

# Memo

To: Graduate Students in the Counseling Program  
From: Prof. Chuck Boyer, Program Director of Counseling Education  
Date: October 6, 2008  
Re: Portfolios

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## Portfolio Assessment

Graduate programs in education at Concordia University Wisconsin utilize a portfolio-based assessment process. Students intending to earn a Masters in Education are required to complete the portfolio process to complete their masters program. Students in the School Counseling program must do a portfolio. All students taking COUN 543/843 are encouraged to start working on their own portfolio based on a counseling interest area (agency or nursing). The Counseling Platform is a required assignment for COUN 543/843. **PLEASE SEE PAGES 4 AND 5.**

The enclosed document details what is to be included in your portfolio. You may also access this information on our website in the counseling portion of the graduate section of the website at:

[http://www.cuw.edu/graduate/programs/Education/MS\\_Counseling.htm](http://www.cuw.edu/graduate/programs/Education/MS_Counseling.htm)

Students using the portfolio process must prepare for the first assessment point at the completion of their first course, COUN 543/843. Note in the guidelines the three assessment points. The three assessment points are courses that you will need to register for. While you do register for each portfolio (I, II, and III) there is no extra charge for the course, there is no credit for the course and it is on a pass/fail basis. Contact your COUN 543/843 instructor to arrange for your first assessment (Portfolio I) when you are nearing the completion of the course.

Your first assessment point will be to:

1. Organize your portfolio into the required sections.
2. have a completed resume/vita
3. Complete your Counseling platform. **SEE PAGES 4 AND 5.**

**Please contact me directly with any Portfolio or Counseling Platform questions.** I may be reached at [chuck.boyer@cuw.edu](mailto:chuck.boyer@cuw.edu) or by phone at 262-243-4476.

# Portfolio Requirements for Students in the School Counseling Program

Portfolios are used in the assessment process for graduate programs in education at Concordia University Wisconsin. Students completing requirements for the following program are required to complete a portfolio process:

- Master of Science in Education – School Counseling

## Portfolio Components

1. Resume/Vita  
This will include college information, employment record, educational certifications/licenses, and professional memberships.
2. Educational Counseling Platform  
This paper includes your story, expectations of your role as a school counselor, professional counselor or medical professional. You will express your expectations of clients in the counseling situation, your view of the counseling component in the schools, agencies, or medical facilities that you would like to work at. Also, you will identify your perspective/philosophy of school, agency or nursing counseling, your personal theory of counseling, your vision, and reflections. **SEE PAGES 4 AND 5.**
3. Standards
  - a. A Rationale for each standard  
The rationale for each standard should be a reflective narrative demonstrating your understanding of the meaning and importance of the standard for a school counselor and/or students. Limit your rationale to one page per rationale.
  - b. Artifacts for each Standard  
Definitions of artifacts and examples of artifacts will be provided by your COUN 543/843 professor and your program director.
  - c. An Interpretive Paragraph for each Artifact  
Each artifact included in your portfolio should be introduced by a brief interpretive paragraph specifically explaining how your artifact demonstrates competence related to the principles embedded in the standard. Your paragraph should include the following information: the name of the artifact and the context in which it was developed, when the artifact was developed, your role if it was developed in concert with others, grade or feedback you received, how the artifact meets the portfolio requirements, how the artifact addresses the standard and demonstrates depth and breadth of learning, and what you learned from doing/creating the artifact.
4. Transcripts  
Provide copies of all transcripts.
5. Licenses/Certifications  
Provide copies of all licenses and certifications.
6. Written evaluations by on-site school supervisor.

## Portfolio Assessment

There will be three assessment points throughout a student's program –

1. At the completion of the student's first course in the program.
2. After 24 to 27 credits. This assessment point is a part of your practicum experience.
3. At the completion of the practicum, your practicum supervisor will evaluate your portfolio.

## Portfolio Options

A student may choose to compile their portfolio in any of the following ways –

1. Binder paper format with page protectors and a table of contents in the front.
2. CD/Disk format
3. Web-based format

It is recommended that students should have hard copies of everything,

## Resume/Vita

Microsoft Word provides a template for doing your resume. Be sure to include the following in your resume:

1. objectives/goals
2. employment record
3. college/university information
4. education certifications/licenses
5. professional memberships
6. professional development (training, conferences, and/or workshops)
7. references



## Educational Platform

This should be a four-to-seven page paper following the current APA style. The following outline is provided to assist you in developing this paper. Other assistance can be found in Cory's *Theory and Practice of Counseling and Psychotherapy (6<sup>th</sup> Edition)* for COUN 843 or Peterson & Nisenholz's *Orientation to Counseling (4<sup>th</sup> Edition)* for COUN 543. This is a requirement in COUN 543/843. When you successfully complete that paper (in COUN 543/843), it is ready for inclusion in your portfolio. **PLEASE NOTE: ALL PROFESSIONAL COUNSELING AND NURSING STUDENTS TO SUBSTITUTE THE WORDS AGENCY OR MEDICAL FACILITY WHERE YOU SEE THE WORD SCHOOL.**

### Introduction

- Your story
- Your grounding
- What has profoundly impacted you?

### Counseling Philosophy

- What is your understanding of the philosophy of a school, agency, or medical facility?
- How do you implement this philosophy in your collaboration with your counseling community?
- How do you implement this philosophy in your interactions with your student/clients

### Counseling Setting

- Describe your preferred setting for school counseling, professional counseling, or nursing?
- How do you establish collaboration with the larger working community?
- How do you build successful relationships with faculty and staff?
- How do you build a rapport and relationship with your student/client?

### Personal Theory of Counseling

- What is your preferred personal theory of counseling (Adlerian, person-centered, cognitive-behavioral)?
- Influencing factors for choosing this theory.
- How does this theory support your personal worldview?
- How you plan to implement this theory in your counseling practice?

### Student/ client Outcomes

- What is your expectation of students/clients?
- What is the purpose of education, professional counseling or nursing?
- What is the purpose of your counseling?

### Counseling Climate

- How do people learn?
- How should the counselor support learning/growth?
- What motivates students/clients to do their best in your counseling area?
- Under what conditions is the student/client learning most successful?

### Counseling Profession

- Identify any problems/challenges of becoming and being a counselor or nurse?
- What are your responsibilities as a counselor or nurse: ethical, legal, and social?
- What unique role does the counselor have in the educational, agency or medical setting?

- What unique contribution does the counselor offer in these settings?

#### Beliefs and Experiences (vision)

- What is your definition of effective counseling?
- What should be the relationship between counselor and students/clients?
- What personal characteristics does a successful counselor possess?

#### External Support

- Who provides the support for this vision?
- How do they demonstrate that support?

#### Conclusion

- Reflections

### **Rationale**

Write a one-page rationale for each standard. The rationale for the standard should be a reflective narrative demonstrating your understanding of the meaning and importance of the standard for school counselors and/or students. The reflective narrative should describe the connections between the artifacts you are including, the standard, and student learning.

### **Interpretive Paragraph on the Artifact**

Each artifact included in your portfolio should be introduced by a brief interpretive paragraph specifically explaining how your artifact demonstrates competence related to the principles embedded in the standard. Your paragraph should include the following information:

1. the name of the artifact and the context in which it was developed,
2. when the artifact was developed,
3. your role if it was developed in concert with others,
4. grade or feedback you received,
5. how the artifact meets the portfolio requirements,
6. how the artifact addresses the standard and demonstrates depth and breadth of learning,
7. and what you learned from doing/creating the artifact.

## Artifact

Provide a total of four artifacts for each standard. The Professor in your COUN 543/843 course and the Practicum Professor will be able to supply examples.

### CONCORDIA UNIVERSITY WISCONSIN

Standards for School Counselor development and licensure

**Pupil Services Standards PI-34.04:** To receive a license in a pupil services category under s. PI 43.31, an applicant shall complete an approved program and demonstrate proficient performance in the knowledge, skills and dispositions under all of the following standards:

**Category #1 Teacher Standard Competency.** Standard #1: The guidance counselor understands the teacher standards under PI-34.02.

**Category #2 Pupil Development.** Standard #2: The guidance counselor understands the complexities of learning and knowledge of comprehensive, coordinated practice strategies that support pupil learning, health, safety and development.

**Category #3 Research Competency.** Standard #3: The guidance counselor has the ability to use research, research methods and knowledge about issues and trends to improve practice in schools and classrooms.

**Category #4 Professional/Social Ethics.** Standard #4: The guidance counselor understands and represents professional ethics and social behaviors appropriate for school and community.

**Category #5 Collaborative Services.** Standard #5: The guidance counselor understands the organization, development, management and content of collaborative and mutually supportive pupil services programs within educational settings.

**Category #6 Learner Disability Competency.** Standard #6: The guidance counselor is able to address comprehensively the wide range of social, emotional, behavioral and physical issues and circumstances which may limit pupils' abilities to achieve positive learning outcomes through development, implementation and evaluation of system-wide interventions and strategies.

**Category #7 Professional Interaction.** Standard #7: The guidance counselor interacts successfully with pupils, parents, professional educators, employers, and community support systems such as juvenile justice, public health, human services and adult education.



## Subchapter VIII Pupil Services Categories

**PI 34.31** Licenses may be issued in the following pupil services categories at the early childhood through adolescence level to individuals who complete an approved program, demonstrate proficiency in the standards in s.PI34.04 and meet the additional requirements under this subchapter. Specific competencies for the separate license categories shall be determined by the state superintendent based on the recommendations made by the professional standards council under s. 115.425 stats.

### School Counselor

- (a) A license as a school counselor may be issued to an applicant who has completed or possesses both of the following:
1. A master's degree from an approved school counseling and guidance program and the institutional endorsement.
  2. One of the following:
    - a. Eligibility for a license to teach or completion of an approved program and 2 years of successful teaching experience at the early childhood through adolescence level.
    - b. A minimum of 2 years of successful experience as a licensed school counselor. "Successful experience" in this sub-paragraph means experience as a licensed school counselor in an assigned position of one-half time or more as a school counselor under the supervision of a cooperating school counselor and a written recommendation from the school system administration.
    - c. A 3-year nonrenewable license may be issued to an applicant who has obtained the institutional endorsement and has completed all requirements except the requirement in paragraph (a) 2. This 3-year license may be issued for an individual that meets the requirement in 1. and 2.c.

#### NOTE:

#### Wisconsin Department of Public Instruction Standards

The following standards were drawn from the State Superintendent's Committee on state standards for the preparation of School Counselors in Wisconsin (PI 34).

<http://www.dpi.state.wi.us/dlsis/tel/newrules.html>