

**City University of Seattle Site Visit  
February 9-13, 2008  
School Counselor Preparation Program**

**STANDARD 1: PROFESSIONAL EDUCATION ADVISORY BOARD (PEAB)**

*Operation Procedures, Membership, Meeting Times*

The Guidance & Counseling PEAB Professional Education Advisory Board was found to be in full compliance with WAC 181-78A-209 in regard to membership, operating procedures, and number of meetings held each year. Annual reports verified a consistently diverse membership has been maintained over the past five years. Adopted bylaws have been established which guide the PEAB. Attendance records evidenced by both the minutes and annual report were strong with board vacancies being filled in a timely manner.

***Recommended rating: Met***

*Collaborative Function*

The Guidance & Counseling Professional Education Advisory Board has demonstrated a strong collaborative relationship with the university. Over the past three years the PEAB has contributed to syllabus revisions to align courses with the university template, updated the Program Manual, and have participated in yearly exit interviews which have allowed them to contribute to systemic program changes. Recommendations of program revisions have been numerous and well received by the program. During the past two years they have recommended establishing a means to evaluate the effectiveness of teaching faculty, worked to create a formative assessment tool for candidates to augment exit interviews, and recommended moving the taping requirement from a stand-alone to an integrated approach. The board also has been extensively involved with program continuous improvement including involvement with seven all-day symposiums in 2005-06, offering candidates the opportunity to learn from community professionals.

Attending the state's PEAB Conference is encouraged and supported for the board, not only as an orientation for new members but for continuing education for its members. Faculty involvement with the board was widespread, according to the meeting minutes and interviews with PEAB members, and has played an important role in the strong communication that exists between the board and program. Minutes from PEAB meetings and annual reports confirm a high level of collaboration.

***Recommended rating: Exemplary***

## **STANDARD 2: ACCOUNTABILITY**

### *Learner Expectations*

The school counselor program was approved by the State Board of Education in March 2003.

The guidance and counseling (GC) program manual describes program expectations and shows the alignment of courses and other requirements with the WAC standards.

The GC programs did not address the six Institutional Learning Outcomes (ILO) for all candidates. Although the ILOs are listed in the City University Catalog, the program did not articulate the alignment of program expectations with the ILO.

School counseling candidates do a self-assessment on the state standards at four points in the program and it appears the recent data were aggregated. Other assessments are completed (e.g., assessments by supervisors and mentors), but the results are not aggregated. The GC program plans to further develop the data aggregation system in collaboration with the TCP and ASOE Assessment Committees.

***Recommended rating: Met***

### *The Assessment System*

The school counseling program utilizes a comprehensive assessment of qualifications for admission to the program. The Guidance and Counseling (GC) Handbook contained numerous internship assessments (e.g., for individual and group counseling, classroom guidance presentation, and consultation) that are completed by mentors and supervisors. There was limited information about the portfolio that is presented upon exit from the program. Although the Guidance and Counseling Assessment Plan noted a long list of program assessments, including an OSPI survey of alumni, which doesn't exist, the only data that were aggregated for review for program improvement were course evaluations and the self-assessment relative to the WAC standards. The GC program director expressed a commitment to expanding the program's assessment system in collaboration with the TCP and ASOE Assessment Committees.

The program assessments listed in the program Assessment Plan did not appear to match what is actually used to evaluate program quality. The programs needs to more clearly delineate, communicate, and utilize the key assessments used for this purpose, and assure that the faculty understands the system.

The school counseling program does not gather program data from alumni or the supervisors of those alumni.

The assessments are clearly aligned with state standards. However, while the program informed candidates about the conceptual framework, there was no clear alignment of conceptual framework elements with the assessments. It should be noted, however, that although the conceptual framework was included in handbooks and other materials, candidates and the adjunct faculty could not, in many cases, articulate the conceptual framework. While some conceptual framework elements clearly relate to state standards, which are aligned with assessments, these connections were not provided in program documents.

The program did not inform candidates of the Institutional Learning Outcomes, or align them with the assessments.

In terms of fairness, the program communicates expectations to candidates and how their performance relative to these expectations will be assessed. But, there was no evidence that the faculty, adjunct faculty, supervisors, and mentors are trained in the use of assessments in order to assure consistent and accurate assessment of candidates. Also, there was no evidence that reliability studies were conducted to help assure consistency of assessment. There was no investigation of assessment bias.

The Assessment Plan shows that multiple assessments are used for admission to program, quarterly review, and admission to the internship, and end of program evaluation. Although no studies were conducted to relate the assessments to candidate success, the high rate of program completion and the positive feedback from graduates and their employers suggest that the various assessments serve their purpose of graduating quality professionals. The school counseling program collects placement data, but not other follow-up data, to determine candidate success relative to knowledge, skills, and dispositions.

The MIT program was a model for the university in the electronic collection and reporting of data. For example, candidate (e.g., PPA), supervisor, and mentor data are collected via a web portal and reports can be generated in aggregated and disaggregated forms. Other programs will be expanding their use of electronic collection and maintenance of data with the help of the MIT experience. Other programs utilize computer databases to maintain data and generate reports. The upcoming (year 2010) NWCCU accreditation visit is an incentive to continue the development of the electronically-based data system.

***Recommended rating: Met***

#### *Use of Data for Program Improvement*

Other than course evaluations, the school counseling program has not aggregated data and systematically reviewed the results for evaluating program efficacy. However, the program has plans to increase the number of assessments and utilize the results to evaluate programs.

The program regularly shares assessment data with senior faculty at all locations. Changes are communicated to the adjunct faculty and supervisors by the senior faculty at each site.

PEAB minutes from previous years indicate that school counseling data were reported. However, there was no reporting to the PEAB in 2007. Because the program has not aggregated data in the past, it is likely that the data reported to the PEAB was very limited in scope. However, PEAB members conduct exit interviews with candidates and attend candidate presentations. Guidance and Counseling uses state records of ESA certificates awarded, then contacts graduates to confirm placement. There was no evidence that specific recommendations for program changes were made based on the placement data. However, this might be expected given the high placement rates.

***Recommended rating: Met***

*Positive Impact on Student Learning*

Candidates, faculty, and adjunct faculty could articulate the means by which a positive impact on student learning was assessed.

The program clearly communicates the expectation that candidates will document a positive impact on student learning. The program maintains examples of student work that indicate that all candidates assess their impact on student learning

The program retains examples of student work that document a positive impact on student learning.

***Recommended rating: Met***

### **STANDARD 3: UNIT GOVERNANCE AND RESOURCES**

#### *Unit Leadership and Authority*

City University of Seattle is accredited by the Northwest Commission on Colleges and Universities. The Albright School of Education (ASOE) is one of two schools within the City University of Seattle. The composition and organizational leadership of the unit are clearly organized as evidenced by university policy, procedures, and organizational chart(s), university catalog, and Academic Model. The Professional Education Standards Board has authorized the university to offer a teacher certification program, as well as a counselor, principal, program administrator, and superintendent certification programs.

The Dean serves as the key leader of the unit responsible for the management of operations and resources for all preparation programs. Operating Principles and Guidelines (2007-2008) have been established that guide personal and professional decision making and communication in the School. This document also provides a framework for reimbursement, compensation, and textbook adoption.

The School employs Faculty and Program Coordinator(s) and/or support personnel at multiple sites (i.e. Bellevue, Everett, Tacoma, Vancouver, Centralia College, Peninsula College, and Skagit Valley College) to provide accessibility for candidates. Coordinators are responsible for the academic management of programs, quality assurance, student support, curriculum and course development, and academic governance across their assigned site.

Lead Program Coordinators, within the school, currently guide the planning and development of key programs and initiatives. The Dean meets twice a month with a Leadership Team comprised of the lead program coordinators and program directors. These meetings focus on program development, strategic planning, decision making, faculty training, and development, and communications.

Members of School of Education serve on a number of committees, groups, task forces, and advisory boards. Examples include policy and initiatives relative to leadership, strategic planning, accreditation, academic affairs, curriculum quality, international study, assessment, faculty standards, partnerships and field experience, faculty development, scholastic honesty, grade grievance, online delivery, technology, library advisory, and marketing.

***Recommended rating: Met***

#### *Qualified Faculty and Modeling Best Practices in Teaching*

All ASOE faculty and adjunct faculty are expected to hold a master's degree with a terminal degree preferred with demonstrated success in P-12 schools and certification in

their area of responsibility. Of the fulltime faculty employed in Washington (N=34 or 24.6 FTE) 14% have doctoral degrees. Among adjunct faculty, approximately 10% have terminal degrees with more than five holding National Board certification.

A review of available resumes show faculty has contemporary experience in school settings and at the levels they supervise. All clinical faculty have significant experience in their field of preparation and assignment.

The unit's conceptual framework drives program and course curriculum, instruction, field experiences, assessment, evaluation, and candidate support. Course syllabi reference the conceptual framework. Faculty and candidate interviews confirm some alignment of teaching and assessment strategies to the five essential principles.

The roles and responsibilities for faculty and adjunct faculty have been clearly outlined by the Faculty Development and Standards Committee. Faculty is expected to foster and promote teaching excellence, participate in curriculum development and participate in unit governance, scholarship, and service, and support student and adjunct faculty development.

The university has recently implemented (fall 2007) a well defined professional development model for faculty/adjuncts, including a component for inducting new faculty. The training consists of four parts: Blackboard basics, introduction to City University, exposure to mentors, coaching and feedback. Resources are allocated to support participation in professional organizations, presentations at conferences, and other travel.

***Recommended rating: Met***

#### *Modeling Best Practices in Scholarship*

The University employs a *practitioner faculty* model that promotes instruction both current and relevant to the workplace. All faculty are expected to model reflective practice, deliver quality instruction, and continually develop themselves as facilitators of learning. The university provides support for scholarship through sabbatical release time, financial support for travel, faculty development grants, and attendance at academic conferences.

Following the 2003 site visit, the university adopted an institutional definition and expectation for faculty scholarship. ASOE is making a focused effort to support faculty attendance at local, state, and national conferences to remain current with professional issues and trends. Several faculty members have presented at workshops, with a larger number engaged in committee work at the university, school, and district levels.

While the ASOE has formulated a definition of scholarship, it is inconsistent with the program approval standard. Scholarship examples provided in writing and through

interviews were more in the category of professional service and teaching. Although the state standard does allow for different types of scholarly work aligned to the mission of the institution, the unit's definition limits the rich potential to build and share professional knowledge. The nature of the program provides ample opportunity to engage in a wider range of scholarship opportunities.

***Recommended rating: Unmet***

*Modeling Best Practices in Service*

Faculty is engaged in service to the university, school, and professional service as found in resumes, committee, task force, and leadership assignments. Several have served in leadership roles in schools, professional organizations, and in the university.

***Recommended rating: Met***

*Experience working with Diverse Faculty*

The unit reports of the current 34 fulltime faculty in Washington, 18 are female and 16 are male. In terms of ethnicity, two of the 34 are persons of color. Approximately 65% of courses are taught by adjunct faculty with 86.5% Caucasian.

The university and School of Education have demonstrated commitment to achieving greater faculty diversity since the 2003 site visit. The counseling program has increased the diversity of their adjunct faculty by 16% in the last five years. There are currently 10 minority faculty teachings in the school counseling program. The PEAB recently (January 2008) set a goal to increase faculty diversity by 25% by January, 2009.

***Recommended rating: Met***

*Experience Working with Diverse Candidates*

The university and the ASOE recognize that the percentage of candidates does not represent the diversity found in Washington schools. The unit has made a strong commitment to recruitment and diverse candidates through the establishment of their Diversity Committee. Plans implemented by this committee have resulted in an increase attracting diverse candidates. Both of these documents are the result of efforts among the college leadership and faculty, including the Center for Educational Pluralism.

Interested students and candidates of color are mentored through a formal process to enhance recruitment and retention. Recruitment activities continue throughout the Academic Year and include a number of visits to high schools, community colleges, and

other recruitment events, which target students of color. A Citizens Advisory Council makes recommendations concerning recruitment and retention of diverse candidates. When possible, course instructors provide opportunities for all candidates to interact with each other with a focus of learning about each other's contributions to diversity.

***Recommended rating: Met***

*Experience Working with Diverse Students in P-12 Schools*

No written plan, data, or other evidence was found to ensure candidates are ensured experience in working with diverse students in P-12 schools. Interviews with candidates, university supervisors, and cooperating counselors confirmed candidates make their own field assignments, with limited quality control to ensure placement in diverse settings.

The PEAB recently (fall 2007) set a goal to place candidates in schools that have a 25% or higher diversity of student population.

***Recommended rating: Unmet***

*Collaboration*

The ASOE faculty collaborate both informally and formally with colleagues in other schools across the university and with P-12 colleagues to improve programs, teaching, and learning. Examples include participation in school district strategic planning, coordination of OSPI training, leadership in Phi Delta Kappa, partnership development work in several districts, trainer for True Colors International, and NCATE Board of Examiners.

The School of Education maintains a portfolio of informal and formal partnerships with public and private schools, community colleges, school districts, OSPI, and private agencies to support candidates and programs.

Faculty, school administrators, and mentor teachers cooperate in the field placement of candidates. This occurs at the time of initial placement and at those times when intervention is needed for success.

The Professional Education Advisory Board (PEAB) works with faculty on program design, implementation of the program, assessment of candidates, and evaluation of the program. Minutes of meetings show evidence that the PEAB meets the required four times per year and responds to recommendations from PEAB members.

***Recommended rating: Met***

### Unit Budget

The university is implementing a zero based budgeting process. Interviews and budget reports confirmed the School of Education budget is adequate to support curriculum, instruction and clinical work. Faculty are allocated funds through the Dean to support attendance at professional meetings, workshops, and other professional work.

Individuals interviewed indicated that the budget allocated to the School of Education is proportional to the other units on campus. The Dean confirmed she had sufficient resources to meet their goals.

The budget for curriculum instruction, faculty, and clinical work supports high quality work within the unit and its school partners. Faculty is provided funds each year for faculty development, including attendance at regional and state conferences.

***Recommended rating: Met***

### Personnel

Faculty are engaged in a range of professional activities, including teaching, scholarship, assessment, advisement, work in schools, and service. Faculty are expected to address the integration of diversity issues and responsive teaching.

Workload assignments encourage faculty to be engaged in a wide range of professional activities, including teaching, assessment, advisement, and work in schools. In addition, they contribute professionally on a community, state, regional basis as well as develop personal goals for development/improvement of teaching. Faculty must specifically address the integration of diversity issues and diversity responsive teaching.

The School of Education use of adjunct faculty is purposeful and employed to strengthen programs. The University has recently employed (fall 2007) a faculty recruiter to attract highly qualified personnel. Adequate administrative support, supervised by the operation manager, is available to support the work of the unit at all Washington locations.

School of Education faculty seen as valued colleagues on University committees.

***Recommended rating: Met***

### Unit Facilities

The main campus, located in Bellevue is currently undergoing a significant facilities remodel. Plans call strategic positioning of offices and student services to support programs and candidates. Facilities at the regional sites provide ample space and support systems that adequately meet the demands of the faculty and students.

Facilities at all locations also support the instructional use of technology by faculty and candidate access to computer labs and/or individual stations.

The library services demonstrate total commitment in providing services to faculty and education candidate professionals as demonstrated to their support for sites and participation on several ASOE and University committees.

***Recommended rating: Met***

#### *Unit Resources Including Technology*

The use of technology for teaching and learning was confirmed through syllabi review, portfolio analysis, and interviews with faculty and candidates. The unit allocates IT resources across programs to prepare candidates to meet standards for their fields.

Faculty and students have access to technology at all locations in Washington and know how to use it to enhance teaching and learning. Blackboard is used extensively for teaching and faculty professional development. Some candidates report some concern about consistent access to the Blackboard site and/or web site. The University has a plan to review needs and upgrade technology consistent with K-12 standards.

Access to numerous online data bases, e-journals, and other online resources support the mission of the institution and ASOE candidates. The curriculum library, housed in the university library, has a large work space and positive atmosphere for study. The curriculum library is updated on a regular basis and made available to regional students as needed.

***Recommended rating: Met***

#### *Unit Evaluation of Professional Education Faculty Performance*

Professional education faculty are systematically evaluated on their teaching performance. Faculty complete a self assessment, and students complete a course assessment that presents feed back to faculty on their teaching performance. Additionally, the dean evaluated faculty on a regular basis to assess teaching effectiveness, scholarship, service, and leadership.

The dean has established a goal to conduct faculty meetings at regional locations and utilizes “learning walks” with specific “look fors” to monitor faculty performance and provide feedback. She also engages programs leaders in conversations about adjunct faculty performance and needs.

***Recommended rating: Met***

## **STANDARD 4: PROGRAM DESIGN**

### *The Conceptual Framework*

The conceptual framework of City University of Seattle is undergoing change. The goal stated in the document titled “Albright School of Education Conceptual Framework for Professional Education Program” claims that by spring of 2008 the transformation from the old “4 P’s” conceptual framework to the new “5 Principle” conceptual framework will be complete. According to this document, posters throughout the sites, brochures, and course descriptions, the framework is as follows:

1. Reflective Practitioners
2. Understanding, Knowledge, skills and dispositions
3. Meeting the needs of all students
4. Meeting the needs of the profession
5. Meeting the needs of local or global communities

The conceptual framework is evident in all of the university publications, syllabi, and field experiences. For example, orientation meetings in the fall of 2007 show evidence that the university intentionally presented the conceptual framework to candidates.

The candidate work embodies the spirit and idea of the conceptual framework. The students use reflection as a way to focus their learning and instruction. The field work experiences show the candidates and university are cognizant of meeting the needs of communities. Candidates repeatedly show they use the concepts of the conceptual framework.

Candidates are unable, however, to articulate either the “old” conceptual framework or the new 5 Principle conceptual framework. When candidates in the guidance and counseling program were asked about the conceptual framework for the university, after some hesitation they settled on the ASCA standards as the conceptual framework for their program. The university is trying to make the candidates and faculty aware of the framework with items such as the “Conceptual Framework Awareness Kit”, but there is no evidence that the candidates understand and can articulate the framework.

***Recommended rating: Unmet***

### *Recruitment, Admission, and Retention*

City University of Seattle’s recruiting, admission, and exit practices are clearly and consistently stated in multiple forms of media. School brochures, handbook and online services all provide candidates with the necessary information.

Admission officers provide information of what courses are needed for admission teaching certifications programs. These officers are readily available to candidates and through face to face meetings provide candidates with the information that will enable them to enter the school.

Candidates are assessed multiple times to make sure they are meeting standards and to aid in retention. Quarterly checkpoint forms are used to ensure that all candidates are making the necessary progress. The students are also broken into cohorts. The cohort system also provides the candidates with convenient access to advisors and the students believe that this cohort advising system is a reason for their success at this institution.

The diversity plan of the university represents a serious, prolonged effort to make sure they recruit and retain students from underrepresented groups. Evidence of this effort takes the form of diversity scholarships, recruiting by admissions staff, targeted field experience to work with diverse students, and general awareness of diversity as an important part of this university.

***Recommended rating: Met***

#### *Learner Expectations*

The handbooks and program guides are very clear as to what is expected. Candidates, advisors, and faculty have a clear knowledge of what is expected of the candidates. Course syllabi are written in a consistent manner with clear expectations. Candidates are able to explain the expectations in all courses.

***Recommended rating: Met***

#### *Field Experiences and Clinical Practices*

The City University of Seattle guidance and counseling program provides an opportunity for candidates to have field experiences and clinical practice. The purpose of each experience and the candidate's responsibility in each experience is explained in the counseling field experience handbook. The handbooks clearly explain the internship schedule and plan. Portfolios of candidates provide examples of the effectiveness of the field experience.

The candidates are requested to seek internship experiences that provide them with opportunities to work with diverse students. Demographic worksheets filled out by the candidate prove that candidates are seeking out diversity opportunities, but there is little institutional control over the field placement other than the final internship check list. Interviews with the counseling candidates and the PEAB showed the candidates were responsible for securing their own internships without help from the faculty.

***Recommended rating: Met***

### Entry and Exit Criteria

Entry and exit Criteria are well documented and clear. The information is presented in a variety of methods such as program handbooks, brochures, and course syllabi.

The admissions department makes it clear to students in one-on-one meetings what is expected of them in their degree programs. In interviews with candidates, the candidates stated that they felt a clear understanding of university's admission policies, expectations and graduation requirements.

***Recommended rating: Met***

### Collaboration with P-12 Schools

Collaboration with P-12 schools is evident with the placement of candidates. More evidence of collaboration with P-12 schools is found in candidate portfolios, and discussion with alumni. Candidates also fill out internship planning check list and a placement information sheet to make sure of collaboration.

***Recommended rating: Met***

### Regionally Accredited Degrees

Candidates in the counseling program hold regionally accredited degree at the end of this program.

***Recommended rating: Met***

## **STANDARD 5: KNOWLEDGE AND SKILLS**

### *Foundations of School Counseling Profession*

The guidance and counseling program is aligned with standards and guidelines of the American School Counselor Association (ASCA), the Council for Accreditation of Counseling and Related Education Programs, and the Washington School Counseling Association.

Candidates begin the program with an overview of selected district school counselor programs and interview a school counselor. Characteristics of a quality counseling program are discussed, as well as benefits of a comprehensive school counseling program.

At the end of the program, candidates develop an action research (Change Project) that involves the collection of data from assessment measures (e.g. needs survey, pretest, and posttest) to accurately determine the impact of student achievement from the research. Candidates complete assignments to be included in the final portfolio and reflect on ASCA recommendations. Through field experiences the candidate learns to collaborate with peers, staff, families and community. Candidates continue to reflect on their internships. Candidates participate in the School Improvement Plan during the internships and use data collected to design interventions for students.

***Recommended rating: Met***

### *School Counseling and Student Competencies*

Candidates use the ASCA Model and its components and domains in several courses. Candidates complete student competency analyses and identify student needs. Candidates are aware of Washington State Learning Goals, EALRs and GLEs. Candidates learn to evaluate student files and interpret test results and communicate the results to parents. Candidates prepare lesson plans and, during internships, plan and teach counseling and guidance related materials in the classroom.

***Recommended rating: Met***

### *Human Growth and Development*

Candidates complete a course entitled: EGC503 Child/Adolescent Growth and Development. The course includes in-depth discussion of individual difference in normal child growth and development. It includes theories and application activities for the classroom. Effects of various ethnic, socioeconomic, cultural, and age considerations are integrated into the course.

***Recommended rating: Met***

### Counseling Theories and Techniques

Documentation indicates knowledge and skills obtained in the use of individual and group counseling. Candidates prepare a personal and professional belief statement and counseling philosophy. Theories and techniques are applied in the internships; the knowledge of counseling theories is demonstrated in the comprehensive exam.

***Recommended rating: Met***

### Equity, Fairness and Diversity

Candidates also take a course on Multicultural Counseling Theory which relates multicultural awareness, knowledge, and skill. Candidates reflect on their own biases and the effects of biases on children and in the classrooms.

The final evaluation of internship form from both the Cooperating Counselor and Field Supervisor includes ratings on interactions with students. Candidates complete several course presentations in EGC596 which include an emphasis on advocating for under-represented students. Candidates develop/research programs to work with at-risk students. During internships, candidates collaborate with parents and staff to develop and implement a plan to address the needs of high-need students.

During interviews with faculty, candidates and alumni, it became apparent that many counseling candidates provided their own placements for internships. Without a plan/policy and procedure to specifically provide a diverse placement for all candidates, the program has no guarantee that each candidate will receive an internship placement in a diverse setting.

***Recommended rating: Met***

### School Climate

Review of documentation and interviews of candidates and faculty indicated candidate knowledge/skills to establish a safe and nurturing learning environment for students, families, and the community. Several courses (EC502, EC596, and EGC506) include knowledge/skills concerning legal and ethical issues. Topics include bullying, violence, substance abuse, conflict, behavior issues. Candidates document the counselor's role as an active participant in the school improvement planning process and understand the school's comprehensive safe schools plan.

***Recommended rating: Met***

### Collaboration with School Staff, Family, and Community

Review of documentation indicated candidates who work collaboratively with school staff, caregivers, and community members. Candidates utilize management strategies to improve student learning; knowledge of community resources is used to make referrals during the internships.

***Recommended rating: Met***

### Information Resources and Technology

Candidates use technology to produce assignments, portfolio, presentations, data collection, and PowerPoint. ASCA technology tools are utilized for school data collection and analysis. Internship experiences include the development of resources included in the portfolio. The portfolio, paper-based at this point, is planned for electronic format in the near future.

***Recommended rating: Met***

### Student Assessment and Program Evaluation

Several courses provide hands-on assessment skills and planning strategies (e.g., EGC Research paper). The internship requires candidates to participate in student planning sessions and IEP meetings. Candidates complete the Career Counseling Curriculum Project for use as an assessment tool and program planning process with students. The Group Project Evaluation (EGC508) course provides opportunity for the candidate to reflect/articulate the purpose of group evaluation.

***Recommended rating: Met***

### Leadership and Advocacy

Evidence indicated candidates use case studies to demonstrate collaborative methods. Internships provide access to classrooms to translate those case studies to students. Candidates develop a personal presentation style, using various methods and materials to provide leadership and advocacy presentations to students, staff, and families. Internships provide the setting to advocate for students, families, and the leadership to develop the programs to serve those individuals.

***Recommended rating: Met***

### Professionalism, Ethics, and Legal Mandates

The Candidate Disposition Evaluation includes professional and responsible work habits. The candidates self assess for these work habits; supervisors and cooperating counselors also complete the evaluation. Counseling candidates have a checklist for dispositions and are evaluated on appropriate dispositions through audio-taped counseling sessions using a rubric based on dispositions, and the six steps of counseling sessions.

Candidates are encouraged to become members of professional organizations, to attend, present or volunteer at professional conferences. Candidates learn about the legalities of confidentiality and are evaluated on their practice in providing a safe confidential setting during their internships.

***Recommended rating: Met***

### Reflective Practice

Candidates are involved in reflective practice throughout the program and self assessments and professional reflections are found in most courses and all internships. Candidates include many in the final portfolio. The Disposition Evaluation is used to evaluate qualities such as reflection and acceptance of feedback and the Professional Growth Plans and Program Self-evaluation utilize the self-assessment and professional reflection skills.

***Recommended rating: Met***