

SEATTLEU
Counseling Assessment System
Counseling Program | College of Education

Student Name _____

Student ID _____

Overview

The mission of the Counseling Program is to prepare diverse, ethical, reflective, and clinically skilled counselors to be multicultural and social justice leaders and advocates. This mission is grounded on the belief that counselors stand for social, political, and economic justice. To prepare students to meet the program's social justice mission students must meet *knowledge, skills, and professional dispositions* needed to become effective social change agents. To assess student progress in these three areas the Counseling Program uses an assessment system, referred to as the Counseling Assessment System (CAS), to evaluate student's ability to meet Academic Standards (i.e., knowledge and skills) and demonstrate Professional Dispositions (i.e., conduct) expected of beginning counselors and social change agents.

Academic Standards

Summative assignments are used to measure academic standards. There are a total of 16 summative assignments. These assignments are used to determine student's knowledge and skills around the CACREP curricular and specialty areas. Summative assignments are sequenced to allow students to acquire knowledge, practice skills, and finally apply them in the field during internship. The CPCE serves as the culminating exam to determine student acquisition of CACREP knowledge and skills. Since the CPCE is a pass/no pass option, passing score on the CPCE leads to automatic scores of "4".

Professional Dispositions

Professional dispositions are used to determine an applicant's/student's fit for the profession. The Council for Accreditation of Counseling and Related Educational Programs (CACREP) define dispositions as "commitments, characteristics, values, beliefs, interpersonal functioning, and behaviors that influence the counselor's professional growth and interactions with clients and colleagues" (CACREP, 2015). The program has twelve professional dispositions that guide faculty in determining whether a student's behaviors are ethical, professional, and if they promote multiculturalism and social justice.

Evaluation of Academic Standards and Professional Dispositions

Formative and summative evaluations of academic standards and professional dispositions are conducted throughout the program. Summative evaluations occur along five transition points: admission, candidacy, pre-field experience, completion, and follow up. Formative evaluations can occur at any time by faculty and site supervisors. Both academic standards and professional dispositions are rated on the following scale:

Rating Scale

Rating	Scale	Description
4	Mastery	Able to perform at a high level without supervision on a consistent basis
3	Proficient	Able to perform without supervision on a consistent basis
2	Developing	Able to perform with supervision on a consistent basis
1	Beginning	Somewhat able to perform with supervision on an inconsistent basis
0	Inadequate	Unable to perform with supervision

Summative Evaluation

- Transition Point I - Admission:** Is the applicant ready for graduate level study?

When students accept admission into the counseling program, they are informed of the CAS framework during New Student Orientation (NSO). An email is sent welcoming students to the program and directing students to read the CAS framework attached to the email prior to NSO. At NSO students are re-introduced to the CAS framework and asked to sign them, indicating they are both aware and willing to adhere to this assessment system.
- Transition Point II - Candidacy:** Is the candidate fit to continue in the program?

A student has earned candidacy status when their term and cumulative grade point average are 3.0 or above and they have passed all professional dispositions. Students receive notification from the program that they have either met or did not meet candidacy. Student must meet with their assigned faculty advisor prior to the Fall term of their 2nd year in the program to discuss progress in the program. During the candidacy meeting the faculty advisor and student review student's progress with academic standards and professional dispositions. At this evaluation point a student may either continue in the program, be placed on a developmental plan, or be removed from the program.
- Transition Point III – Field Experience:** Is the candidate ready for the field experience?

Faculty advisor reviews candidate progress on academic standards and professional dispositions to determine readiness for the field experience. Candidates who are deemed not ready for the field must meet with their assigned faculty advisor. This process is initiated by the faculty advisor.
- Transition Point IV – Completion:** Is the candidate ready for the profession?

Faculty advisor reviews candidate progress on academic standards and professional dispositions to determine readiness for the profession. Candidates who are deemed not ready for the field must meet with their assigned faculty advisor. This process is initiated by the faculty advisor.
- Transition Point V - Follow-up:** Did the program prepare professional counselors with knowledge, skills, and dispositions for the field?

Upon graduation both employer and graduate surveys are distributed. These surveys explore student acquisition of CACREP core and specialty area knowledge, skills, and professional dispositions.

Formative Evaluation

At any point faculty may initiate concern regarding a student's progress around academic standards and professional dispositions. When concern is related to professional dispositions, the *Notification of Professional Disposition Concern* protocol is used (See Professional Dispositions section).

Academic Standards (CMCH)

Student Name _____

Student ID _____

CACREP Curricular & Specialty Areas	Course	Summative Assignment	Inadequate 0	Beginning 1	Developing 2	Proficient 3	Mastery 4
Foundations of CMHC	C5580/CO5580 Intro. to Clinical Mental Health Counseling	CMHC Observation & Interview					
Social and Cultural Diversity	C5130/CO5580 Multicultural and Social Justice Counseling	Cultural Interview & Immersion					
Human Growth and Development	C5070/CO5070 Counseling Across the Lifespan	Final Paper					
Research and Program Evaluation	C5000/CO5000 Research for the Counseling Profession	Research Design					
Professional Counseling Orientation & Ethical Practice	C5080/CO5080 Professional & Ethical Issues in Counseling	Ethical Decision-Making					
Counseling and Helping Relationships	C5100/CO5100 Fundamental Counseling Skills	Clinical Assessment I					
Assessment and Testing	C270/CO5270 - Test and Measurement	Test Interpretation					
Career Development	C5120/CO5120 - Career Counseling	Career Interview					
Group Counseling and Group Work	C5170/CO5170 Group Counseling Theory and Practice	Group Proposal					
Counseling and Helping Relationships	C5510/CO5510 - Counseling Lab	Clinical Assessment II					
Practice of CMHC	C5640/CO5640 - Practicum	Clinical Assessment III					
Practice of CMHC	C5650/CO5650 - Internship I	Clinical Assessment IV					
Contextual Dimensions of CMHC	C5650/CO5650 - Internship I	Advocacy Project					
Contextual Dimensions of CMHC	C5660/CO5660 - Internship II	Advocacy Project					
Contextual Dimensions of CMHC	C5670/CO5670 - Internship III	Advocacy Project					
CACREP Areas	Exam	CPCE	Score:				

Professional Dispositions

Student Name _____

Student ID _____

Overview

This section details the Professional Dispositions expected of all students. These Professional Dispositions are qualities and characteristics that extend beyond academics. Students who engage in illegal or unethical activities or for students whose professional performance are deemed to present an immediate threat to the wellbeing of others will be removed from the program. In such cases, and depending on the level of perceived threat, the combined faculty may recommend discontinuation in the program without opportunity for student remediation.

Students are evaluated on the following 12 Professional Dispositions:

1. *Self-Expression*: Expresses self effectively and appropriately
2. *Listening*: Listens to others
3. *Cooperativeness*: Cooperates with others
4. *Feedback*: Able to receive and integrate feedback
5. *Respect*: Demonstrates respect for others in a non-judgmental way.
6. *Self-awareness*: Awareness of own impact on others
7. *Conflict*: Appropriately handles conflict with others
8. *Personal responsibility*: Takes personal responsibility
9. *Professional*: attitudes and behaviors are professional and aligns with *ACA Code of Ethics*
10. *Motivation*: Takes initiative to complete tasks
11. *Multiculturalism*: Accepting of social and cultural diversity
12. *Social Justice*: Attitudes and behaviors promote a just world

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Directions: Rate the student’s professional dispositions according to the following scale: 0= Inadequate, 1 = Beginning, 2 = Developing, 3 = Proficient, 4 = Mastery under the corresponding review period. Students who earn a rating of 0, 1, or 2 on a professional disposition will be considered lacking in professional dispositions.

Professional Dispositions	Review Period				
	Admission	Candidacy	Completion	Follow-Up	Faculty Initiated
1. <i>Self-Expression</i> : Expresses self effectively and appropriately					
2. <i>Listening</i> : Listens to others					
3. <i>Cooperativeness</i> : Cooperates with others					
4. <i>Feedback</i> : Able to receive and integrate feedback					
5. <i>Respect</i> : Demonstrates respect for others in a non-judgmental way.					
6. <i>Self-awareness</i> : Awareness of own impact on others					
7. <i>Conflict</i> : Appropriately handles conflict with others					
8. <i>Personal responsibility</i> : Takes personal responsibility					
9. <i>Professional</i> : attitudes and behaviors are professional and aligns with <i>ACA Code of Ethics</i>					
10. <i>Motivation</i> : Takes initiative to complete tasks					
11. <i>Multiculturalism</i> : Accepting of social and cultural diversity					
12. <i>Social Justice</i> : Attitudes and behaviors promote a just world					
Total Score					

Student Name _____

Student ID _____

Comments:

Notification of Academic Standards and Professional Disposition Concern

Students who earn a rating of 2 or below on a Summative Assignment or Professional Disposition will be considered lacking in knowledge, skills, and professional conduct and subject to the following procedure:

1. The student and the issuing faculty* will meet to discuss the Academic Standard and/or Professional Disposition concern(s). The student will be presented with a *Notification of Academic Standard and Professional Disposition Concern (Appendix A)* form that will list the deficient rating(s), provide the issuing faculty's explanation for the ratings, and describe the specific remedial actions to be taken to correct each area of knowledge, skill, and professional disposition deficiency. If revisions to the remedial plan are made at this meeting, a revised *Notification of Academic Standard and Professional Dispositions Concern* form will be issued to the student for review and signature after the meeting. Signatures of both the issuing faculty and the student will verify their understanding of the concerns, the required remedial actions, and the schedule for completing them. Both the student and issuing faculty will retain copies of the signed *Notification of Academic Standard Professional Disposition Concern* form, and a copy will be included in the student's file.

** Note: "issuing faculty" refers either to the individual professor who issues the Notification of Academic Standard Professional Disposition Concern, or to the faculty advisor if the program faculty issues the Notification.*

2. A student who receives more than one *Notification of Academic Standard Professional Disposition Concern* or fails to show reasonable progress in resolving deficiencies previously cited will be required to meet with the issuing faculty and their faculty advisor in accordance with the procedure described in Step 1 above. Depending upon the nature of the concern and the reasons for the student's failure to comply with previously determined remedial action plans, the issuing faculty and faculty advisor will consult the full Counseling Program Faculty regarding the development of alternative remedial strategies and/or evaluation of the student's fitness for continuation in the program. The issuing faculty, the student, and the faculty advisor will retain a signed copy of any subsequent revision made to the *Notification of Academic Standard Professional Disposition Concern*.



Counseling Assessment System – Signature Page

1. Admission (signed during New Student Orientation)

By signing below, I certify that I have read this document in its entirety. I also understand that the professional dispositions contained in this document will be used to evaluate my performance at entry point, candidacy, pre-internship, during program completion, and at any time deemed appropriate by the department faculty. I agree to be held to these Professional Dispositions throughout my time in the program.

Student

Date

2. Candidacy

By signing below, I certify that I have reviewed my scores for Academic Standards and Professional Dispositions with my faculty advisor and understand any steps I might need to take relevant to my candidacy in the Counseling Program.

Student

Date

Faculty Advisor:

Date:

3. Pre-Field Experience

By signing below, I certify that I have reviewed the student's Academic Standards and Professional Dispositions for the student listed and have approved the student to advance to the field.

Faculty Advisor:

Date:

4. Completion

By signing below, I certify that I have reviewed the student's Academic Standards and Professional Dispositions for the student listed and have approved the student to advance to the field.

Faculty Advisor:

Date:

APPENDIX A



Notification of Academic Standard and Professional Disposition Concern
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To (notified student): _____

From (issuing faculty): _____

I. This is to **notify** you that your professional performance as defined on Academic Standards and Professional Dispositions review process is deficient (rated 2 or below) in the following area(s):

CACREP Curricular and Specialty Areas	Course	Summative Assignment	Inadequate 0	Beginning 1	Developing 2	Proficient 3	Mastery 4
Foundations of CMHC	C5580/CO5580	CMHC Observation & Interview					
Social and Cultural Diversity	C5130/CO5580	Cultural Interview & Immersion					
Human Growth and Development	C5070/CO5070	Final Paper					
Research and Program Evaluation	C5000/CO5000	Research Design					
Professional Counseling Orientation & Ethical Practice	C5080/CO5080	Ethical Decision-Making					
Counseling and Helping Relationships	C5100/CO5100	Clinical Assessment I					
Assessment and Testing	C270/CO5270	Test Interpretation					
Career Development	C5120/CO5120	Career Interview					
Group Counseling and Group Work	C5170/CO5170	Group Proposal					
Counseling and Helping Relationships	C5510/CO5510	Clinical Assessment II					
Practice of CMHC	C5640/CO5640	Clinical Assessment III					
Practice of CMHC	C5650/CO5650	Clinical Assessment IV					
Contextual Dimensions of CMHC	C5650/CO5650	Advocacy Project					
Contextual Dimensions of CMHC	C5660/CO5660	Advocacy Project					
Contextual Dimensions of CMHC	C5670/CO5670	Advocacy Project					
CACREP Areas	Exam	CPCE	Score:				

Professional Dispositions	Scoring Range				
	Inadequate 0	Beginning 1	Developing 2	Proficient 3	Mastery 4
1. <i>Self-Expression</i> : Expresses self effectively and appropriately					
2. <i>Listening</i> : Listens to others					
3. <i>Cooperativeness</i> : Cooperates with others					
4. <i>Feedback</i> : Able to receive and integrate feedback					
5. <i>Respect</i> : Demonstrates respect for others in a non-judgmental way.					
6. <i>Self-awareness</i> : Awareness of own impact on others					
7. <i>Conflict</i> : Appropriately handles conflict with others					
8. <i>Personal responsibility</i> : Takes personal responsibility					
9. <i>Professional</i> : attitudes and behaviors are professional and aligns with <i>ACA Code of Ethics</i>					
10. <i>Motivation</i> : Takes initiative to complete tasks					
11. <i>Multiculturalism</i> : Accepting of social and cultural diversity					
12. <i>Social Justice</i> : Attitudes and behaviors promote a just world					

II. **Description of observed deficiency(s)** (describes specific deficiency(s) observed in each performance area):

III. **Performance changes required** (describes specific performance changes needed in each area cited as deficit in Section II above):

IV. **Remedial plan** (describes all necessary steps to be taken to assist the student in making the required changes specified in section III above, including a schedule for their formative and summative evaluation):

V. **Signatures:** indicate that the student and issuing faculty have met to discuss this notification and that the student has received a completed copy.

Student: _____

Date: _____

Issuing Faculty: _____

Date: _____