Table 1 COUN 539 Research Paper Data

<table>
<thead>
<tr>
<th>Other School Personnel</th>
<th>Key Assessment</th>
<th>Scale</th>
<th>Fall 2012</th>
<th>Spring 2013</th>
<th>Fall 2013</th>
<th>Spring 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>N=5</td>
<td>N=0</td>
<td>N=6</td>
<td>N=0</td>
</tr>
<tr>
<td>COUN 539</td>
<td>Research Paper</td>
<td>At Standard</td>
<td>20%</td>
<td>N/A</td>
<td>50%</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>80-89</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Above Standard</td>
<td>80%</td>
<td>N/A</td>
<td>50%</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>90-100</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 1 – Fall 2012  School Counseling, COUN 539 is taught during the fall semester only. There were five students enrolled (n=5) fall 2012. Eighty percent (80%) of students scored above standard, earning between 90-100%, while 20% scored at standard (80-89%) on the Research Paper.

Fall 2013
Six students were enrolled (n=6) fall 2013. Fifty percent (50%) of students scored above standard, earning between 90-100%, while 50% scored at standard (80-89%) on the Research Paper.

Table 2 COUN 539 Perception Instrument Data

<table>
<thead>
<tr>
<th>Areas assessed:</th>
<th>Scale</th>
<th>Fall 2012</th>
<th>Spring 2013</th>
<th>Fall 2013</th>
<th>Spring 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competence</td>
<td></td>
<td>N=5</td>
<td>N=0</td>
<td>N=6</td>
<td>N=0</td>
</tr>
<tr>
<td>Commitment and cultural responsiveness</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A Competent Counselor demonstrates:

1. genuine facilitative counseling skills  
2. the ability to recognize and address emotions  
3. the ability to develop a theoretically based case conceptualization  
4. the ability to effectively assess clients and develop appropriate treatment plans.  
5. the ability to evaluate the outcome of a client’s intervention and make appropriate adjustments to intervention as necessary  
6. the ability to design, plan, implement and facilitate groups  
7. the ability to establish and maintain effective collaboration and/or consultation professional relationships within and outside the work setting  
8. good listening skills and is approachable at work and in the community  
9. a commitment to personal development and is able to facilitate self growth exploration
10. the ability to generalize learning from situation to situation

11. leadership, self-respect and responsibility in professional roles

12. the ability to maintain self control and displays appropriate reactions

A Committed and Culturally Responsive Counselor:

13. a commitment to professional development, and a readiness to actively contribute and participate within the profession and professional organizations

14. equitable treatment and respect for all individuals

15. an understanding of ethical and legal guidelines within educational and counseling environments

16. values and maintains confidentiality of communications and records within legal guidelines and requirements of both educational and counseling environments

17. respects the ethical and moral values and concerns of the clients/students, school/community agency, and community at large, and

18. integrity and the ability to remain objective within educational and counseling environments

<table>
<thead>
<tr>
<th>Table 2- Fall 2012</th>
<th>In fall 2012 five students (n=5) were enrolled in COUN 539. One hundred percent of students scored 5 on a five point scale on the Perception instrument.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2013</td>
<td>Six students (n=6) were enrolled in COUN 539 fall 2013. The data show that scores ranged from 4.71 to 5 on a five point scale on the Perception instrument.</td>
</tr>
<tr>
<td>Table 3 COUN 638 Program Development Portfolio Data</td>
<td></td>
</tr>
<tr>
<td>Other School Personnel</td>
<td>Key Assessment</td>
</tr>
<tr>
<td>N=0</td>
<td>N=1</td>
</tr>
<tr>
<td>COUN 638</td>
<td>Program Development Portfolio</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 3 – Spring 2013 Organization and Administration of Counseling and Guidance Services, COUN 638 is taught during the spring semester only. There was one student enrolled (n=1) spring 2013. One hundred percent (100%) of students scored at standard, earning between 80-89% on the Program Development Portfolio assignment.

Spring 2014
Eleven students were enrolled (N=11) spring 2014. Forty-five percent (45%) of students scored at standard, earning between 80-89% on the Program Development Portfolio assignment, while 55% earned above standard.
### Table 4 COUN 638 Perception Instrument Data

<table>
<thead>
<tr>
<th>Areas assessed:</th>
<th>Scale</th>
<th>Fall 2012</th>
<th>Spring 2013</th>
<th>Fall 2013</th>
<th>Spring 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competence</td>
<td>K= Knowledge</td>
<td>N=0</td>
<td>N=1</td>
<td>N=0</td>
<td>N=11</td>
</tr>
<tr>
<td>Commitment and cultural responsiveness</td>
<td>S= Skills</td>
<td>S=5</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

#### A Competent Counselor demonstrates:

| 1. genuine facilitative counseling skills | S | N/A | 5 | N/A | 4.36 |
| 2. the ability to recognize and address emotions | S | N/A | 5 | N/A | 4.09 |
| 3. the ability to develop a theoretically based case conceptualization | K | N/A | 5 | N/A | 4.18 |
| 4. the ability to effectively assess clients and develop appropriate treatment plans. | K | N/A | 5 | N/A | 4.18 |
| 5. the ability to evaluate the outcome of a client’s intervention and make appropriate adjustments to intervention as necessary | K | N/A | 5 | N/A | 4.18 |
| 6. the ability to design, plan, implement and facilitate groups | K | N/A | 5 | N/A | 4.36 |
| 7. the ability to establish and maintain effective collaboration and/or consultation professional relationships within and outside the work setting | K | N/A | 5 | N/A | 4.36 |
| 8. good listening skills and is approachable at work and in the community | S | N/A | 5 | N/A | 4.54 |
| 9. a commitment to personal development and is able to facilitate self growth exploration | S | N/A | 5 | N/A | 4.63 |
| 10. the ability to generalize learning from situation to situation | S | N/A | 5 | N/A | 4.36 |
| 11. leadership, self-respect and responsibility in professional roles | S | N/A | 5 | N/A | 4.63 |
| 12. the ability to maintain self control and displays appropriate reactions | S | N/A | 5 | N/A | 4.81 |

#### A Committed and Culturally Responsive Counselor:

| 13. a commitment to professional development, and a readiness to actively contribute and participate within the profession and professional organizations | K | N/A | 5 | N/A | 4.72 |
| 14. equitable treatment and respect for all individuals | S | N/A | 5 | N/A | 5 |
| 15. an understanding of ethical and legal guidelines within educational and counseling environments | S | N/A | 5 | N/A | 4.81 |
| 16. values and maintains confidentiality of communications and records within legal guidelines and requirements of both educational and counseling environments | K | N/A | 5 | N/A | 4.72 |
| 17. respects the ethical and moral values and concerns of the clients/students, school/community agency, and community at large, and | K | N/A | 5 | N/A | 4.63 |
| 18. integrity and the ability to remain objective within educational and counseling environments | S | N/A | 5 | N/A | 4.72 |

### Table 4 – Spring 2013

In spring 2013 one student (n=1) was enrolled in COUN 638. One hundred percent of students scored 5 on a five point scale on the Perception instrument.
Spring 2014
Eleven students (n=11) were enrolled in COUN 638 spring 2014. The data show that scores ranged from 4.09 to 5 on a five point scale on the Perception instrument.

### Table 5 COUN 735 Professional Counseling Performance Evaluation Data

<table>
<thead>
<tr>
<th>Areas assessed:</th>
<th>Scale</th>
<th>Fall 2012</th>
<th>Spring 2013</th>
<th>Fall 2013</th>
<th>Spring 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counseling skills and abilities</td>
<td></td>
<td>N=0</td>
<td>N=4</td>
<td>N=1</td>
<td>N=1</td>
</tr>
<tr>
<td>Professional responsibility</td>
<td>2=Candidate meets criteria consistently for program level</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Competence</td>
<td>1=Candidate meets criteria minimally or inconsistently for program level</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maturity</td>
<td>0=Candidate does not meet criteria for program level</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Integrity</td>
<td>N= No opportunity to observe</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Counseling Skills and Abilities**

1. The student demonstrates the ability to establish relationships in such a manner that a working alliance can be created.

<table>
<thead>
<tr>
<th>Scale</th>
<th>Fall 2012</th>
<th>Spring 2013</th>
<th>Fall 2013</th>
<th>Spring 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

2. The student demonstrates effective communication skills including:

   a. Creating structure – setting the boundaries of the helping frame and maintaining boundaries throughout the work such as setting parameters for meeting time, place, maintaining the time limits, etc.

<table>
<thead>
<tr>
<th>Scale</th>
<th>Fall 2012</th>
<th>Spring 2013</th>
<th>Fall 2013</th>
<th>Spring 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

   b. Understanding context – understanding the primary elements of the client’s story.

<table>
<thead>
<tr>
<th>Scale</th>
<th>Fall 2012</th>
<th>Spring 2013</th>
<th>Fall 2013</th>
<th>Spring 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

   c. Understanding context – understanding the uniqueness of the story elements and their underlying meanings.

<table>
<thead>
<tr>
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<th>Fall 2012</th>
<th>Spring 2013</th>
<th>Fall 2013</th>
<th>Spring 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

   d. Responding to feelings – identifying affect and addressing those feelings in a therapeutic manner.

<table>
<thead>
<tr>
<th>Scale</th>
<th>Fall 2012</th>
<th>Spring 2013</th>
<th>Fall 2013</th>
<th>Spring 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

   e. Congruence – genuineness; external behavior consistent with internal affect.

<table>
<thead>
<tr>
<th>Scale</th>
<th>Fall 2012</th>
<th>Spring 2013</th>
<th>Fall 2013</th>
<th>Spring 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

   f. Establishing and communicating empathy – taking the perspective of the individual without over identifying, and communicating this experience to the individual.

<table>
<thead>
<tr>
<th>Scale</th>
<th>Fall 2012</th>
<th>Spring 2013</th>
<th>Fall 2013</th>
<th>Spring 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

   g. Non-verbal communication – demonstrates effective use of head, eyes, hands, feet, posture, voice, attire, etc.

<table>
<thead>
<tr>
<th>Scale</th>
<th>Fall 2012</th>
<th>Spring 2013</th>
<th>Fall 2013</th>
<th>Spring 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

   h. Immediacy – communicating by staying in the here and now.

<table>
<thead>
<tr>
<th>Scale</th>
<th>Fall 2012</th>
<th>Spring 2013</th>
<th>Fall 2013</th>
<th>Spring 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

   i. Timing – responding at the optimal moment.

<table>
<thead>
<tr>
<th>Scale</th>
<th>Fall 2012</th>
<th>Spring 2013</th>
<th>Fall 2013</th>
<th>Spring 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

   j. Intentionality – responding with a clear understanding of the therapist’s therapeutic intention.

<table>
<thead>
<tr>
<th>Scale</th>
<th>Fall 2012</th>
<th>Spring 2013</th>
<th>Fall 2013</th>
<th>Spring 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

   k. Self-disclosure – skillful and carefully – considered for a specific strategic purpose.

<table>
<thead>
<tr>
<th>Scale</th>
<th>Fall 2012</th>
<th>Spring 2013</th>
<th>Fall 2013</th>
<th>Spring 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

3. The student demonstrates awareness of power differences in the therapeutic relationship and manages these
<table>
<thead>
<tr>
<th>Professional Responsibility</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The student recognizes the boundaries of her/his particular competencies and the limitations of her/his expertise.</td>
<td>N/A</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>2. The student relates to peers, professors, and others in a manner consistent with stated professional standards.</td>
<td>N/A</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>3. The student demonstrates sensitivity to real and ascribed differences in power between themselves and others, and does not exploit or mislead other people during or after professional relationships.</td>
<td>N/A</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>4. The student demonstrates application of legal requirements relevant to counseling training and practice.</td>
<td>N/A</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>Competence</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. The student recognizes the boundaries of her/her particular competencies and the limitations of her/his expertise.</td>
<td>N/A</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>2. The student takes responsibility for compensating for her/his deficiencies.</td>
<td>N/A</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>3. The student takes responsibility for assuring other’s welfare when encountering the boundaries of her/his expertise.</td>
<td>N/A</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>4. The student provides only those services and applies only those techniques for which she/he is qualified by education, training, and experience.</td>
<td>N/A</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>5. The student demonstrates basic cognitive, affective, sensory, and motor capacities to respond to others</td>
<td>N/A</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Maturity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. The student demonstrates appropriate self-control (such as anger control, impulse control) in interpersonal relationships with faculty, peers, and others.</td>
<td>N/A</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>2. The student demonstrates honesty, fairness, and respect for others.</td>
<td>N/A</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>3. The student demonstrates an awareness of her/his own belief systems, values, needs and limitations and the effect of those on her/his work.</td>
<td>N/A</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>4. The student demonstrates the ability to receive, integrate and utilize feedback peers, teachers and supervisors.</td>
<td>N/A</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>5. The student exhibits appropriate levels of self-assurance, confidence, and trust in own ability.</td>
<td>N/A</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>6. The student follows professionally recognized conflict resolution processes, seeking to informally address the issue first with the individual(s) with whom the conflict exists.</td>
<td>N/A</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>Integrity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. The student refrains from making statements which are</td>
<td>N/A</td>
<td>N</td>
<td>N</td>
</tr>
</tbody>
</table>
false, misleading or deceptive.

2. The student avoids improper and potentially harmful dual relationships.

<table>
<thead>
<tr>
<th>Scale</th>
<th>Fall 2012</th>
<th>Spring 2013</th>
<th>Fall 2013</th>
<th>Spring 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>K=</td>
<td>N/A</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

3. The student respects the fundamental rights, dignity and worth of all people.

<table>
<thead>
<tr>
<th>Scale</th>
<th>Fall 2012</th>
<th>Spring 2013</th>
<th>Fall 2013</th>
<th>Spring 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>S=</td>
<td>N/A</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

4. The student respects the rights of individuals to privacy, confidentiality, and choices regarding self-determination and autonomy.

<table>
<thead>
<tr>
<th>Scale</th>
<th>Fall 2012</th>
<th>Spring 2013</th>
<th>Fall 2013</th>
<th>Spring 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>K=</td>
<td>N/A</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

5. The student respects cultural, individual, and role differences, including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status.

<table>
<thead>
<tr>
<th>Scale</th>
<th>Fall 2012</th>
<th>Spring 2013</th>
<th>Fall 2013</th>
<th>Spring 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>S=</td>
<td>N/A</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

Table 5 - Spring 2013  Counseling Techniques. COUN 735 was not taught fall 2012 (n=0). This course was taught spring 2013, fall 2013 and spring 2014. There were four students enrolled (n=4) spring 2013. One hundred percent (100%) of students scored two (2) on a two point scale on the Professional Counseling Performance Evaluation Instrument.

Fall 2013
There was one student enrolled (n=1) fall 2013. One hundred percent (100%) of students scored two (2) on a two point scale on the Professional Counseling Performance Evaluation Instrument.

Spring 2014
There was one student enrolled (n=1) spring 2014. One hundred percent (100%) of students scored two (2) on a two point scale on the Professional Counseling Performance Evaluation Instrument.

Table 6 COUN 735 Perception Instrument Data

<table>
<thead>
<tr>
<th>Areas assessed:</th>
<th>Scale</th>
<th>Fall 2012</th>
<th>Spring 2013</th>
<th>Fall 2013</th>
<th>Spring 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commitment and cultural responsiveness</td>
<td>K=</td>
<td>N/A</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
</tbody>
</table>

1. genuine facilitative counseling skills

2. the ability to recognize and address emotions

3. the ability to develop a theoretically based case conceptualization

4. the ability to effectively assess clients and develop appropriate treatment plans.

5. the ability to evaluate the outcome of a client’s intervention and make appropriate adjustments to intervention as necessary

6. the ability to design, plan, implement and facilitate groups

7. the ability to establish and maintain effective collaboration and/or consultation professional relationships within and outside the work setting

<table>
<thead>
<tr>
<th>Areas assessed:</th>
<th>Scale</th>
<th>Fall 2012</th>
<th>Spring 2013</th>
<th>Fall 2013</th>
<th>Spring 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>K=</td>
<td>N/A</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Areas assessed:</th>
<th>Scale</th>
<th>Fall 2012</th>
<th>Spring 2013</th>
<th>Fall 2013</th>
<th>Spring 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>K=</td>
<td>N/A</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Areas assessed:</th>
<th>Scale</th>
<th>Fall 2012</th>
<th>Spring 2013</th>
<th>Fall 2013</th>
<th>Spring 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>K=</td>
<td>N/A</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Areas assessed:</th>
<th>Scale</th>
<th>Fall 2012</th>
<th>Spring 2013</th>
<th>Fall 2013</th>
<th>Spring 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>K=</td>
<td>N/A</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Areas assessed:</th>
<th>Scale</th>
<th>Fall 2012</th>
<th>Spring 2013</th>
<th>Fall 2013</th>
<th>Spring 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>K=</td>
<td>N/A</td>
<td>4</td>
<td>4</td>
<td>4</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Areas assessed:</th>
<th>Scale</th>
<th>Fall 2012</th>
<th>Spring 2013</th>
<th>Fall 2013</th>
<th>Spring 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>K=</td>
<td>N/A</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
</tbody>
</table>
8. good listening skills and is approachable at work and in the community | S | N/A | 4.5 | 5 | 4
9. a commitment to personal development and is able to facilitate self growth exploration | S | N/A | 4.75 | 5 | 4
10. the ability to generalize learning from situation to situation | S | N/A | 4.75 | 5 | 4
11. leadership, self-respect and responsibility in professional roles | S | N/A | 4.75 | 5 | 5
12. the ability to maintain self control and displays appropriate reactions | S | N/A | 5 | 5 | 5

| 13. a commitment to professional development, and a readiness to actively contribute and participate within the profession and professional organizations | K | N/A | 5 | 5 | 5
14. equitable treatment and respect for all individuals | S | N/A | 5 | 5 | 5
15. an understanding of ethical and legal guidelines within educational and counseling environments | S | N/A | 5 | 5 | 5
16. values and maintains confidentiality of communications and records within legal guidelines and requirements of both educational and counseling environments | K | N/A | 4.5 | 5 | 5
17. respects the ethical and moral values and concerns of the clients/students, school/community agency, and community at large, and | K | N/A | 4.5 | 5 | 5
18. integrity and the ability to remain objective within educational and counseling environments | S | N/A | 5 | 5 | 5

| 13. a commitment to professional development, and a readiness to actively contribute and participate within the profession and professional organizations | K | N/A | 5 | 5 | 5
14. equitable treatment and respect for all individuals | S | N/A | 5 | 5 | 5
15. an understanding of ethical and legal guidelines within educational and counseling environments | S | N/A | 5 | 5 | 5
16. values and maintains confidentiality of communications and records within legal guidelines and requirements of both educational and counseling environments | K | N/A | 4.5 | 5 | 5
17. respects the ethical and moral values and concerns of the clients/students, school/community agency, and community at large, and | K | N/A | 4.5 | 5 | 5
18. integrity and the ability to remain objective within educational and counseling environments | S | N/A | 5 | 5 | 5

**Table 6 - Spring 2013** Counseling Techniques, COUN 735 was not taught fall 2012 (n=0). This course was taught spring 2013, fall 2013 and spring 2014. There were four students enrolled (N=4) spring 2013. The data show that scores ranged from 4.25 to 5 on a five point scale on the Perception instrument.

**Fall 2013**
There was one student enrolled (N=1) fall 2013. The data show that scores ranged from 4 to 5 on a five point scale on the Perception instrument.

**Spring 2014**
There was one student enrolled (N=1) fall 2013. The data show that scores ranged from 4 to 5 on a five point scale on the Perception instrument.
<table>
<thead>
<tr>
<th>Areas assessed:</th>
<th>Scale</th>
<th>Fall 2012</th>
<th>Spring 2013</th>
<th>Fall 2013</th>
<th>Spring 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counseling skills and abilities</td>
<td>N=3</td>
<td>2</td>
<td>N/A</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Professional responsibility</td>
<td>N=0</td>
<td>2</td>
<td>N/A</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Competence</td>
<td>N=2</td>
<td>2</td>
<td>N/A</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Maturity</td>
<td>N=1</td>
<td>2</td>
<td>N/A</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Integrity</td>
<td>N=No op to</td>
<td>2</td>
<td>N/A</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>observe</td>
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</tr>
</tbody>
</table>

**Counseling Skills and Abilities**

1. The student demonstrates the ability to establish relationships in such a manner that working alliance can be created.

2. The student demonstrates effective communication skills including:

   a. Creating structure – setting the boundaries of the helping frame and maintaining boundaries throughout the work such as setting parameters for meeting time, place, maintaining the time limits, etc.

   b. Understanding context – understanding the primary elements of the client’s story.

   c. Understanding context – understanding the uniqueness of the story elements and their underlying meanings.

   d. Responding to feelings – identifying affect and addressing those feelings in a therapeutic manner.

   e. Congruence – genuineness; external behavior consistent with internal affect.

   f. Establishing and communicating empathy – taking the perspective of the individual without over identifying, and communicating this experience to the individual.

   g. Non-verbal communication – demonstrates effective use of head, eyes, hands, feet, posture, voice, attire, etc.

   h. Immediacy – communicating by staying in the here and now.

   i. Timing – responding at the optimal moment.

   j. Intentionality – responding with a clear understanding of the therapist’s therapeutic intention.

   k. Self-disclosure – skillful and carefully – considered for a specific strategic purpose.

3. The student demonstrates awareness of power differences in the therapeutic relationship and manages these differences effectively.

4. The student collaborates with an individual to establish clear therapeutic goals.

5. The student facilitates movement toward the individual’s
<table>
<thead>
<tr>
<th>Professional Responsibility</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The student recognizes the boundaries of her/his particular competencies and the limitations of her/his expertise.</td>
<td>2</td>
<td>N/A</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>2. The student relates to peers, professors, and others in a manner consistent with stated professional standards.</td>
<td>2</td>
<td>N/A</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>3. The student demonstrates sensitivity to real and ascribed differences in power between themselves and others, and does not exploit or mislead other people during or after professional relationships.</td>
<td>N</td>
<td>N/A</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>4. The student demonstrates application of legal requirements relevant to counseling training and practice.</td>
<td>N</td>
<td>N/A</td>
<td>N</td>
<td>N</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Competence</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The student recognizes the boundaries of her/her particular competencies and the limitations of her/his expertise.</td>
<td>N</td>
<td>N/A</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>2. The student takes responsibility for compensating for her/his deficiencies.</td>
<td>N</td>
<td>N/A</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>3. The student takes responsibility for assuring other’s welfare when encountering the boundaries of her/his expertise.</td>
<td>N</td>
<td>N/A</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>4. The student provides only those services and applies only those techniques for which she/he is qualified by education, training, and experience.</td>
<td>2</td>
<td>N/A</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>5. The student demonstrates basic cognitive, affective, sensory, and motor capacities to respond to others</td>
<td>2</td>
<td>N/A</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Maturity</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The student demonstrates appropriate self-control (such as anger control, impulse control) in interpersonal relationships with faculty, peers, and others.</td>
<td>2</td>
<td>N/A</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>2. The student demonstrates honesty, fairness, and respect for others.</td>
<td>2</td>
<td>N/A</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>3. The student demonstrates an awareness of her/his own belief systems, values, needs and limitations and the effect of those on her/his work.</td>
<td>2</td>
<td>N/A</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>4. The student demonstrates the ability to receive, integrate and utilize feedback peers, teachers and supervisors.</td>
<td>2</td>
<td>N/A</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>5. The student exhibits appropriate levels of self-assurance, confidence, and trust in own ability.</td>
<td>2</td>
<td>N/A</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>6. The student follows professionally recognized conflict resolution processes, seeking to informally address the issue first with the individual(s) with whom the conflict exists.</td>
<td>N</td>
<td>N/A</td>
<td>N</td>
<td>N</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Integrity</th>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>1. The student refrains from making statements which are false, misleading or deceptive.</td>
<td>2</td>
<td>N/A</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>2. The student avoids improper and potentially harmful dual relationships.</td>
<td>2</td>
<td>N/A</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>3. The student respects the fundamental rights, dignity and...</td>
<td>2</td>
<td>N/A</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>
worth of all people.

4. The student respects the rights of individuals to privacy, confidentiality, and choices regarding self-determination and autonomy.

<p>| | | | |</p>
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<thead>
<tr>
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<tbody>
<tr>
<td></td>
<td>2</td>
<td>N/A</td>
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</table>

5. The student respects cultural, individual, and role differences, including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status.

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<tbody>
<tr>
<td></td>
<td>2</td>
<td>N/A</td>
<td>2</td>
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</tbody>
</table>

Table 7 - Spring 2013  Supervised Counseling Laboratory, COUN 736 was not taught spring 2013 (n=0). This course was taught fall 2012, fall 2013 and spring 2014. There were three students enrolled (n=3) fall 2012. One hundred percent (100%) of students scored two (2) on a two point scale on the Professional Counseling Performance Evaluation Instrument.

Fall 2013
There were two students enrolled (n=2) fall 2013. One hundred percent (100%) of students scored two (2) on a two point scale on the Professional Counseling Performance Evaluation Instrument.

Spring 2014
There was one student enrolled (n=1) spring 2014. One hundred percent (100%) of students scored two (2) on a two point scale on the Professional Counseling Performance Evaluation Instrument.

Table 8 COUN 736 Perception Instrument Data

<table>
<thead>
<tr>
<th>Areas assessed:</th>
<th>Scale</th>
<th>Fall 2012</th>
<th>Spring 2013</th>
<th>Fall 2013</th>
<th>Spring 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competence</td>
<td>K=Knowledge S=Skills</td>
<td>N=3</td>
<td>N=0</td>
<td>N=2</td>
<td>N=1</td>
</tr>
<tr>
<td>Commitment and cultural responsiveness</td>
<td>5=strongly agree 4=agree 3=no opinion 2=disagree 1=strongly disagree</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A Competent Counselor demonstrates:

1. genuine facilitative counseling skills
2. the ability to recognize and address emotions
3. the ability to develop a theoretically based case conceptualization
4. the ability to effectively assess clients and develop appropriate treatment plans.
5. the ability to evaluate the outcome of a client’s intervention and make appropriate adjustments to intervention as necessary
6. the ability to design, plan, implement and facilitate groups

<p>| | | |</p>
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<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>4</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>4</td>
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<tr>
<td></td>
<td>4</td>
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<td>4</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>4.5</td>
<td>4</td>
</tr>
</tbody>
</table>
7. the ability to establish and maintain effective collaboration and/or consultation professional relationships within and outside the work setting  & K & 4.33 & N/A & 4.5 & 4 \\
8. good listening skills and is approachable at work and in the community & S & 4.33 & N/A & 4.5 & 4 \\
9. a commitment to personal development and is able to facilitate self growth exploration & S & 4.63 & N/A & 4.5 & 4 \\
10. the ability to generalize learning from situation to situation & S & 4.66 & N/A & 5 & 4 \\
11. leadership, self-respect and responsibility in professional roles & S & 4.66 & N/A & 5 & 5 \\
12. the ability to maintain self control and displays appropriate reactions & S & 4.66 & N/A & 5 & 5 \\

**A Committed and Culturally Responsive Counselor:**

| 13. a commitment to professional development, and a readiness to actively contribute and participate within the profession and professional organizations | K | 5 | N/A | 5 | 5 |
| 14. equitable treatment and respect for all individuals | S | 5 | N/A | 5 | 5 |
| 15. an understanding of ethical and legal guidelines within educational and counseling environments | S | 5 | N/A | 5 | 5 |
| 16. values and maintains confidentiality of communications and records within legal guidelines and requirements of both educational and counseling environments | K | 5 | N/A | 5 | 5 |
| 17. respects the ethical and moral values and concerns of the clients/students, school/community agency, and community at large, and | K | 5 | N/A | 5 | 5 |
| 18. integrity and the ability to remain objective within educational and counseling environments | S | 5 | N/A | 5 | 5 |

**Table 8 - Fall 2012** Supervised Counseling Laboratory, COUN 736 was not taught spring 2013 (n=0). This course was taught fall 2012, fall 2013 and spring 2014. There were three students enrolled (n=3) fall 2012. The data show that scores ranged from 4 to 5 on a five point scale on the Perception instrument.

**Fall 2013**
There were two students enrolled (n=2) fall 2013. The data show that scores ranged from 4 to 5 on a five point scale on the Perception instrument.

**Spring 2014**
There was one student enrolled (N=1) fall 2013. The data show that scores ranged from 4 to 5 on a five point scale on the Perception instrument.

**Table 9 COUN 839 Professional Counseling Performance Evaluation Data**

<table>
<thead>
<tr>
<th>Areas assessed:</th>
<th>Scale</th>
<th>Fall 2012</th>
<th>Spring 2013</th>
<th>Fall 2013</th>
<th>Spring 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counseling skills and abilities</td>
<td>2=Candidate meets criteria consistently for program level</td>
<td>N=2</td>
<td>N=0</td>
<td>N=5</td>
<td>N=1</td>
</tr>
<tr>
<td>Professional responsibility</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Competence</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maturity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Integrity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Counseling Skills and Abilities</td>
<td>Level</td>
<td>N/A</td>
<td>Level</td>
<td>N/A</td>
<td>Level</td>
</tr>
<tr>
<td>--------------------------------</td>
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<td>-------</td>
</tr>
<tr>
<td>1. The student demonstrates the ability to establish relationships in such a manner that a working alliance can be created.</td>
<td>2</td>
<td>N/A</td>
<td>2</td>
<td>N/A</td>
<td>2</td>
</tr>
<tr>
<td>2. The student demonstrates effective communication skills including:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Creating structure – setting the boundaries of the helping frame and maintaining boundaries throughout the work such as setting parameters for meeting time, place, maintaining the time limits, etc.</td>
<td>2</td>
<td>N/A</td>
<td>2</td>
<td>N/A</td>
<td>2</td>
</tr>
<tr>
<td>b. Understanding context – understanding the primary elements of the client’s story.</td>
<td>2</td>
<td>N/A</td>
<td>2</td>
<td>N/A</td>
<td>2</td>
</tr>
<tr>
<td>c. Understanding context – understanding the uniqueness of the story elements and their underlying meanings.</td>
<td>2</td>
<td>N/A</td>
<td>2</td>
<td>N/A</td>
<td>2</td>
</tr>
<tr>
<td>d. Responding to feelings – identifying affect and addressing those feelings in a therapeutic manner.</td>
<td>2</td>
<td>N/A</td>
<td>2</td>
<td>N/A</td>
<td>2</td>
</tr>
<tr>
<td>e. Congruence – genuineness; external behavior consistent with internal affect.</td>
<td>2</td>
<td>N/A</td>
<td>2</td>
<td>N/A</td>
<td>2</td>
</tr>
<tr>
<td>f. Establishing and communicating empathy – taking the perspective of the individual without over identifying, and communicating this experience to the individual.</td>
<td>2</td>
<td>N/A</td>
<td>2</td>
<td>N/A</td>
<td>2</td>
</tr>
<tr>
<td>g. Non-verbal communication – demonstrates effective use of head, eyes, hands, feet, posture, voice, attire, etc.</td>
<td>2</td>
<td>N/A</td>
<td>2</td>
<td>N/A</td>
<td>2</td>
</tr>
<tr>
<td>h. Immediacy – communicating by staying in the here and now.</td>
<td>2</td>
<td>N/A</td>
<td>2</td>
<td>N/A</td>
<td>2</td>
</tr>
<tr>
<td>i. Timing – responding at the optimal moment.</td>
<td>2</td>
<td>N/A</td>
<td>2</td>
<td>N/A</td>
<td>2</td>
</tr>
<tr>
<td>j. Intentionality – responding with a clear understanding of the therapist’s therapeutic intention.</td>
<td>2</td>
<td>N/A</td>
<td>2</td>
<td>N/A</td>
<td>2</td>
</tr>
<tr>
<td>k. Self-disclosure – skillful and carefully considered for a specific strategic purpose.</td>
<td>2</td>
<td>N/A</td>
<td>2</td>
<td>N/A</td>
<td>2</td>
</tr>
<tr>
<td>3. The student demonstrates awareness of power differences in the therapeutic relationship and manages these differences effectively.</td>
<td>2</td>
<td>N/A</td>
<td>2</td>
<td>N/A</td>
<td>2</td>
</tr>
<tr>
<td>4. The student collaborates with an individual to establish clear therapeutic goals.</td>
<td>2</td>
<td>N/A</td>
<td>2</td>
<td>N/A</td>
<td>2</td>
</tr>
<tr>
<td>5. The student facilitates movement toward the individual’s goals.</td>
<td>2</td>
<td>N/A</td>
<td>2</td>
<td>N/A</td>
<td>2</td>
</tr>
<tr>
<td>6. The student demonstrates the capacity to match appropriate interventions to the presenting problem in a consistent manner.</td>
<td>2</td>
<td>N/A</td>
<td>2</td>
<td>N/A</td>
<td>2</td>
</tr>
<tr>
<td>7. The student creates a safe environment.</td>
<td>2</td>
<td>N/A</td>
<td>2</td>
<td>N/A</td>
<td>2</td>
</tr>
<tr>
<td>8. The student demonstrates analysis and resolution of ethical dilemmas.</td>
<td>2</td>
<td>N/A</td>
<td>2</td>
<td>N/A</td>
<td>2</td>
</tr>
</tbody>
</table>

**Professional Responsibility**

1. The student recognizes the boundaries of her/his

<table>
<thead>
<tr>
<th>Level</th>
<th>N/A</th>
<th>Level</th>
<th>N/A</th>
<th>Level</th>
<th>N/A</th>
<th>Level</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>N/A</td>
<td>2</td>
<td>N/A</td>
<td>2</td>
<td>N/A</td>
<td>2</td>
<td>N/A</td>
</tr>
</tbody>
</table>
2. The student relates to peers, professors, and others in a manner consistent with stated professional standards. 2 N/A 2 2
3. The student demonstrates sensitivity to real and ascribed differences in power between themselves and others, and does not exploit or mislead other people during or after professional relationships. N N/A N N
4. The student demonstrates application of legal requirements relevant to counseling training and practice. N N/A N N

### Competence

| 1. The student recognizes the boundaries of her/her particular competencies and the limitations of her/his expertise. | N N/A N N |
| 2. The student takes responsibility for compensating for her/his deficiencies. | N N/A N N |
| 3. The student takes responsibility for assuring other’s welfare when encountering the boundaries of her/his expertise. | N N/A N N |
| 4. The student provides only those services and applies only those techniques for which she/he is qualified by education, training, and experience. | 2 N/A 2 2 |
| 5. The student demonstrates basic cognitive, affective, sensory, and motor capacities to respond to others | 2 N/A 2 2 |

### Maturity

| 1. The student demonstrates appropriate self-control (such as anger control, impulse control) in interpersonal relationships with faculty, peers, and others. | 2 N/A 2 2 |
| 2. The student demonstrates honesty, fairness, and respect for others. | 2 N/A 2 2 |
| 3. The student demonstrates an awareness of her/his own belief systems, values, needs and limitations and the effect of those on her/his work. | 2 N/A 2 2 |
| 4. The student demonstrates the ability to receive, integrate and utilize feedback peers, teachers and supervisors. | 2 N/A 2 2 |
| 5. The student exhibits appropriate levels of self-assurance, confidence, and trust in own ability. | 2 N/A 2 2 |
| 6. The student follows professionally recognized conflict resolution processes, seeking to informally address the issue first with the individual(s) with whom the conflict exists. | N N/A N N |

### Integrity

| 1. The student refrains from making statements which are false, misleading or deceptive. | N N/A N N |
| 2. The student avoids improper and potentially harmful dual relationships. | N N/A N N |
| 3. The student respects the fundamental rights, dignity and worth of all people. | 2 N/A 2 2 |
| 4. The student respects the rights of individuals to privacy, confidentiality, and choices regarding self-determination and autonomy. | 2 N/A 2 2 |
| 5. The student respects cultural, individual, and role differences, including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status. | 2 N/A 2 2 |
Table 9   Fall 2012 Practicum I, COUN 839 was not taught spring 2013 (n=0). This course was taught fall 2012, fall 2013 and spring 2014. There were two students enrolled (n=2) fall 2012. One hundred percent (100%) of students scored two (2) on a two point scale on the Professional Counseling Performance Evaluation Instrument.

Fall 2013
There were five students enrolled (n=5) fall 2013. One hundred percent (100%) of students scored two (2) on a two point scale on the Professional Counseling Performance Evaluation Instrument.

Spring 2014
There was one student enrolled (n=1) spring 2014. One hundred percent (100%) of students scored two (2) on a two point scale on the Professional Counseling Performance Evaluation Instrument.

Table 10 COUN 839 Perception Instrument Data

<table>
<thead>
<tr>
<th>Areas assessed:</th>
<th>Scale</th>
<th>Fall 2012</th>
<th>Spring 2013</th>
<th>Fall 2013</th>
<th>Spring 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competence</td>
<td>K= Knowledge</td>
<td>S= Skills</td>
<td>N=2</td>
<td>N=0</td>
<td>N=5</td>
</tr>
<tr>
<td>Commitment and cultural responsiveness</td>
<td>5=strongly agree</td>
<td>4=agree</td>
<td>3=no opinion</td>
<td>2=disagree</td>
<td>1=strongly disagree</td>
</tr>
</tbody>
</table>

A Competent Counselor demonstrates:
1. genuine facilitative counseling skills 4 N/A 5 4
2. the ability to recognize and address emotions 4 N/A 5 4
3. the ability to develop a theoretically based case conceptualization 4 N/A 5 4
4. the ability to effectively assess clients and develop appropriate treatment plans. 4 N/A 5 4
5. the ability to evaluate the outcome of a client’s intervention and make appropriate adjustments to intervention as necessary 4 N/A 5 4
6. the ability to design, plan, implement and facilitate groups 4 N/A 5 4
7. the ability to establish and maintain effective collaboration and/or consultation professional relationships within and outside the work setting 4 N/A 5 4
8. good listening skills and is approachable at work and in the community 4 N/A 5 4
9. a commitment to personal development and is able to facilitate self growth exploration 4 N/A 5 4
10. the ability to generalize learning from situation to situation 4 N/A 5 4
11. leadership, self-respect and responsibility in professional roles 4.5 N/A 5 4
12. the ability to maintain self control and displays appropriate reactions 4.5 N/A 5 5
A Committed and Culturally Responsive Counselor:

<table>
<thead>
<tr>
<th>A Committed and Culturally Responsive Counselor:</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>13. a commitment to professional development, and a readiness to actively contribute and participate within the profession and professional organizations</td>
<td>5</td>
<td>N/A</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>14. equitable treatment and respect for all individuals</td>
<td>5</td>
<td>N/A</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>15. an understanding of ethical and legal guidelines within educational and counseling environments</td>
<td>5</td>
<td>N/A</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>16. values and maintains confidentiality of communications and records within legal guidelines and requirements of both educational and counseling environments</td>
<td>5</td>
<td>N/A</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>17. respects the ethical and moral values and concerns of the clients/students, school/community agency, and community at large, and</td>
<td>5</td>
<td>N/A</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>18. integrity and the ability to remain objective within educational and counseling environments</td>
<td>5</td>
<td>N/A</td>
<td>5</td>
<td>5</td>
</tr>
</tbody>
</table>

Table 10 - Fall 2012  Practicum I, COUN 839 was not taught spring 2013 (n=0). This course was taught fall 2012, fall 2013 and spring 2014. There were two students enrolled (n=2) fall 2012. The data show that scores ranged from 4 to 5 on a five point scale on the Perception instrument.

Fall 2013
There were five students enrolled (n=5) fall 2013. The data show one hundred percent of students scored 5 on a five point scale on the Perception instrument.

Spring 2014
There was one student enrolled (n=1) spring 2014. The data show that scores ranged from 4 to 5 on a five point scale on the Perception instrument.

Table 11 COUN 839 Field Supervisor Report of Practicum Student Instrument Data

<table>
<thead>
<tr>
<th>Activity/Skill</th>
<th>Scale</th>
<th>Fall 2012</th>
<th>Spring 2013</th>
<th>Fall 2013</th>
<th>Spring 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interview skills</td>
<td>4.5</td>
<td>N/A</td>
<td>4.5</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Assessment skills</td>
<td>4</td>
<td>N/A</td>
<td>4.5</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Report writing skills</td>
<td>4</td>
<td>N/A</td>
<td>4.5</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Individual counseling skills</td>
<td>4.5</td>
<td>N/A</td>
<td>4.5</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Group counseling skills</td>
<td>3.5</td>
<td>N/A</td>
<td>4.5</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Recordkeeping skills</td>
<td>4</td>
<td>N/A</td>
<td>4</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Rapport with clientele</td>
<td>5</td>
<td>N/A</td>
<td>5</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Professional conduct</td>
<td>5</td>
<td>N/A</td>
<td>5</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Relationship with co-workers</td>
<td>5</td>
<td>N/A</td>
<td>5</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>other</td>
<td>5</td>
<td>N/A</td>
<td>5</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

Table 11 - Fall 2012  Practicum I, COUN 839 was not taught spring 2013 (n=0). This course was taught fall 2012, fall 2013 and spring 2014. There were two students enrolled (n=2) fall
2012. The data show that scores ranged from 4 to 5 on a five point scale on the Field Supervisor Report of Practicum Student Instrument.

**Fall 2013**
There were five students enrolled (n=5) fall 2013. The data show that scores ranged from 4 to 5 on a five point scale on the Field Supervisor Report of Practicum Student Instrument.

**Spring 2014**
There was one student enrolled (n=1) spring 2014. The data show that scores ranged from 4 to 5 on a five point scale on the Field Supervisor Report of Practicum Student Instrument

| Table 12 COUN 840 Professional Counseling Performance Evaluation Data |
|---|---|---|---|---|
| Areas assessed: | Scale | Fall 2012 | Spring 2013 | Fall 2013 | Spring 2014 |
| Counseling skills and abilities | 2=Candidate meets criteria consistently for program level | N=2 | N=1 | N=0 | N=4 |
| Professional responsibility | 1=Candidate meets criteria minimally or inconsistently for program level | | | | |
| Competence | 0=Candidate does not meet criteria for program level | | | | |
| Maturity | N= No opportunity to observe | | | | |
| Integrity | | | | | |

**Counseling Skills and Abilities**

1. The student demonstrates the ability to establish relationships in such a manner that a working alliance can be created.

2. The student demonstrates effective communication skills including:

   a. Creating structure – setting the boundaries of the helping frame and maintaining boundaries throughout the work such as setting parameters for meeting time, place, maintaining the time limits, etc.

   b. Understanding context – understanding the primary elements of the client’s story.

   c. Understanding context – understanding the uniqueness of the story elements and their underlying meanings.

   d. Responding to feelings – identifying affect and addressing those feelings in a therapeutic manner.

   e. Congruence – genuineness; external behavior consistent with internal affect.

   f. Establishing and communicating empathy – taking the perspective of the individual without over identifying, and communicating this experience to the individual.

   g. Non-verbal communication – demonstrates effective use of head, eyes, hands, feet, posture, voice, attire, etc.
<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>h.</strong></td>
<td><strong>Immediacy</strong> – communicating by staying in the here and now.</td>
<td>2</td>
<td>2</td>
<td>N/A</td>
</tr>
<tr>
<td>i.</td>
<td><strong>Timing</strong> – responding at the optimal moment.</td>
<td>2</td>
<td>2</td>
<td>N/A</td>
</tr>
<tr>
<td>j.</td>
<td><strong>Intentionality</strong> – responding with a clear understanding of the therapist’s therapeutic intention.</td>
<td>2</td>
<td>2</td>
<td>N/A</td>
</tr>
<tr>
<td>k.</td>
<td><strong>Self-disclosure</strong> – skillful and carefully – considered for a specific strategic purpose.</td>
<td>2</td>
<td>2</td>
<td>N/A</td>
</tr>
<tr>
<td>3.</td>
<td>The student demonstrates awareness of power differences in the therapeutic relationship and manages these differences effectively.</td>
<td>2</td>
<td>2</td>
<td>N/A</td>
</tr>
<tr>
<td>4.</td>
<td>The student collaborates with an individual to establish clear therapeutic goals.</td>
<td>2</td>
<td>2</td>
<td>N/A</td>
</tr>
<tr>
<td>5.</td>
<td>The student facilitates movement toward the individual’s goals.</td>
<td>2</td>
<td>2</td>
<td>N/A</td>
</tr>
<tr>
<td>6.</td>
<td>The student demonstrates the capacity to match appropriate interventions to the presenting problem in a consistent manner.</td>
<td>2</td>
<td>2</td>
<td>N/A</td>
</tr>
<tr>
<td>7.</td>
<td>The student creates a safe environment.</td>
<td>2</td>
<td>2</td>
<td>N/A</td>
</tr>
<tr>
<td>8.</td>
<td>The student demonstrates analysis and resolution of ethical dilemmas.</td>
<td>2</td>
<td>2</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Professional Responsibility</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>The student recognizes the boundaries of her/his particular competencies and the limitations of her/his expertise.</td>
<td>2</td>
<td>2</td>
<td>N/A</td>
</tr>
<tr>
<td>2.</td>
<td>The student relates to peers, professors, and others in a manner consistent with stated professional standards.</td>
<td>2</td>
<td>2</td>
<td>N/A</td>
</tr>
<tr>
<td>3.</td>
<td>The student demonstrates sensitivity to real and ascribed differences in power between themselves and others, and does not exploit or mislead other people during or after professional relationships.</td>
<td>N</td>
<td>N</td>
<td>N/A</td>
</tr>
<tr>
<td>4.</td>
<td>The student demonstrates application of legal requirements relevant to counseling training and practice.</td>
<td>N</td>
<td>N</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Competence</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>The student recognizes the boundaries of her/her particular competencies and the limitations of her/his expertise.</td>
<td>N</td>
<td>N</td>
<td>N/A</td>
</tr>
<tr>
<td>2.</td>
<td>The student takes responsibility for compensating for her/his deficiencies.</td>
<td>N</td>
<td>N</td>
<td>N/A</td>
</tr>
<tr>
<td>3.</td>
<td>The student takes responsibility for assuring other’s welfare when encountering the boundaries of her/his expertise.</td>
<td>N</td>
<td>N</td>
<td>N/A</td>
</tr>
<tr>
<td>4.</td>
<td>The student provides only those services and applies only those techniques for which she/he is qualified by education, training, and experience.</td>
<td>2</td>
<td>2</td>
<td>N/A</td>
</tr>
<tr>
<td>5.</td>
<td>The student demonstrates basic cognitive, affective, sensory, and motor capacities to respond to others.</td>
<td>2</td>
<td>2</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Maturity</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>The student demonstrates appropriate self-control (such as anger control, impulse control) in interpersonal relationships with faculty, peers, and others.</td>
<td>2</td>
<td>2</td>
<td>N/A</td>
</tr>
<tr>
<td>2.</td>
<td>The student demonstrates honesty, fairness, and respect for others.</td>
<td>2</td>
<td>2</td>
<td>N/A</td>
</tr>
<tr>
<td>3.</td>
<td>The student demonstrates an awareness of her/his own belief systems, values, needs and limitations and the effect of those on her/his work.</td>
<td>2</td>
<td>2</td>
<td>N/A</td>
</tr>
</tbody>
</table>
4. The student demonstrates the ability to receive, integrate and utilize feedback peers, teachers and supervisors.  

5. The student exhibits appropriate levels of self-assurance, confidence, and trust in own ability.  

6. The student follows professionally recognized conflict resolution processes, seeking to informally address the issue first with the individual(s) with whom the conflict exists.  

**Integrity**  
1. The student refrains from making statements which are false, misleading or deceptive.  

2. The student avoids improper and potentially harmful dual relationships.  

3. The student respects the fundamental rights, dignity and worth of all people.  

4. The student respects the rights of individuals to privacy, confidentiality, and choices regarding self-determination and autonomy.  

5. The student respects cultural, individual, and role differences, including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status.  

| Table 12 - Fall 2012 | Practicum II, COUN 840 was not taught fall 2013 (n=0). This course was taught fall 2012, spring 2013 and spring 2014. There were two students enrolled (n=2) fall 2012. One hundred percent (100%) of students scored two (2) on a two point scale on the Professional Counseling Performance Evaluation Instrument.  

**Spring 2013**  
There was one student enrolled (n=1) spring 2013. One hundred percent (100%) of students scored two (2) on a two point scale on the Professional Counseling Performance Evaluation Instrument.  

**Spring 2014**  
There were four students enrolled (n=4) spring 2014. One hundred percent (100%) of students scored two (2) on a two point scale on the Professional Counseling Performance Evaluation Instrument.  

<table>
<thead>
<tr>
<th>Table 13 COUN 840 Perception Instrument Data</th>
<th>Scale</th>
<th>Fall 2013</th>
<th>Spring 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Areas assessed:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Competence</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Commitment and cultural responsiveness</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Areas assessed:</td>
<td>Scale</td>
<td>Fall 2013</td>
<td>Spring 2014</td>
</tr>
<tr>
<td>1. genuine facilitative counseling skills</td>
<td></td>
<td>N/A</td>
<td>4.5</td>
</tr>
<tr>
<td>2. the ability to recognize and address emotions</td>
<td></td>
<td>N/A</td>
<td>4.25</td>
</tr>
<tr>
<td>3. the ability to develop a theoretically based case conceptualization</td>
<td></td>
<td>N/A</td>
<td>4.5</td>
</tr>
<tr>
<td>4. the ability to effectively assess clients and develop</td>
<td></td>
<td>N/A</td>
<td>4.25</td>
</tr>
</tbody>
</table>
appropriate treatment plans.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5. the ability to evaluate the outcome of a client’s intervention and make appropriate adjustments to intervention as necessary</td>
<td>N/A 4.25</td>
</tr>
<tr>
<td>6. the ability to design, plan, implement and facilitate groups</td>
<td>N/A 4.5</td>
</tr>
<tr>
<td>7. the ability to establish and maintain effective collaboration and/or consultation professional relationships within and outside the work setting</td>
<td>N/A 4.5</td>
</tr>
<tr>
<td>8. good listening skills and is approachable at work and in the community</td>
<td>N/A 4.25</td>
</tr>
<tr>
<td>9. a commitment to personal development and is able to facilitate self growth exploration</td>
<td>N/A 4.25</td>
</tr>
<tr>
<td>10. the ability to generalize learning from situation to situation</td>
<td>N/A 4.25</td>
</tr>
<tr>
<td>11. leadership, self-respect and responsibility in professional roles</td>
<td>N/A 4.25</td>
</tr>
<tr>
<td>12. the ability to maintain self control and displays appropriate reactions</td>
<td>N/A 4.75</td>
</tr>
<tr>
<td>13. a commitment to professional development, and a readiness to actively contribute and participate within the profession and professional organizations</td>
<td>N/A 5</td>
</tr>
<tr>
<td>14. equitable treatment and respect for all individuals</td>
<td>N/A 5</td>
</tr>
<tr>
<td>15. an understanding of ethical and legal guidelines within educational and counseling environments</td>
<td>N/A 5</td>
</tr>
<tr>
<td>16. values and maintains confidentiality of communications and records within legal guidelines and requirements of both educational and counseling environments</td>
<td>N/A 5</td>
</tr>
<tr>
<td>17. respects the ethical and moral values and concerns of the clients/students, school/community agency, and community at large, and</td>
<td>N/A 5</td>
</tr>
<tr>
<td>18. integrity and the ability to remain objective within educational and counseling environments</td>
<td>N/A 5</td>
</tr>
</tbody>
</table>

**Spring 2013**
There was one student enrolled (n=1) spring 2013. The data show one hundred percent of students scored 5 on a five point scale on the Perception instrument.

**Spring 2014**
There were four students enrolled (n=4) spring 2014. The data show that scores ranged from 4.25 to 5 on a five point scale on the Perception instrument.
Table 14 COUN 840 Field Supervisor Report of Practicum Student Instrument Data

<table>
<thead>
<tr>
<th>Activity/Skill</th>
<th>Scale</th>
<th>Fall 2012</th>
<th>Spring 2013</th>
<th>Fall 2013</th>
<th>Spring 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5=Excellent</td>
<td>N=2</td>
<td>N=1</td>
<td>N=0</td>
<td>N=4</td>
</tr>
<tr>
<td></td>
<td>4=Above average</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3=average</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2=Below average</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1=Poor</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>N/A=Not applicable</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Interview skills          | 4.5            | 4         | N/A         | 4.25      |
Assessment skills         | 4.5            | 4         | N/A         | 4         |
Report writing skills      | 4              | 4         | N/A         | 4         |
Individual counseling skills| 4.5         | 4         | N/A         | 4         |
Group counseling skills    | 4              | 4         | N/A         | 4         |
Recordkeeping skills      | 4              | 5         | N/A         | 5         |
Rapport with clientele    | 5              | 5         | N/A         | 5         |
Professional conduct      | 5              | 5         | N/A         | 5         |
Relationship with co-workers| 5            | 5         | N/A         | 5         |
other                      |                |           |             |           |

Table 14 - Fall 2012  Practicum II, COUN 840 was not taught fall 2013 (n=0). This course was taught fall 2012, spring 2013 and spring 2014. There were two students enrolled (n=2) fall 2012. The data show that scores ranged from 4 to 5 on a five point scale on the Field Supervisor Report of Practicum Student Instrument.

Spring 2013
There was one student enrolled (n=1) spring 2013. The data show that scores ranged from 4 to 5 on a five point scale on the Field Supervisor Report of Practicum Student Instrument.

Spring 2014
There were four students enrolled (n=4) spring 2014. The data show that scores ranged from 4 to 5 on a five point scale on the Field Supervisor Report of Practicum Student Instrument.