
7:00-9:30 pm	EDU 541	EDU 645	EDU 562	EDU 893
Summer I Semester				
	Monday	Tuesday	Wednesday	Thursday
4:00-6:30 pm	EDU 538 EDU 829	EDU 542 EDU 540	EDU 538 EDU 829	EDU 542 EDU 540
7:00-9:30 pm		EDU 544 EDU 855		EDU 544 EDU 855
Summer II Semester				
	Monday	Tuesday	Wednesday	Thursday
4:00-6:30 pm	EDU 558 EDU 893	EDU 501 EDU 548 EDU 645	EDU 558 EDU 893	EDU 501 EDU 548 EDU 645

Portfolio Protocol

Master of Education in School Counseling

Updated June 2025

In order to complete the Master of Education in School Counseling Program, students must develop a program portfolio which demonstrates their knowledge and growth over the course of the program.

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 is based on the standard(s)/indicator(s).

[Click here for the 2016 CACREP standards \(Students who began the program before July 2025\)](#)

[Click here for the 2024 CACREP standards \(Students who began the program during or after July 2025\)](#)

Every CACREP standard and indicator will be covered in at least one class. Some will be covered in only one class.

Each course has one or more assignments aligned with one or more standards/indicators.

The Portfolio lives in *Microsoft One Drive*.

- Students will be sent the link to their own portfolio.
- Students will have access to their own portfolio only.
- The Director will have access to all the students' portfolios.

The portfolio is arranged in folders.

- Students are expected to meet the stated CACREP standards in each course and upload appropriate assignments to their portfolio by the end of each semester. The director will monitor and reference this at the beginning and mid-point reviews.
- In addition to the standards/indicators' folders, there will be a folder for the following: Field Experiences, Reflections (2 page and 4 page), Final Presentation, Praxis test score (not necessary to pass, in order to graduate), Right to Read certificates and Assessments.

Process:

Assignments/Standards Met:

- Students must submit a cover reflection form with their assignment for each standard/indicator in order to receive a grade. Instructors will review the reflections for relevance and completeness. Instructors will withhold the assignment's grade until the reflection is successfully completed.
- When students complete a course, they will have completed the corresponding standard(s)/indicator(s) and **uploaded the cover and corrected assignment (with comments)** to the corresponding Standard/Indicator folder(s).

Field Experiences

- Students will upload their field experience assignment for each class to the Field Experience folder in their portfolio
- At the same time, students will complete the Field Experience log in the folder to indicate the level, location, type and length of time for each assignment.

Assessments

- Beginning: During their first semester (or fall semester if they begin in summer), students submit their 2-page reflection. The director reviews it and meets with each student to develop a course map for program completion. They will discuss portfolio development to date.
- Mid-point review: A questionnaire which students must complete is emailed to them when they have completed half of the courses in the program. They submit the completed questionnaire to the director who reviews it. The student and director meet to discuss progress and portfolio development to date.
- End of program review: Students submit a 4-page reflection during their last semester and develop a visual presentation reflecting their professional journey through the program. The director and 2 faculty members will review both. The student will be invited to make a presentation and have a discussion with the director and up to 2 faculty members. Students are invited to sign up for their final review in April.

Department Rubrics

The four common rubrics used throughout the program include:

[Reflective Writing](#)

[Oral Presentations](#)

[Visual Presentation](#)

[Written Communicate](#)

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 Clinical Educator must be performed by a certified professional school counselor in a school, with a minimum of three years' experience, minimum of "3" on their evaluation rating, knowledgeable of the CACREP Standards and their school application, who has an interest in supervision, 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.

Prior to internship, students will have successfully completed EDU 544 (Pre-Practicum Training) and EDU 548 (Counseling Practicum).

Internship I: EDU 561

Students enrolled in this course have completed or are in the process of completing core courses that are essentially theoretical in nature with some clinical components. The knowledge acquired in each course becomes actualized and achieves practical applicability within the context of internship. Essentially, internship placement provides the opportunity to employ skills learned in school counseling coursework. Seminars are held throughout the semester to share individual learning experiences with the group and to provide feedback from interns to ensure compliance with all applicable Council for Accreditation of Counseling and Related Educational Programs (CACREP) Standards/Indicators. Workshops are added to the seminars for the purpose of addressing additional topics such as changes within college application/financial aid process.

Internship II: EDU 568

Since the role of school counselor changes as the school year progresses, this second semester of internship placement provides continuation of opportunities to employ skills learned in school counseling coursework. Seminars are held throughout the semester to provide feedback from interns to share individual learning experiences with the group and to ensure compliance with all applicable Council for Accreditation of Counseling and Related Educational Programs (CACREP) Standards/Indicators. Workshops are added to the seminars for the purpose of addressing additional topics including mental health issues. A distinguishing feature of this course is the Legacy Project. Using school-wide data, and mutually agreed upon by the intern and supervisor, the intent of the Project is to enhance counseling services at the educational site of internship.

School of Education and Social Work



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- Writing for Communication
- Visual Presentations
- Oral Presentations

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 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 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 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

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

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

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

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

2024 CACREP Standards

Eight Common Core Areas

A	Professional Counseling Orientation and Ethical Practice	1.	history and philosophy of the counseling profession and its specialty areas
		2.	the multiple professional roles and functions of counselors across specialized practice areas
		3.	counselors' roles, responsibilities, and relationships as members of specialized practice and interprofessional teams, including a) collaboration and consultation, b) community outreach, and c) emergency response management
		4.	the role and process of the professional counselor advocating on behalf of the profession and with individuals receiving counseling services to address systemic, institutional, architectural, attitudinal, disability, and social barriers that impede access, equity, and success
		5.	the role and process of the professional counselor advocating on behalf of the profession
		6.	professional counseling organizations, including membership benefits, activities, services to members, and current issues
		7.	professional counseling credentialing across service delivery modalities, including certification, licensure, and accreditation practices and standards for all specialized practice areas
		8.	Legislation, regulatory processes, and government/public policy relevant to and impact on service delivery of professional counseling across service delivery modalities and specialized areas
		9.	current labor market information and occupational outlook relevant to opportunities for practice within the counseling profession
		10.	ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling across service delivery modalities
		11.	self-care, self-awareness, and self-evaluation strategies for ethical and effective practice
		12.	The purpose of and roles within counseling supervision in the profession

2024 CACREP Common Core Areas

B.	Social & Cultural Identities and Experiences	1.	Theories and models of multicultural counseling, social justice, and advocacy
		2.	the influence of heritage, cultural identities, attitudes, values, beliefs, and understandings within group differences, and acculturative experiences on individual's world views
		3.	the influence of heritage, cultural identities, attitudes, values, beliefs, and understandings within group differences, and acculturative experiences on help seeking and coping behaviors
		4.	the effects of historical events, multigenerational trauma, and current issues on diverse cultural groups in the U.S. and globally
		5.	The effects of stereotypes, overt and covert discrimination, racism, power, oppression, privilege, marginalization, microaggressions, and violence on counselors and clients
		6.	The effects of various sociocultural influences, including public policies, social movements, and cultural values, on mental and physical health and wellness
		7.	Disproportional effects of poverty, income disparities, and health disparities toward people with marginalized identifies
		8.	Principles of independence, inclusion, choice and self-empowerment, and access to services within and outside the counseling relationship
		9.	strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination
		10.	Guidelines developed by professional counseling organizations related to social justice, advocacy, and working with individuals with diverse cultural identities
		11.	The role of religion and spirituality in clients and counselors psychological functioning

C.	Lifespan Development	1.	theories of individual and family development across the lifespan
		2.	theories of cultural identity development
		3.	theories of learning
		4.	theories of personality and psychological development
		5.	Theories and neurobiological etiology of addictions
		6.	Structures for affective relationships, bonds, couples, marriages, and families
		7.	Models of resilience, optimal development, and wellness in individuals and families across lifespan
		8.	Models of psychosocial adjustment and adaption to illness and disability
		9.	The role of sexual development and sexuality related to overall wellness
		10.	Biological, neurological, and physiological factors that will affect lifespan development, functioning, behavior, resilience and overall wellness
		11.	Systemic, cultural and environmental factors that affect lifespan development, functioning, behavior, resilience, and overall wellness
		12.	The influence of mental and physical health conditions on coping, resilience, and overall wellness for individuals and families across the lifespan
		13.	effects of crisis, disasters, stress, grief, and trauma across the lifespan

2024 CACREP Common Core Areas

D.	Career Development	1.	theories and models of career development, counseling, and decision making
		2.	approaches for conceptualizing the interrelationships among and between work, socioeconomic standing, wellness, disability, trauma, relationships, and other life roles and factors
		3.	processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems
		4.	approaches for assessing the conditions of the work environment on clients' life experiences
		5.	strategies for assessing abilities, interests, values, personality and other factors that contribute to career development
		6.	Career development program planning, organization, implementation, administration, and evaluation
		7.	Developmentally responsive strategies for empowering individuals to engage in culturally sustaining career and educational development and employment opportunities
		8.	strategies for advocating for employment support for individuals facing barriers in the workplace
		9.	strategies for facilitating client skill development for career, educational, and life-work planning and management
		10.	Career and postsecondary training readiness and educational decision making
		11.	Strategies for improving access to educational and occupational opportunities for people from marginalized groups
		12.	Ethical and legal issues relevant to career development and career counseling

2024 CACREP Common Core Areas

E.	Counseling Practice and Relationships	1.	theories and models of counseling, including relevance to clients from diverse cultural backgrounds
		2.	Critical thinking and reasoning strategies for clinical judgement in the counseling process
		3.	Case conceptualization skills using a variety of models and approaches
		4.	Consultation models and strategies
		5.	Application of technology related to counseling
		6.	Ethical and legal issues relevant to establishing and maintaining counseling relationships across service delivery modalities
		7.	Culturally sustaining and responsive strategies for establishing and maintaining counseling relationships across delivery modalities
		8.	Counselor characteristics, behaviors, and strategies that facilitate effective counseling relationships
		9.	Interviewing, attending, and listening skills in the counseling process
		10.	counseling strategies and techniques used to facilitate the client change process
		11.	strategies for adapting and accommodating the counseling process to client culture, context, abilities, and preferences
		12.	Goal consensus and collaborative decision making in the counseling process
		13.	Developmentally relevant and culturally sustaining counseling treatment or intervention plans
		14.	development of measurable outcomes for clients
		15.	evidence-based counseling strategies and techniques for prevention and intervention
		16.	Record keeping and documentation skills
		17.	Principles and strategies of caseload management and the referral process to promote independence, optimal wellness, empowerment, and engagement with community resources
		18.	Classification, effects, and indicators of commonly prescribed psychopharmacological medications

		19.	Suicide prevention and response models and strategies
		20.	crisis intervention, trauma-informed, community-based, and disaster mental health strategies
		21.	Processes for developing a personal model of counseling grounded in theory and research

2024 CACREP Common Core Areas

F.	Group Counseling and Group Work	1.	theoretical foundations of group counseling and group work
		2.	dynamics associated with group process and development
		3.	therapeutic factors of group work and how they contribute to group effectiveness
		4.	characteristics and functions of effective group leaders
		5.	approaches to group formation, including recruiting, screening, and selecting members
		6.	Application of technology related to group counseling and group work
		7.	Types of groups, settings, and other considerations that affect conducting groups
		8.	Culturally sustaining and developmentally responsive strategies for designing and facilitating groups
		9.	Ethical and legal considerations relative to the delivery of group counseling and group work across service delivery modalities
		10.	direct experiences in which counseling 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

G.	Assessment and Diagnostic Processes	1.	historical perspectives concerning the nature and meaning of assessment and testing in counseling
		2.	basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments
		3.	statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations
		4.	Reliability and validity in the use of assessments
		5.	Culturally sustaining and developmental considerations for selecting, administering, and interpreting assessments, including individual accommodations and environmental modifications
		6.	Ethical and legal considerations for selecting, administering, and interpreting assessments
		7.	Use of culturally sustaining and developmentally appropriate assessments for diagnostic and intervention planning purposes
		8.	use of assessments in academic/educational, career, personal, and social development
		9.	use of environmental assessments and systematic behavioral observations
		10.	use of structured interviewing, symptom checklists, and personality and psychological testing
		11.	Diagnostic processes, including differential diagnosis and the use of current diagnostic classification systems
		12.	Procedures to identify substance abuse, addictions, and cooccurring conditions
		13.	Procedures for assessing and responding to risk of aggression or danger to others, self-inflicted harm, and suicide
		14.	Procedures for assessing clients experience of trauma
		15.	Procedures for identifying and reporting signs of abuse and neglect
		16.	Procedures to identify client characteristics, protective factors, risk factors, and warning signs of mental health and behavioral disorders
		17.	Procedures for using assessment results for referral and consultation

2024 CACREP Common Core Areas

H.	Research & Program Evaluation	1.	the importance of research in advancing the counseling profession, including the use of research to inform counseling practice
		2.	identification and evaluation of evidence base for counseling theories, interventions, and practices
		3.	qualitative, quantitative, and mixed methods research designs
		4.	Practice based and action research methods
		5.	statistical tests used in conducting research and program evaluation
		6.	analysis and use of data in research
		7.	Use of research methods and procedures to evaluate counseling interventions
		8.	Program evaluation designs and procedures, including needs assessments, formative assessments, and summative assessments to inform decision making and advocacy
		9.	Culturally sustaining and developmentally relevant outcome measures for counseling services
		10.	ethical and legal considerations relevant to conducting, interpreting, and reporting the results of research results of program evaluation
		11.	Culturally sustaining and developmentally responsive strategies for conducting, interpreting, and reporting the results of research and program evaluation

2016 CACREP and Course Alignment

Standard	Indicators	Assignment
Standards 1: Professional Counseling Orientation and Ethical Practice	a. Through m.	
EDU 540	a, b, c, e	History of counseling/HS Refugee /Crisis Management Plan
EDU 541	l	Self-care Reflection
EDU 542	h	Discussion Forum
EDU 558	i	Tarasoff Research Paper
EDU 561/ EDU 568	m, g	Placement Setting Eval, Journals
EDU 829	d, f, j, k	Website Project
Standards 2: Social /Cultural Diversity	a. Through h.	
EDU 538	a through h	Cultural Presentation
EDU 645	a, f	Ethnicity of Grief Paper
Standards 3: Human Growth and Development	a. Through i.	
EDU 538	a through i	Developmental Assessment
EDU 645	e, g	Reflection Papers or Final Project
Standards 4: Career Development	a. Through j.	
EDU 542	a through j	<i>Career Convergence</i> web magazine reflection 4a, 4d, 4g, 4h Discussion Forum 4e Common Application 4h Career Assessments 4c, 4e, 4h, 4i LinkedIn Assignment 4c, 4h Career Self Study 4b, 4d, 4f, 4j
Standards 5: Counseling and Helping Relationships	a. Through n.	Indicator b is not covered.
EDU 540	l, m	Crisis Response Plan
EDU 541	a	Field Exp/Interview Project
EDU 541	f	World View
EDU 541	c, n	Personal Theory Paper
EDU 544	d	Quiz Based on ASCA Standards Position Paper
EDU 544	f	Reflection Paper
EDU 544	g	Scripted Dialogue 1

EDU 544	h	Reaction Paper
EDU 544	g, i	Scripted Dialogue 2- Goal Development
EDU 544	a, j	Scripted Dialogue 3- CBT/SFBT
EDU 548	k	Topics in the Toolbox
EDU 829	e	Tech Review Project
Standards 6: Group Counseling/ Work	a. Through h.	
EDU 546	a through h	Final Project 5a-5g Group Reflection 5h
Standards 7: Assessment and Testing (j & k are not appropriate for school counseling)	a. Through m.	
EDU 501	a, h, k, j	Research Proposal Project
EDU 501	g	Data Set Analysis
EDU 562	a, h, m	Midterm Project
EDU 562	b, e	7 b, e Data activity for assessment meeting
EDU 562	f, g	Kahoot team Activity & Quiz
EDU 562	i	RICAS Info & School Data Sheet
EDU 645	c	Risk Assessment
EDU 561	b, k	Interview
EDU 540	d	Crisis Response Plan
EDU 538	l	Developmental Assessment
Standards 8: Research/ Prog. Eval.	a. Through j.	
EDU 501	a, b, f, g, j, h	Research Proposal Project
EDU 540	c, h	Needs Assessment/program Evaluation
EDU 829	d, e	Data Project
EDU 829	a, b, i	Scope and Sequence Project
EDU 562	a	8 a Response Paper
EDU 562	d, e	Advocacy Project
EDU 562	i	Data assignments (at least 2) Tier 2 Action Plan Template

2024 CACREP and Course Alignment

Standard	Indicators	Assignment
Standard A: Professional Counseling Orientation and Ethical Practice	1 through 12	
EDU 540	1, 2	History of the counseling Profession
EDU 540	4	Working with incoming Refugee Students and Their Families
EDU 540	3	Crisis Management Plan
EDU 558	8, 10	Tarasoff Research Report
EDU 829	5, 6, 11	Website Project
EDU 541	11	Self-Care in Counseling
EDU 542	9	Discussion Forum
EDU 561/ EDU 568	7, 12	Placement Setting Evaluation or Journals
Standard B: Social & Cultural Identities and Experiences	1 through 11	
EDU 540	4	Working with incoming Refugee Students and Their Families
EDU 538	1, 2, 3, 4, 5, 7, 8, 9, 10, 11	Student Cultural Presentation
EDU 558	6	Tarasoff Research Report
EDU 829	8	Data Project
EDU 645	2, 3, 11	Ethnicity of Grief Paper
Standard C: Lifespan Development	1 through 13	
EDU 645	10, 13	Reflection Papers or Final Project
EDU 538	1 through 13	Developmental Assessment
Standard D: Career Development	1 through 12	
EDU 542	1, 4, 7, 8, 9	NCDA Career Convergence
EDU 542	5	Discussion Forum
EDU 542	9, 11	Common Application/AXS Companion
EDU 542	3, 5, 9, 10	Career Assessments Project
EDU 542	3, 9	LinkedIn Project
EDU 542	5, 6, 12	College and Career Mentorship
EDU 542	2, 4, 6, 12	Career Self Study Paper

Standard E: Counseling Practice and Relationships	1 through 21 2, 3, 7, 11, 16, 18 not covered	
EDU 540	19, 20	Crisis Management Plan
EDU 548	17	Topics in the Toolbox Counseling Session or Impact Project
EDU 829	5	Technology Review Project
EDU 544	6	Quiz Based on ASCA Standards Position Paper
EDU 544	8	Reflection Paper (2 Articles)
EDU 544	9	Scripted Dialogue 1
EDU 544	13	Reaction Paper (Research Article)
EDU 544	9, 14, 12	Scripted Dialogue 2
EDU 544	15, 1	Scripted Dialogue 3
EDU 544	10	New Standard
EDU 541	1	Counseling Interview Project
EDU 541	8	Profession Identity/ World View Essay
EDU 541	4, 21	Personal Theory Paper
Standard F: Group Counseling and Group Work	1 through 10	
EDU 546	1 through 9	Final Project
EDU 546	10	Reflection on Group Experience
Standard G: Assessment and Diagnostic Processes	1 through 17 11, 12 not covered	
EDU 540	14, 15	Crisis Management Plan
EDU 501	1, 4, 10 , 9	Research Proposal Project
EDU 501	3	Data Set Analysis
EDU 645	13, 16	Risk Assessment
EDU 561	10, 17	Interview
EDU 562	2, 3	Kahoot team Activity & Quiz
EDU 562	8	RICAS Info & School Data Sheet, School Report Card, Behavior Risk Survey Assignment
EDU 562	1, 4, 5, 6	Midterm Project
EDU 562	7, 17	Data activity for assessment meeting
EDU 538	16	Developmental Assessment

Standard H: Research and Program Evaluation	1 through 11	
EDU 540	5, 8	Needs Assessment
EDU 501	1, 2, 3, 4, 5, 8, 10, 11	Research Proposal Project
EDU 562	9, 7	Advocacy Project
EDU 562	1	Response Paper
EDU 562	6	Data assignments (at least 2) Tier 2 Action Plan Template
EDU 829	1, 2, 6	Scope and Sequence Project
EDU 829	7, 9	Data Project

School Counseling Graduate Program
Reflections for Standard/Indicators and Artifact Entry Form

Student:

Course #

Assignment Name:

Instructors will include this form in their syllabus with the appropriate assignment's instructions.

Candidates will copy this form as the portfolio reflections at the end of appropriate assignments.

Student's Directions: *Highlight the appropriate CACREP Standard(s) and include which of its indicators you are meeting. Reflect deeply and comprehensively when responding to the questions in sections B and C. Instructors will grade your work as part of the course assignment and as an indication that this project/paper is portfolio ready (demonstrate quality, clarity and coherence).*

A. 2016 CACREP Standards for Counseling

<u>Standard</u>	<u>Topic</u>	<u>Indicators</u>
Standard #1	Professional Counseling Orientation and Ethical Practice	
Standard #2	Social & Cultural Diversity	
Standard #3:	Human Growth & Development	
Standard #4	Career Development	
Standard #5	Counseling and Helping Relationships	
Standard #6	Group Counseling and Group Work	
Standard #7	Assessment and Testing	
Standard #8	Research & Program Evaluation	

For *each* indicator addressed, please submit typed responses to the questions below. (Minimum of one well-developed paragraph)

B. How does this artifact demonstrate knowledge and/or performance related to the standard category and indicator(s) you have selected?

C. How might this artifact influence your work as a future school counselor? How does it show your growth over the course of the program so far?

School Counseling Graduate Program
Reflections for Standard/Indicators and Artifact Entry Form

Student

Course #

Assignment Name

Instructors will include this form in their syllabus with the appropriate assignment's instructions. Candidates will copy this form as the portfolio reflections at the end of appropriate assignments.

Student's Directions: *Highlight the appropriate CACREP Standard(s) and include which of its indicators you are meeting. Reflect **deeply and comprehensively** when responding to the questions in sections B and C. Instructors will grade your work as part of the course assignment and as an indication that this project/paper is portfolio ready (demonstrate quality, clarity and coherence).*

A. 2024 CACREP Standards for Counseling

<u>Standard</u>	<u>Topic</u>	<u>Indicators</u>
<i>Standard A</i>	Professional Counseling Orientation and Ethical Practice	
<i>Standard B</i>	Social & Cultural Identities and Experiences	
<i>Standard C</i>	Lifespan Development	
<i>Standard D</i>	Career Development	
<i>Standard E</i>	Counseling Practice and Relationships	
<i>Standard F</i>	Group Counseling and Group Work	
<i>Standard G</i>	Assessment and Diagnostic Processes	
<i>Standard H</i>	Research & Program Evaluation	

For *each* indicator addressed, please submit typed responses to the questions below. (Minimum of one well-developed paragraph)

B. How does this artifact demonstrate knowledge and/or performance related to the standard category and indicator(s) you have selected?

C. How might this artifact influence your work as a future school counselor? How does it show your growth over the course of the program so far?

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 pnailor@providence.edu if you have any questions.

Please submit this reflection in your portfolio before the end of your first semester.

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 pnailor@providence.edu if you have any questions.

Please submit it in your portfolio during Internship, EDU 568, one week prior to meeting.

Final Presentation

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) and/or standards were the most meaningful? Why?

How did challenges support your growth?

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

<i>Reflective Writing Rubric</i>			
<i>Criteria</i>	<i>Distinguished</i>	<i>Proficient</i>	<i>Emerging</i>
<i>Depth of Reflection</i>	Demonstrates deep insight and thoughtful analysis, connecting experiences to broader themes or concepts. Shows self-awareness and critical thinking.	Explores experiences with some analysis and connection to broader themes. Shows general self-awareness but lacks depth.	Describes experiences without much analysis. Connections to themes or concepts are unclear or superficial.
<i>Organization & Clarity</i>	Clearly structured with a logical flow. Transitions are smooth, and ideas are well-developed.	Mostly well-organized, with clear ideas and transitions, though some sections may need refinement.	Lacks clear organization. Ideas may be scattered or difficult to follow.
<i>Use of Evidence & Examples</i>	Provides specific, relevant examples that enhance reflection and support insights. Uses concrete details effectively.	Includes examples but may not always fully support insights or connections. Some details may be vague.	Uses few or unclear examples. Lacks supporting details, making reflections feel general or disconnected.
<i>Tone & Engagement</i>	Writing is engaging, thoughtful, and authentic. Shows strong personal voice and connection to the topic.	Writing is clear and generally engaging, though personal voice may be inconsistent.	<i>Writing is flat or lacks engagement. Personal voice is weak or missing.</i>
<i>Grammar & Mechanics</i>	Polished and well-edited. Free of errors in grammar, spelling, and punctuation.	Few errors in grammar, spelling, and punctuation, but they do not hinder readability.	Frequent errors that affect readability and clarity.

Rubric for Oral Presentations

<i>Criteria</i>	<i>Distinguished</i>	<i>Proficient</i>	<i>Emerging</i>
<i>Language Delivery</i> <i>Style</i>	Speaks clearly, effectively, and confidently (e.g. volume, pace, articulation); language flows easily. Creatively engages the audience. Use a creative presentation style that suits the purpose and audience. Uses vocabulary that is rich and varied, appropriate for context and audience; uses correct grammar.	Speaks clearly (e.g. volume, pace, articulation). Engages the audience somewhat. Uses a presentation style that suits the purpose and audience. Uses appropriate vocabulary for the audience and context; uses correct grammar.	Does not speak clearly at times (e.g. volume, pace, articulation). Does not engage the audience. Uses a presentation style that does not suit the purpose and audience. Rarely uses appropriate vocabulary for the audience and context; uses correct grammar.
<i>Organization and Preparation</i>	Introduces the topic clearly and creatively. Maintains a strong focus. Includes smooth transitions between key points. Concludes with compelling application / implications. Organizes the presentation in a creative, coherent way appropriate to its purpose.	Introduces the topic clearly. Maintains a focus. Includes transitions between key points. Concludes with generalization or moderate point. Shows a basic organization to the presentation.	Does not introduce the topic. Loses focus at times. Rarely includes transitions between key points. Concludes with a summary or concludes abruptly. Ineffectively organizes the presentation.
<i>Content</i>	Defines topic or main ideas in a clear, engaging manner. Supports main ideas with substantive and accurate information. Provides a strong, tenable link between research theory and field work. Applies theory to practice; demonstrates significant insight (in-depth analysis and synthesis).	Defines the topic or main idea. Supports main ideas with relevant information. Links research theory and fieldwork. Applies theory to practice; demonstrates moderate insight and analysis.	Attempts to define topic or main ideas but is ineffective. Does not support main ideas with information. Does not link research theory and fieldwork. Does not analyze and synthesis the information or experience.
<i>Responsiveness to Audience</i> <i>-Verbal Interaction</i> <i>-Body Language</i>	Consistently clarifies, restates, and responds to questions knowledgably and confidently; summarizes when needed. Body language reflects comfort interacting with audience.	Responds to questions generally; misses opportunities for interaction. Body language reflects some discomfort interacting with audience.	Attempts to answer questions but does not do so and/or provides inadequate information. Body language communicates a reluctance to interact with audience.

Visual Presentation Rubric

	<i>Distinguished</i>	<i>Proficient</i>	<i>Emerging</i>
<i>Overall Aesthetics (this refers to the look of the slides, not the content presented)</i>	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 are hard to read.	Background makes presentation hard to read. Graphics are confusing and not related to words. Too much movement in the slides. Many slides are hard to read.
<i>Readability of the Slide</i>	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
<i>Presentation Skills</i>	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 were inconsistent.	Presenter didn't know the information and got lost often. Diction and voice level made listening difficult.
<i>Meeting Information Objectives/Content</i>	Presenter provided information that was on task.	Presenter provided information that was at least partially on task.	Presenter did not provide pertinent information.

Written Communication Rubric

Indicators of Effective Writing	Distinguished	Proficient	Emerging
Content & Development: ideas, examples, reasons & evidence, point of view	Thesis topic is clearly stated and well developed; details/wording is accurate, specific, appropriate for the topic & audience with no digressions; evidence of effective, clear thinking; completely accomplishes the goals of the assignment	Topic is evident; some supporting detail; wording is generally clear; reflects understanding of topic and audience; generally, accomplishes goals of the assignment	Topic is poorly developed, support is only vague or general; ideas are trite; wording is unclear, simplistic; reflects lack of understanding of topic and audience; minimally accomplishes goals of the assignment
Organization: focus, coherence, progression of ideas, thesis developed	Clearly focused and organized around a central theme; thesis presented or implied with noticeable coherence; provides specific & accurate support	Generally organized & focused, demonstrating coherence & progression of ideas; presents a thesis and suggests a plan of development that is mostly carried out	Disorganized and unfocused; serious problems with coherence and progression of ideas; weak or nonexistent thesis
Language: word choice & sentence variety	Choice of language & sentence structure is precise & purposeful, demonstrating a command of language and variety of sentence structures	Competent use of language and sometimes varies sentence structure; generally focused	& sentence variety Displays frequent & fundamental errors in vocabulary; repetitive words and sentence types; sentences may be simplistic and disjointed
Conventions: grammar, punctuation, spelling, paragraphing, format; (as applicable) documentation	Control of conventions contributes to the writer's ability to communicate purpose; free of most mechanical errors; appropriate format; In text and ending documentation are clear, consistent, and complete; cited information is incorporated effectively into the document	Occasional errors do not interfere with writer's ability to communicate purpose; generally appropriate format; in text and ending documentation are generally clear, consistent, and complete; cited information is somewhat incorporated into the document	Errors interfere with writer's ability to consistently communicate purpose; pervasive mechanical errors obscure meaning; inappropriate format; in text and ending documentation are generally inconsistent and incomplete; cited information is not incorporated