

Master of Arts

Portfolio Section 1

Overview

School Psychology and Counseling

Departmental Mission Statement: Ultimately, the Department of School Psychology and Counseling seeks to empower students to seek, to know, and to serve. In the counseling field, it is hoped that graduate students earnestly learn that the following journeys are important: (1) seeking truth in critical and open ways, (2) knowing oneself and accepting oneself, but also committing oneself to personal growth when personal deficits are identified, and (3) serving others in a compassionate, caring, and respectful manner. Students will study theoretical principles and practices in an effort to gain professional, ethical, and caring practices. This is to include identification and correction of learning disabilities and the facilitation of academic, personal, and social development in children, adolescents, and adults.

Objective for M.A. Program: The goal of the M.A. program is to develop leaders who have a breadth and depth of knowledge and understanding that are guided by critical thinking skills and practices.

Important Foundational Theories and Philosophies	
<ul style="list-style-type: none">• Psychoanalytic• Behavioral• Humanistic• Cognitive• Gestalt• Existential• Eclecticism• Modernism-Postmodernism	<ul style="list-style-type: none">• Theism vs. Naturalism-Atheism• Free-Will vs. Determinism• Contextuality• Universalism• Moral Foundations• Ethical Relativism vs. Universals/Absolutes• Ethical Hedonism vs. Altruism

Requirements for M.A. in School Counseling

Introduction

Welcome to the Master of Arts Degree program in the Department of School Psychology and Counseling. You are about to embark on an intellectual, scholarly, and professional experience that will both broaden and focus your learning. The faculty is committed to preparing the finest professionals possible. This portfolio will help guide you through this degree program.

As part of this degree you will develop a portfolio that reflects you as a person, as a scholar, and as a counselor. Make this portfolio a reflection of your best thinking and finest work.

Portfolio

This portfolio is provided for you electronically upon your acceptance into graduate school. You are required to keep it until all work is completed. This portfolio must be turned in after you give your portfolio PowerPoint presentation to the faculty. If the portfolio is found deficient in any way, it will be returned to you for corrections. Make sure that any papers used in the portfolio are corrected copies, not simply the papers turned in for correction. You are responsible for saving all the necessary and required documentation in your portfolio. Make sure that you place this paperwork in an appropriate-sized three-ring folder (black folder). Also insure that you have a tabbed system within your folder to organize this paperwork in an attractive and visual way.

Description

Each section of the portfolio description will include several components. Follow the directions carefully. These sections are designed to answer general and specific questions about the degree program.

Other Directions

- In terms of format, do not put individual pages in plastic covers, except as needed for certain artifacts.
- Place the required documentation behind the appropriate tab.
- Evaluation will be done based on the following:
 - Completeness of the portfolio
 - Quality of portfolio submissions
- On the next page is a portfolio program checklist sheet. You should keep track of your own performance as well as the completeness of the portfolio by checking off each item as completed. The department faculty will use the same assessment sheet as they check through your completed portfolio.

PROGRAM CHECKLIST

This section is provided for your personal convenience. By the time you receive this electronic portfolio, you may have already completed many of these listed requirements.

Entry Requirements	Date Completed	Evidence of Completion (write in or attach copy)
Application to Graduate School (MA program)		
Recommendations		
GRE Scores (NOTE: Students need a score of 1000 in a combination of verbal and quantitative, with a 4.0 on the analytical section)		
TOEFL score for international students (550)		
Transcripts sent to LSU with a cumulative GPA (NOTE: A 3.00 GPA minimum is required)		
Admission Date (The date on the letter received from Admissions Office verifying that you have been fully admitted)		
First Advisor Contact: This person will aid you in designing your program and guide you through the program until completion.		
Approved Program		
Application for Field Work if doing community counseling (get form from secretary)		
CBEST Passed		
Health certificate (TB Test)		
Criminal Clearance given to EDPC department and Credentials Analyst (FBI fingerprinting)		
Application for Advancement to MA Candidacy		
Petition for MA Graduation		
PRAXIS		
Portfolio PowerPoint presentation to peers and faculty (15 minutes)		

Portfolio Section 2

Personal Vitae

Please attach your personal vitae with content relevant up to the end of your M.A. program.

Portfolio Section 3

Core Courses

Core Requirements (15 units)

The School of Education requires a core of knowledge and understanding which covers the three disciplines in the School of Education which are: (1) Curriculum and Instruction, (2) Administration and Leadership, and (3) School Psychology and Counseling. The core requirements are designed to provide a coherent study of these three disciplines in education. In the core courses you will examine essential issues and engage in extensive readings relevant to each area of specialization.

Course	Required Portfolio Sample	Date Met
EDAD 524 Education Organization and Leadership	Major Analytic Paper	
EDPC 540 Principles of Counseling	Major Analytic Paper	
EDPC 514 Curriculum Planning	Major Analytic Paper	
EDCI 512 Faith and Learning (see section 8)		
EDRS 504 Methods/Materials of Research (see section 6)		

Portfolio Section 4

Theoretical Dimension

Theoretical Foundations (15)

This area provides a strong theoretical base to the organization and structure the counseling process in and of itself. Opportunity is given to analyze and integrate a variety of theories and techniques.

Course	Required Portfolio Sample	Date Met
EDPC 561 Counseling Theories and Techniques	A paper which demonstrates a clear understanding of at least one major counseling theory and techniques used.	
EDPC 564 Group Theory and Procedures	A paper which demonstrates a clear understanding of the group process or a specific group theory.	
EDPC 524 Lifespan Development	Critical Analysis Paper	
EDPC 666 Intervention Methods and Consultation	Critical Analysis Paper	
EDPC 694A Individual and Cultural Differences	Critical Analysis Paper	

Portfolio Section 5

School Guidance

Implementation of School Guidance (3)

Techniques and strategies are discussed to assist with education and career planning decisions. Graduate students are taught strategies to help individuals who are experiencing difficulties with deciding on specific education goals and/or careers.

Course	Required Portfolio Sample	Date Met
EDPC 554 Education and Career Planning	A copy of administered tests: CAPS, COPS, and COPES and any resulting written report(s).	

Portfolio Section 6

Research

Research in Counseling (3)

This course assists students in developing a more sophisticated understanding of how various types of educational research are conducted.

Course	Required Portfolio Sample	Date Met
EDRS 504 Methods and Materials of Research	Final Paper	

Portfolio Section 7

Practica

Counseling Practica (6)

This course provides students with opportunities to put into practice the various counseling theories learned in clinically professional ways.

Courses	Required Portfolio Samples	Date Met
EDPC 562 Counseling Practicum	The standardized intake report required in class. Remember to ensure that client confidentiality is fully maintained (e.g., fictitious names are provided).	
EDPC 568 Community Counseling Field Work	Provide copies of all signed logs along with any supervisor evaluations received from your on-site supervisors.	

Portfolio Section 8

Ethical, Legal, Philosophical, Moral Dimension

Integration of Faith and Learning, History, Systems, and Ethical/Legal Foundations (9)

This area examines how values are learned, using both religious as well as historical counseling foundations. In the end, these values are integrated into a philosophy that ideally ensures that each client's welfare is safeguarded in professional and ethical ways.

Course	Required Portfolio Sample	Date Met
EDCI 512 Faith and Learning	Final paper which discusses the nature of axiology.	
EDPC 555 History, Systems, and Consultation	Critical Analysis Paper	
EDPC 573 Ethics and Law for School Psychology and Counseling	Critical Analysis Paper	

Portfolio Section 9

Graduate Student Handbook

Portfolio Section 10

Forms

This section contains various forms that will be useful to you throughout your program.

- *Application for Fieldwork
- *Fieldwork Guide
- Application for Candidacy
- Petition for Graduation

*These forms will be needed only if a student wishes to obtain the generic M.A. degree in counseling which requires the fieldwork course, EDPC 568 Community Agency Counseling.

Portfolio Section 11

Other Optional Inclusions

Students may want to include papers/projects that they feel are exceptional in content and/or creativity. These may come from the MA program or from work/professional contexts such as special programs created, community service, presentations, etc.