

Counselor Education Department  
Department Meeting Minutes  
Thursday, October 29, 2015 9:45-11:30am

In attendance: Chair O'Beirne, Cindy Anderton, Dave Van Doren, Anene Okocha, Carrie Merino, Amy Barth, Jeff Cook, Jennifer Betters-Bubon and Krista Kim (note taker)

1. A leafy check-in occurred.
2. Van Doren, seconded by Anderton moved to approve last week's minutes. Motion was approved.
3. Additions to agenda: Possibly include committee reports in future agendas as well as discussion of trauma certificate.
4. E-Portfolios: Jennifer distributed a handout for us to review/remind us of the e-portfolio process. Via a Van Doren/Anderton, it was moved that students in their third year will complete the final portfolio reflection form. As part of this process they will need to create some sort of electronic portfolio. The electronic presentation would be in lieu of the special counseling topic presentation (in internship). Motion was approved.

It was discussed and reviewed that school counseling students will hand in a package of their reflections to include all three philosophy statements instead of the theory paper.

Via Betters-Bubon/Merino motion, it was moved that 2<sup>nd</sup> year students would complete 6 reflections and 6 courses (793, 719, 745, 736, 738 and 741). Motion was approved. Jen will work with second year students in 745 on their philosophy of education.

Please review by going to the T drive. **T:\Counselor Education Department\Program Delivery\Course Resources\Emphasis Specific\School\E-Portfolios (e Portfolio Process manual and forms)**

Other clarifying points: There is the potential for creating a parallel identity project next year for non-school students. Also, first year students will be doing all 12. Jennifer was thanked for her work on this.

5. There was a discussion about writing at the graduate level.  
Strengths of graduate level writing: Students try to write well. They do well with content and have the ability to summarize content well. Some students have experience and knowledge in terms of how to write well clinically. Students are good "searchers" of information. Many students understand the important of citing their sources.  
Challenge areas of graduate level writing: Some students have no experience in terms of writing clinically/professionally. Though able to find substantive content, some struggle to integrate this content into the rest of their writing. Others could benefit from measuring/balancing how much information they put in quotes. As well, some thoughts that may be in their own words....need to still be cited. Organization of thought is a challenge: Students might benefit with help in making transitions, using subheadings, creating transitions and flow. Furthermore, at times students write like they might talk. Some don't understand the differences between reflective writing and technical writing. Other challenge areas include using APA and paying attention to/integrating instructor feedback.

We explored what we would like our students to be able to do well (in terms of writing). Ideas included writing a progress note, writing research, writing/submitting proposals, writing for grants, writing professional letters to a parent/school board/outside agency and writing an annual report. It was agreed upon that we want our students to be able to use correct grammar and write professionally. There will be more discussion on writing in the future.

6. Barth/Cook moved to adjourn the meeting @ 11:30am.

Respectfully Submitted,  
Krista Kim