# Auburn University – Counselor Education Programs

***Counselor Education, Clinical Mental Health Counseling, Clinical Rehabilitation Counseling, and School Counseling***

**COMPREHENSIVE ASSESSMENT PLAN**

The goal of the ***Counselor Education*** (CED) ***Comprehensive Assessment Plan*** is to outline the overall assessment system and processes within the program. The CED Assessment Plan includes two major components: **Counselor Education Program Evaluation** and **Assessments of Students Learning**. The Counselor Education program integrates both summative and formative processes and methods as part of both program and student learning evaluation. The plan provides an overview of key assessment objectives and learning indicators, assessment methods and timeline, analysis of the data, and how the data is used to for program and curriculum improvement.

**CED Comprehensive Assessment Plan Model**

**COUNSELOR EDUCATION PROGRAM EVALUATION ASSESSMENT PLAN**

The ***Counselor Education Program Evaluation*** focuses on the evaluation of program objectives including elements of student learning. In addition, the program evaluation process integrates feedback from stakeholders including: students, alumni, employers of graduates, supervisors of our students, and professionals in the institution, community, and schools **(*CED Advisory Committees*).** The Assessment Plan is the foundation for annual program reports and contributes to decisions about program and curriculum modifications.

A component of program evaluation is consideration of student dimensions within the program, as required by CACREP Section 2, Standard B. We address the following student dimensions:

**Student Dimension Assessment:**

1. Assessment of Applicant and Admission characteristics
2. Review of current student demographic characteristics
3. Review of graduates’ demographic characteristics

Student Dimension data is collected and reviewed on an annual basis. **The data is reviewed annually at two points, it is reviewed during the initial Counselor Education Faculty meeting in the Fall and then again as part of the *Counselor Education Program Retreat* at the end of the Spring Semester.**

The *CED Comprehensive Assessment Plan*focuses on identification of evaluation outcomes linked to the primary mission and objectives of the Counselor Education program. The program mission goal and program objectives for the Counselor Education programs at Auburn University were developed to reflect professional standards and program emphases. They were developed in consultation with all program stakeholders including faculty, students and cooperating agencies and our Advisory Committees. These objectives are assessed through both student learning and program level evaluation processes.

**Program Goal and Mission**

*The primary mission of the CED program is to develop counseling professionals who possess the skills and knowledge necessary to be highly competent and committed professionals in their specialty area*. To accomplish this, the programs focus on the development of competencies to address biopsychosocial and environmental barriers to educational achievement and development. Students also engage in challenging educational experiences focused on enhancing their skills and knowledge with an emphasis on culturally-informed and holistic practice. Further, the department seeks to foster an egalitarian culture in which individual creativity, ethical behavior, professional identity, and scholarship are reinforced and nurtured across all programs. A central foundation of the CED mission is the preparation of counselors and counselor educators to work in an increasingly diverse society. The program’s understanding of diversity encompasses culture, sexual and gender identity, race, ethnicity, socioeconomic status, ability, and other aspects of individual identity. The program believes that meeting this goal requires that students and faculty engage in the application of advocacy and social justice principles.

**Program Objectives**

**The program objectives addressing Section 2, Standard B.1** (reflect current knowledge and projective needs concerning counseling practice in a multicultural and pluralistic society) **include:**

* *Master’s students will demonstrate skills, knowledge and awareness to work within a diverse society, including engagement in social justice and advocacy.*
* *Doctoral students will engage in counselor education practice that infuses advocacy, diversity, and social justice.*

 **The program objectives address Section 2, Standard B.2** (reflect input from all persons involved in the conduct of the program, including counselor education program faculty, current and former students, and personnel in cooperating agencies) **include:**

See Program *Evaluation Tables* below. The program focuses on engaging all stakeholders in the development and assessment of program objectives. This includes the engagement of our Advisory Committees which include student representatives, faculty, student, and cooperating agencies and counseling professionals.

**The program objectives addressing Section 2, Standard B.3** (address student learning) **include:**

**The primary Mission Statement Goal of the Counselor Education Program**:

* *Develop counseling professionals who possess the skills and knowledge necessary to be highly competent and committed professionals in their specialty area.*

**Program Objectives/Student learning outcomes**:

Master’s program

* *Students will demonstrate knowledge and skills necessary for competent and ethical professional practice.*
* *Students will demonstrate the skills, knowledge and awareness to work within a diverse society, including engagement in social justice and advocacy.*
* *Students will foster professional dispositions (i.e., academic and professional behavior, diversity and respect for others, reflective practice and behavior) necessary for success as professional counselors.*
* *Students will develop a counseling professional identity that encompasses a holistic model of integrated care that includes prevention, intervention, advocacy, and wellness.*

Doctoral Program

* *Students will demonstrate knowledge and skills necessary for competent and ethical professional practice.*
* *Students will demonstrate the skills, knowledge and awareness to work within a diverse society, including engagement in social justice and advocacy.*
* *Students will foster professional dispositions (i.e., academic and professional behavior, diversity and respect for others, reflective practice and behavior) necessary for success as professional counselors.*
* *Students will demonstrate competency in counseling skills and supervision practice.*
* *Students will demonstrate knowledge and skill in counselor education curriculum and instruction.*
* *Students will engage in counselor education practice that infuses advocacy, diversity and social justice.*
* *Students will engage in research that contributes to counselor education, counseling, and supervision practice.*

 **The program objectives address Section 2, Standard B** (are written so they can be evaluated) **by:**

See Program *Evaluation Tables* below. All program objectives have been developed to be measurable through program and key performance indicator assessments.

To meet these objectives, the program has identified the following methods of evaluation:

***Master’s*** ***Programs*** ***Evaluation******Table***

1. Demonstrate knowledge and skills necessary for competent and ethical professional practice. **(Knowledge & Skill, 4.B.1)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Data Source** | **Procedure for Collection (when, how)** | **Procedure for Review (method, timeline)** | **List of Assessments**  |
| 1. Master’s Portfolio – COUN 7920 Internship Cumulative Reflection
2. Master’s Portfolio – 2.F.1 COUN 7400 Orientation - assignment
3. Annual Review
4. Relevant items from alumni, site supervisor, and employer surveys.
 | 1. Uploaded in Tevera, reviewed by Faculty advisor, 2nd year
2. Uploaded in Tevera, reviewed by COUN 7400 faculty, 1st year
3. Faculty advisor, annually
4. Every 2 years, evals from site supervisors/ employer surveys, alumni surveys
 | CED retreat, annual faculty meeting, or advisor committee meetings every 2 years | 1. Rubric for Internship Cumulative Reflection
2. Rubric from COUN 7400 assignment
3. Annual review evaluation
4. Eval/surveys for respective groups
 |

1. Demonstrate skills, knowledge, and awareness to work within a diverse society including engagement in social justice and advocacy. **(Knowledge and Skill, 4.B.1).**

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| --- | --- | --- | --- |
| **Data Source** | **Procedure for Collection (when, how)** | **Procedure for Review (method, timeline)** | **List of Assessments** |
| 1. Key performance indicator data
	1. Master’s Internship evaluations by site supervisors and university supervisors
	2. Master’s portfolio – 2.F.2: COUN 7250 DSM course - cultural bias in diagnosis assignment
2. Annual Review
3. Relevant items from alumni, site supervisor, and employer surveys.
 | 1. a) Uploaded in Tevera, reviewed by Faculty/University supervisors, 2nd year

b) Uploaded in Tevera, reviewed by COUN 7250 faculty, 1st year 1. Faculty advisor review, 1st year
2. Every 2 years, evals from site supervisors/ employer surveys, alumni surveys
 | CED retreat, annual faculty meeting, or advisor committee meetings every 2 years | 1. a) Internship evaluations

b) assignment rubric1. Annual Evaluation of Students rubric
2. Evals/surveys for respective groups
 |

1. Foster professional dispositions (i.e., academic and professional behavior, diversity and respect for others, reflective practice and behavior) that inform the development of a professional identity necessary for success as professional counselors. **(Disposition, 4.B.1).**

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| --- | --- | --- | --- |
| **Data Source** | **Procedure for Collection (when, how)** | **Procedure for Review (method, timeline)** | **List of Assessments** |
| 1. Annual Review - Aggregate disposition ratings
2. Key Performance Indicator data
	1. Internship evaluations - aggregate disposition ratings
3. Relevant items from alumni, site supervisor, and employer surveys.
 | 1. Faculty review, Master’s year 1-2
2. a) faculty/university supervisor, 2nd year
3. Every 2 years, evals from site supervisors/ employer surveys, alumni surveys
 | CED retreat, annual faculty meeting, or advisor committee meetings every 2 years | 1. Annual review eval
2. Internship evals (CMHC, SC, CRC)
3. Evals/surveys for respective groups
 |

1. Develop and demonstrate a counseling professional identity that encompasses a holistic model of integrated care that reflects prevention, intervention, development, and wellness.  **(Knowledge & Skill**, **4.B.1**)

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| --- | --- | --- | --- |
| **Data Source** | **Procedure for Collection (when, how)** | **Procedure for Review (method, timeline)** | **List of Assessments** |
| 1. Master’s Portfolio - Cumulative Reflection
2. Relevant items from alumni, site supervisor, and employer surveys.
3. Key Performance Indicator data
 | 1. Uploaded into Tevera, reviewed by Internship Instructor, 2nd year
2. Every 2 years, evals from site supervisors/ employer surveys, alumni surveys
 | CED retreat, annual faculty meeting, or advisor committee meetings every 2 years | 1. Cumulative reflection rubric
2. Surveys
 |

***Doctoral Program*** ***Evaluation******Table***

* + - 1. Demonstrate competency in counseling skills and supervision practice (**Skills, 4.B.1**)

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| --- | --- | --- | --- |
| **Data Source** | **Procedure for Collection (when, how)** | **Procedure for Review (method, timeline)** | **List of Assessments**  |
| 1. Doctoral Portfolio – Counseling and supervision sections
2. Annual Review
3. Relevant items from alumni, site supervisor, and employer surveys.
 | 1. Faculty review, 2nd year
2. Faculty advisor, annually
3. Every 2 years, evals from site supervisors/ employer surveys, alumni surveys
 | CED retreat, annual faculty meeting, or advisor committee meetings every 2 years | 1. Portfolio rubric
2. Annual review rubric
3. Evals/surveys for respective groups
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* + - 1. Demonstrate knowledge and skill in counselor education curriculum and instruction (**Knowledge & Skills, 4.B.1**)

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| --- | --- | --- | --- |
| **Data Source** | **Procedure for Collection (when, how)** | **Procedure for Review (method, timeline)** | **List of Assessments** |
| 1. Doctoral Portfolio – teaching section
2. Annual Review
3. Relevant items from alumni, site supervisor, and employer surveys
 | 1. Faculty review, 2nd year
2. Faculty advisor, annually
3. Every 2 years, evals from site supervisors/ employer surveys, alumni surveys
 | CED retreat, annual faculty meeting, or advisor committee meetings every 2 years | 1. Portfolio rubric
2. Annual review rubric
3. Evals/surveys for respective groups
 |

3. Engage in counselor education practice that infuses advocacy, diversity, and social justice. **(Skills**, **4.B.1**)

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| --- | --- | --- | --- |
| **Data Source** | **Procedure for Collection (when, how)** | **Procedure for Review (method, timeline)** | **List of Assessments** |
| 1. Doctoral Portfolio – Advocacy/leadership area + multicultural component of other areas
2. Annual Review
3. Relevant items from alumni, site supervisor, and employer surveys.
 | 1. Faculty review, 2nd year
2. Faculty advisor, annually
3. Every 2 years, evals from site supervisors/ employer surveys, alumni surveys
 | CED retreat, annual faculty meeting, or advisor committee meetings every 2 years | 1. Portfolio rubric
2. Annual review rubric
3. Evals/surveys for respective groups
 |

1. Engage in research that contributes to counselor education, counseling, and supervision practice. **(Knowledge & Skills**, **4.B.1**)

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| --- | --- | --- | --- |
| **Data Source** | **Procedure for Collection (when, how)** | **Procedure for Review (method, timeline)** | **List of Assessments** |
| 1. Doctoral Portfolio – Research area
2. Completed Dissertation
3. Relevant items from alumni, site supervisor, and employer surveys.
 | 1. Faculty review, 2nd year
2. Dissertation committee, defense
3. Every 2 years, evals from site supervisors/ employer surveys, alumni surveys
 | CED retreat, annual faculty meeting, or advisor committee meetings every 2 years | 1. Portfolio rubric
2. Dissertation completion documentation
3. Evals/surveys for respective groups
 |

5. Foster professional dispositions (i.e., academic and professional behavior, diversity and respect for others, reflective practice and behavior) and professional identity necessary for success as counselor educators and supervisors **(Disposition**, **4.B.1**)

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| --- | --- | --- | --- |
| **Data Source** | **Procedure for Collection (when, how)** | **Procedure for Review (method, timeline)** | **List of Assessments** |
| 1. Doctoral internship evaluations across teaching, supervision, counseling 2. Annual Review – aggregate dispositions3. Relevant items from alumni, site supervisor, and employer surveys | 1. Uploaded into Tevera, Faculty review, 2nd year 2. Faculty advisor, annually 3. Every 2 years, evals from site supervisors/ employer surveys, alumni surveys | CED retreat, annual faculty meeting, or advisor committee meetings every 2 years | 1. Internship/supervisor evals
2. Annual review rubric
3. Evals/surveys for respective groups
 |

**Program Evaluation Process**

Program Evaluation data is collected at specific times throughout the program using qualtrics (Alumni, Employers, Supervisors), Tk-20 (COE Assessments), Tevera (Key Performance Indicator Course Assignments and Evaluations), and Auburn University Assessments (Teaching Evaluations, Faculty Annual Evaluation). These assessment processes are summarized and reviewed as part of program assessment and planning for the Counselor Education Program Retreat. During the Retreat program evaluation data is reviewed and integrated into program and curriculum assessment, development, and revision. Student Dimension data is also reviewed during the Fall CED Faculty Meeting. All data is summarized and included in the CED Comprehensive Assessment Report provided to students and stakeholders on the programs’ websites (Clinical Mental Health Counseling, School Counseling, Clinical Rehabilitation Counseling, Counselor Education Doctoral Program).

**STUDENT LEARNING ASSESMENT PLAN**

The **Counselor Education Program Student Learning Assessment Plan** assesses student’s development of knowledge and skills reflective of the eight CACREP foundation areas and their identified specialty area. Assessment is focused on ***Key Performance Indicators***. Assessment of key performance indicators includes assessment that is summative and formative, across time and across program requirements.

**Key performance indicators assessments** include program specific requirements and external assessments (e.g., Praxis-II).

The student learning assessment is summarized annually in the ***CED Comprehensive Assessment Report***. This report is provided to stakeholders through the program website. The assessment of key performance indicators also contributes to the identification of concerns or deficits that may be addressed as part of the ***CED Annual Review of Students*** and as a component of the ***Counselor Education Remediation and Retention Policy.***

**Master’s Programs Key Performance Indicators**

**Foundation – Master’s Key Performance Indicators**

1. Applies ethical and legal standards relevant to professional counseling
2. Demonstrates knowledge and application of multicultural and social justice counseling competencies (MCSJCCs).
3. Demonstrates knowledge of theories and counseling practices related to human growth and development.
4. Demonstrates knowledge related to life roles, career planning and career counseling.
5. Demonstrates knowledge and skills needed for facilitating counseling relationships.
6. Demonstrates skills needed to conduct group counseling.
7. Applies knowledge of testing and diagnosis to assessment practice.
8. Demonstrates knowledge of program evaluation and use of research within counseling.
9. Demonstrate academic and professional behavior, diversity and respect for others, and reflective practice and behavior.

**Specialty Area – Key Performance Indicators**

*Clinical Rehabilitation Counseling***:** Demonstrates skills and knowledge necessary to engage in competent counseling practice in Clinical Rehabilitation Counseling.

*Clinical Mental Health Counseling***:** Demonstrates skills and knowledge necessary to engage in competent counseling practice in Clinical Mental Health Counseling.

*School Counseling*: Demonstrates skills and knowledge necessary to engage in competent counseling practice in School Counseling.

**Students’ Professional and Practice Dispositions**

Students are assessed in the area of personal and professional dispositions as a component of the **Annual Evaluation** of students. The **Professional Dispositions Rubric** assesses disposition in the key areas of: ***Academic and Professional Behavior***, ***Diversity and Respect for Others***, and ***Reflective Practice and Behavior.***

**Master’s Assessment Plan Table**

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| --- | --- | --- | --- | --- |
|  | **Key Performance Indicator**  | **Timing of Review**  | **Review (Responsible Party)** | **Use (Analysis/Gateway)** |
| **2.F.1****Understands ethical and legal standards relevant to professional counseling** | COUN 7400 Orientation to Counseling assignment  | 1st year | Instructor | Assignment rubric  |
| COUN 7910 Site & University supervisor evaluations during practicum  | 2nd year | Faculty/University Group Supervisor  | Site/University supervisor FINAL Eval |
| \*COUN 7920 – Internship Cumulative Reflection  | 2nd year  | Faculty Advisor  | Rubric  |
| **2.F.2 Demonstrates (reflexivity, understands) MCSJCCs.** | COUN 7330 Counseling Diverse Populations course assignment  | 1st year | Faculty Instructor  | Assignment rubric |
| COUN 7250 - DSM course - cultural bias in diagnosis assignment | 1st year | Faculty instructor | Assignment rubric  |
| \*COUN 7920 – Internship Cumulative Reflection  | 2nd year  | Faculty Advisor  | Rubric  |
| **2.F.3 Demonstrates knowledge of theories and counseling practices related to human growth and development.** | COUN 7310 Lifespan Development course assignment  | 1st year SC/CMHC2nd year CRC | Faculty instructor | Assignment rubric  |
| COUN 7240 child/adolescence course assignment (CMHC/SC) COUN 7950 emerging adulthood course assignment (CRC)  | 1st year CMHC/SC 2nd year CRC | Faculty instructor | Assignment rubric  |
| **2.F.4****Demonstrates knowledge related to career planning and career counseling practice** | COUN 7230 - Career course assignment (CMHC/SC) COUN 7110 – Occupational career and placement services course assignment (CRC)  | 1st year | Faculty instructor  | Assignment rubric  |
| \*COUN 7920 – Internship Cumulative Reflection  | 2nd year  | Faculty Advisor  | Rubric  |
| **2.F.5 Demonstrates knowledge and skills needed for facilitating counseling relationships.** | COUN 7350 Skills course – last practice demonstration | 1st year | Faculty instructor  | Session D rubric  |
| COUN 7320 Theories course – intervention assignment  | 1st year | Faculty instructor  | Intervention assignment rubric  |
| COUN 7550 Crisis course – key assessment for knowledge | 2nd year | Faculty Instructor  | Assignment rubric  |
| COUN 7910 Practicum  | 2nd year | Faculty/University Supervisor | Part 1 of Supervisor evaluation |
| \*COUN 7920 – Internship Cumulative Reflection  | 2nd year  | Faculty Advisor  | Rubric  |
| **2.F.6****Demonstrates knowledge and skills needed to conduct group counseling.** | COUN 7340 Group course key assignment (create a group, run session as leader) | 1st year | Faculty instructor  | Assignment Rubric  |
| COUN 7910/7920 Practicum/Internship – lead at least 10 group hours  | 2nd year | Faculty/University supervisor  | Supervisor Evaluation  |
| **2.F.7** **Applies knowledge of testing and diagnosis to assessment practice.** | COUN 7250 - DSM course – case study assignment | 1st year | Faculty instructor | Assignment rubric  |
| COUN 7200 Appraisal course – assessment practice (CMHC/SC) COUN 7130 Vocational Evaluation Course assignment (CRC) | 1st year | Faculty instructor  | Assignment rubric  |
| **2.F.8****Demonstrates knowledge of program evaluation and use of research within counseling.** | ERMA 7200 Basic methods in educational research course assignment  | 1st year SC & CMHC (2nd year CRC) | CED Faculty/ Coordinate with ERMA faculty | Assignment Rubric  |
| COUN 7920 Internship- demonstrate knowledge and application of EBP via – CMHC: Oral Case Conceptualization SummarySC: Classroom Guidance DemonstrationCRC: Individual Case Presentation | 2nd year  | Faculty instructor | Assignment Rubric  |
| COUN 7920 Internship practice – demonstrate use of EBP + client and program (i.e., counseling services) evaluation.  | 2nd year  | Faculty Instructor/ Supervisor  | Internship Evaluation  |
| **Professional Dispositions. Demonstrate academic and professional behavior, diversity and respect for others, and reflective practice and behavior.**  | Annual Evaluation of Students | 1st & 2nd year  | Advisor | Professional disposition assessment |
| COUN 7910/7916 – Practicum  | 2nd year  | Faculty Instructor  | Student report – Final practicum self-evaluation  |
| **Specialty Area – CMHC.** **Demonstrates skills and knowledge necessary to engage in competent counseling practice in Clinical Mental Health Counseling**  | COUN 7410 - Orientation to CMHC course - Human Service Organization Review assignment  | 1st year  | Faculty instructor  | Rubric  |
| COUN 7920 – Internship  | 2nd year  | Faculty Instructor  | Supervisor Evaluation – CMHC section  |
| COUN 7360 Advanced Counseling Practice – Role play assignment  | 2nd year  | Faculty  | Rubric  |
| **Specialty Area – SC.** **Demonstrates skills and knowledge necessary to engage in competent counseling practice in School Counseling** | COUN 7420 - Orientation to SC course - Professional School Counselor Interview & Career Goal | 1st year  | Faculty instructor  | Rubric  |
| COUN 7920 – Internship  | 2nd year  | Faculty Instructor  | Supervisor Evaluation – SC section  |
| Praxis – Professional School Counselor*Alabama Professional Educator Certificate requirement* | 2nd year  | Faculty Advisor  | Passing the Praxis- Professional Counselor Exam |
| **Specialty Area – CRC.** **Demonstrates skills and knowledge necessary to engage in competent counseling practice in Clinical Rehabilitation Counseling** | COUN 7520 - Orientation to CRC course - Case Analysis Study Paper | 1st year  | Faculty instructor  | Rubric  |
| COUN 7920 – Internship  | 2nd year  | Faculty Instructor  | Supervisor Evaluation – CRC section |
| COUN 7930 Advanced Theories in Counseling Practice course – Skills Demonstration  | 1st year  | Faculty  | Rubric  |

**\*Please note**: *The COUN 7920 Internship Cumulative Reflection is a component of the comprehensive Master’s Portfolio. The Master’s Portfolio consists of all key performance indicators identified in the “Master’s Assessment Plan Table” above.*

**Doctoral Program Key Performance Indicators**

 **Counselor Education Doctoral Performance Indicators**

1. Demonstrates ethical application of knowledge and skills utilizing EB-counseling practices across diverse groups
2. Demonstrates knowledge and skills to provide effective clinical supervision
3. Demonstrates knowledge and skills necessary to engage in research and scholarship
4. Applies knowledge and skills to engage in effective teaching in counselor education
5. Demonstrates effective engagement in advocacy and leadership in counselor education

**Doctoral Assessment Plan Table**

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| --- | --- | --- | --- | --- |
|  | **Key Performance Indicator / Measure** | **Timing** | **Review (Responsible Party)** | **Use (Analysis/Gateway)** |
| **6.B.1****Demonstrates ethical application of knowledge and skills utilizing EB-counseling practices across diverse groups.** | COUN 8910 Adv Practicum - Counseling | 1st year  | Faculty/University Supervisor | Final evaluation  |
| COUN 8620 Advanced Theories – Case conceptualization assignment  | 1st year  | Faculty Instructor  | Rubric  |
| Doctoral Portfolio | 3rd year | CED Faculty  | Rubric  |
| **6.B.2****Demonstrates knowledge and skills to provide effective clinical supervision** | COUN 8910 Supervision practicum – skills  | 2nd year  | Faculty/University Supervisor | Final supervisor eval  |
| COUN 8540 Supervision course – supervision module | 1st year  | Faculty Instructor | Rubric  |
| Doctoral Portfolio - knowledge | 3rd year | CED Faculty | Rubric  |
| **6.B.3****Demonstrates knowledge and skills necessary to engage in research and scholarship.**  | COUN 8300 Research design course – proposal assignment | 1st year | Faculty Instructor | Rubric  |
| COUN 8910 Research Practicum  | 2nd year  | Faculty Instructor | Rubric  |
| Doctoral Portfolio | 3rd year | CED Faculty | Rubric  |
| **6.B.4****Applies knowledge and skills to engage in effective teaching in counselor education.**  | COUN 8550 Pedagogy Teaching Demonstration  | 1st year  | Faculty Instructor | Assignment Rubric  |
| COUN 8910 Teaching Practicum | 2nd year  | Faculty Instructor | Rubric  |
| Doctoral Portfolio -Teaching module & philosophy | 3rd year | CED Faculty  | Rubric |
| **6.B.5****Demonstrates effective engagement in advocacy and leadership in counselor education.** | COUN 8510 Contemporary Issues – professional development plan  | 1st year | Faculty Instructor | Rubric |
| Annual Evaluation of Students  | 1-3 years  | Faculty Advisor  | Leadership section of Evaluation  |
| Doctoral Portfolio | 3rd year | CED Faculty  | Rubric |
| **Professional Dispositions. Demonstrates academic and professional behavior, diversity and respect for others, and reflective practice and behavior.**  | Annual Evaluation of Students – using professional dispositions assessment tool, student report submitted | 1-3 years | Faculty advisor | Annual Evaluation of Students Rubric |
| COUN 8920 Internship (teaching, counseling, or supervision) | 2nd year | Faculty Instructor/ University Supervisor | Final Evaluation |