



Counseling Assessment System -Form CAS

Seattle University – College of Education

Student Name: _____

Student SeattleU. 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 the counseling faculty identified knowledge, skills, and 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 17 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). There are a total of 12 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 a student's time in the program. Summative evaluations occur along four transition points: admission, candidacy, completion, and follow up. Formative can occur at any time by faculty and site supervisors. Both academic standards and professional dispositions are rated on the following scale: 0= Inadequate, 1 = Beginning, 2 = Developing, 3 = Proficient, 4 = Mastery.

Summative Evaluation

1. *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.
2. *Transition Point II - Candidacy:* Is the candidate fit to continue in the program?
A student has earned candidacy status when they earn 20 credits in the program and successfully completed EDUC 5000, COUN 5110 and COUN 5110. Such students receive an email from the program to meet with their assigned faculty advisor in the Fall term of their 2nd year in the program. This meeting is required to progress in the program. During the candidacy meeting the faculty advisor and student review student's progress with academic standards and professional dispositions to determine progress in the program. At this evaluation point a student may either continue in the program, be placed on a developmental plan, or be removed from the program.
3. *Transition Point III - Completion:* Is the candidate ready for the field?
Faculty advisor reviews candidate progress on academic standards and professional dispositions to determine readiness for the field.
4. *Transition Point IV - 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).

CACREP Curricular and Specialty Areas	Course	Summative Assignment	Inadequate 0	Beginning 1	Developing 2	Proficient 3	Mastery 4	
Professional Counseling Orientation & Ethical Practice	C5080	Ethical Decision-Making						
Social and Cultural Diversity	C5130	Cultural Interview & Immersion						
Human Growth and Development	C5070	Final Paper						
Career Development	C5120	Career Assessment Interview						
Counseling and Helping Relationships	C5100	Clinical Assessment I						
	C5510	Clinical Assessment II						
Group Counseling and Group Work	C5170	Group Proposal						
Assessment and Testing	C5270	Test Interpretation						
Research and Program Evaluation	E5000	Research Design						
Foundations of CMHC	C5580	CMHC Observ. & Interview						
Contextual Dimensions of CMHC	C5650-5670	Advocacy Project						
Practice of CMHC	C5640 & 5650	Clinical Assessment III & IV						
Foundations of School Counseling	C5090	SC Observation & Interview						
Contextual Dimensions of School Counseling	C5550-5570	Advocacy Project						
Practice of School Counseling	C5540 & 5550	Clinical Assessment III & IV						
CACREP Areas	Exam	CPCE	Score:					

Professional Dispositions

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

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. 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					
Total Score					

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*.

Student Name: _____

Student SeattleU ID#: _____

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. 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
Counseling Program | College of Education**

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
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Social and Cultural Diversity	C5130	Cultural Interview & Immersion					
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Practice of School Counseling	C5540 & 5550	Clinical Assessment III & IV					
CACREP Areas	Exam	CPCE	Score:				

Professional Dispositions	Scoring Range				
	Inadequate 0	Beginning 1	Developing 2	Proficient 3	Mastery 4
1. Self-Expression: Expresses self effectively and appropriately					
2. Listening: Listens to others					
3. Cooperativeness: Cooperates with others					
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6. Self-awareness: Awareness of own impact on others					
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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					

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):

Date: _____

Student: _____

Issuing Faculty: _____