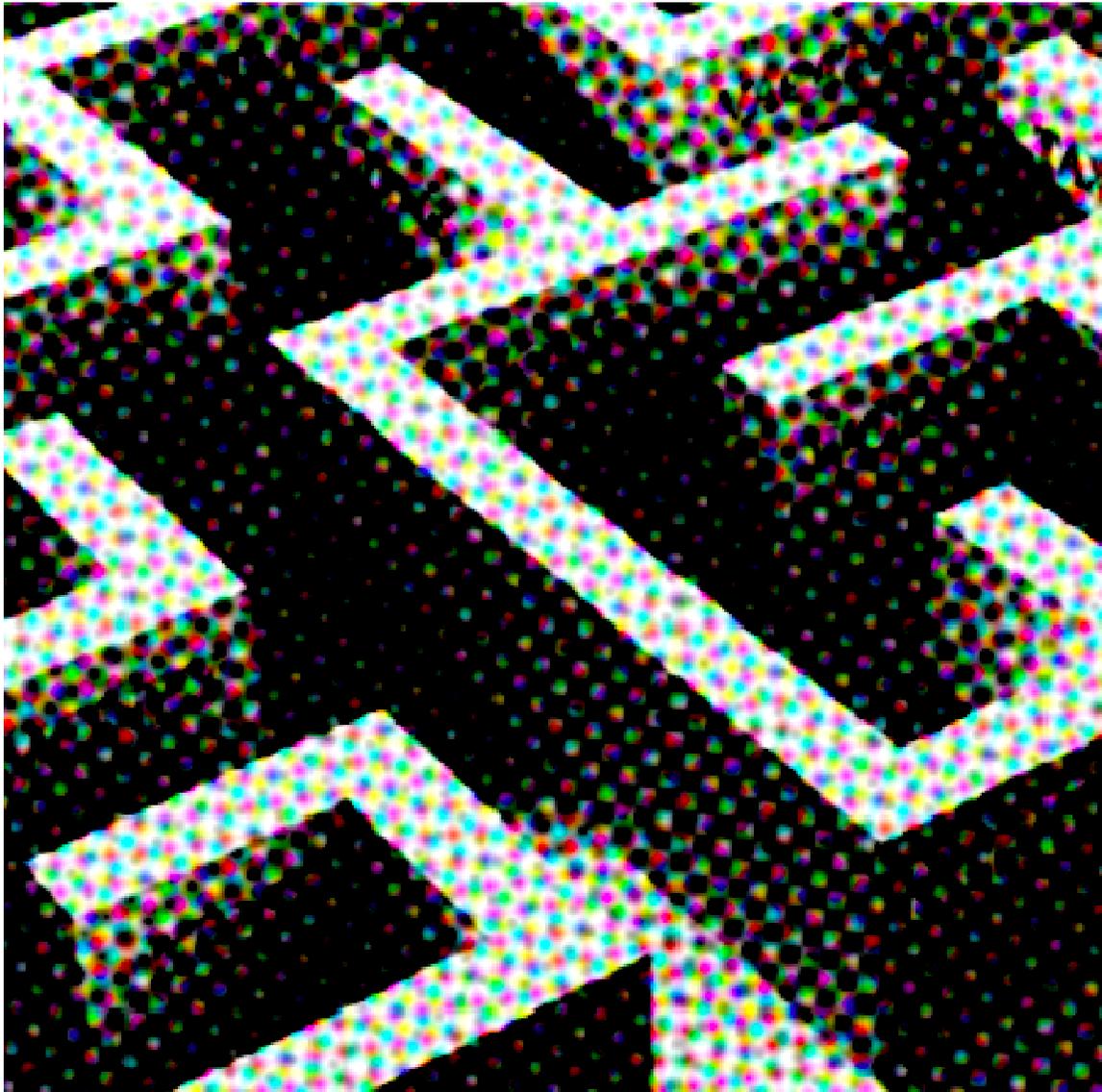


Assessment Systems:
Department of Counseling and Human Services



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Overview of Department Assessment System

Candidates are assessed through a systemic evaluation process that includes a detailed evaluation of student learning outcomes of the program curriculum and CACREP standards. The assessment system of the Department is aligned with the assessment system of the School of Education and Human Services. Assessment data are systematically analyzed for program improvement on a two-year cycle.

The multi-dimensional assessment system includes the following:

A. **Candidate Learning and Performance**: Candidate performance on selected outcome measures representing targeted CACREP standards from specialty and core areas.

Portfolios of selected assignments are kept and evaluated throughout candidates' program of study. Summary data are reviewed biennially and reported to the School of Education and Human Services (SEHS). This process aligns with the Transition and Assessment System in the SEHS and NCATE standards. Surveys are part of this review and include an exiting survey of candidates (conducted each semester), a survey of graduates (conducted every two years) and a survey of employers (conducted every two years).

B. **Comparative/Best Practice Benchmark**: Candidates performance on the Counselor Preparation Comprehensive Exam (CPCE) provides a comparison of our candidates with counseling students in other counselor education programs. Results are included in the biennial program review.

C. **CACREP Standards and Learning Outcomes**: An on-going review of primary outcome measures for every school counseling standard and clinical mental health counseling standard.

A review of outcome performance is done for two classes each semester on all school counseling and clinical mental health counseling standards covered in that class, which allows for a detailed curriculum review of all CACREP program specialty standards on a 5-year cycle. Results are reported in the biennial program review and are summarized at the completion of each cycle.

A. Candidate Learning and Performance: Conceptual Framework & Transition Points

Candidate readiness and progress is evaluated throughout the program utilizing a series of assessments at set transition points, which are designed to ensure that students (candidates) in the Department of Counseling and Human Services acquire the

appropriate knowledge, skills, and dispositions to be successful professionals in the field of counseling. CACREP standards and the Conceptual Framework of the SEHS inform the knowledge, skills and dispositions that are the basis of the curriculum (See Conceptual Framework, Appendix V). There are 4 transition points in the Department of Counseling and Human Services (See Transitions Chart, Appendix VI). These transitions can be considered as matriculation guidelines. Transition point assessments are aligned with the objectives of the counseling programs (See Alignment of Key Transition Assessments to Program Objectives (as related to SEHS Conceptual Framework, Appendix VII)

Transition Point I (Admission to the Program)

Applicants must be admitted to the Graduate School in Education and Human Services by meeting all admissions requirements. Applicants must have a baccalaureate degree and a minimum of 2.7 undergraduate grade point average. Applicants must provide all required information including two letters of recommendation and a write a short essay regarding the fit between the program and the applicant's professional goals. Applicants falling below 2.7 may be required to provide additional information including results of the Graduate Record Exam (GRE). In addition, the Department of Counseling and Human Services requires applicants to submit a self-assessment (essay) regarding the applicant's potential for success in forming effective culturally relevant interpersonal relationships. The Department of Counseling and Human Services Admission Committee reviews all applicants.

Transition Point II (Counseling Dispositions and Knowledge—Prior to Clinical Practice)

Candidate Screening - In order to become eligible for the practicum (field experience) candidates must take the Counseling Candidate Screening Battery and be interviewed by a full-time faculty member. The purpose of this procedure is to determine the appropriateness of the candidate for matriculation in the program. It is possible to be prevented from continuing in the program or taking Practicum based on the results of the screening process. The Screening Battery and Interview *should be taken before candidates begin classes*, however, it is permissible to take the screening *within the first semester of studies*. It is possible for students to be advised to discontinue studies should the screening reveal a profile inappropriate for the counseling profession. The screening process consists of a short autobiography, an empathy test, the Minnesota Multiphasic Personality Inventory II and an interview with the candidate's advisor. No candidate will be allowed to take Practicum before the interview is completed. Although the screening process is designed to identify serious personal attributes that would prohibit successful pursuit of a career in counseling, it is possible that other concerns may arise from the screening process. In such cases, a candidate may be asked to seek personal counseling as a condition of enrollment or be advised to take some other course of action. Any recommendation to discontinue studies in the counseling program is always made by a committee. In addition to the screening, a portfolio review is conducted after candidates have completed EDC 570 Introduction to Professional Counseling and Ethics, EDC 573 Counseling Theory, and the

appropriate program specialization course either EDC 567 Principles of School Counseling or EDC 568 Principles of Mental Health Counseling. Specific assignments from these classes are placed in the candidate's portfolio and assessed as part of this transition point. The required assignments include the following:

1. EDC 570 Intro/Professional Counseling & Ethics – An Academic Research Paper
2. EDC 573 Counseling Theory – A Case Study that applies counseling theory
3. EDC 567 Intro/School Counseling – Design of a Comprehensive School Counseling Plan
4. EDC 568 Intro/Mental Health – Community Needs Assessment/Service Plan

Transition Point III (Counseling Practice and Skill—After Clinical Practice)

All candidates are assessed at the end of the Practicum experience regarding the candidate's readiness for continuation in the program. Candidates are evaluated according to the following:

1. An over-all grade of "B" or better must be given by the cooperating counselor on the candidate's final field evaluation. In addition, the candidate must complete the Practicum course with an over-all grade of "B" or better. In situations where a cooperating counselor prohibits a student from completing a field placement, it will be considered equivalent to being fired from a job and may be cause for discontinuation in the program. It will automatically trigger a review by the Candidate Concerns Committee.
2. A personal reflection on progress and experiences as a counselor-in-training. The candidate is asked to reflect on achievement of program objectives and meeting of CACREP standards.

Transition Point IV (Program Completion)

At the start of the semester when a candidate intends to graduate, the candidate electronically files a "Diploma Request Form" at <http://www.canisius.edu/GradEd/>. This procedure triggers a review of the candidate's program of studies. A successful review leads to graduation.

Remediation at Transition Points

If candidates fail to meet any of the criteria listed in the transition points, a review by the Department's Candidate Concerns Committee (CCC) will be initiated. A plan for remediation is developed by the Candidate Concerns Committee (See Appendix II). If remediation is deemed satisfactory, candidates are allowed to progress in the program. If the terms for satisfactory remediation are not met, the candidate will not be allowed to continue in the program.

In addition to transition and academic questions, and consistent with the ethical standards of the profession, the faculty are responsible to insure that candidates are able to be ethical and personally effective in their professional roles. Concerns that may prohibit a candidate's success in the field arising from candidate dispositions or

behaviors are not considered confidential and may be discussed among faculty members and College administrators.

The college also requires that graduate candidates' GPAs be monitored to meet the minimally acceptable target of a 3.0. If a candidate does not meet the college required GPA each semester, he/she is placed on probation and the Associate Dean monitors their academic progress.

Candidate Concerns Processes and Procedures (See Candidate Concerns Report Form, Appendix I)

The professor, advisor or candidate may request an informal meeting at any time in order to address any concern(s) regarding the candidate's academic or professional behaviors. Possible solutions can be explored and enacted without additional process or procedures. Throughout the candidate concerns process and up to dismissal from the program, the student is able to explore educational and career alternatives with the program advisor. The following describes the process and procedures for handling candidate concerns not addressed in an informal manner.

If a candidate:

- 1) fails to meet any of the criteria listed in the four transition points, or
- 2) fails to meet critical course expectations, or
- 3) fails to act in an ethical, mature, respectful, or otherwise professional manner

The advisor or the professor will complete a Candidate Concerns Report Form and submit it to the Department Chair to be referred to the Candidate Concerns Committee. Upon the receipt of a Candidate Concerns Report, the Department chair will either:

- 1) determine that the matter does not warrant action by the Candidate Concerns Committee OR
- 2) determine that the matter should be referred to the Candidate Concerns Committee

If the chair determines that the matter does not warrant a meeting of the Candidate Concerns Committee (s)he will communicate that decision to the person reporting the concern, keep a copy of the report and give a copy to the student's advisor.

If the chair determines that the matter does warrant a meeting of the Candidate Concerns Committee s(he) will contact the chair of the CCC (the candidate's advisor) to convene a meeting with the candidate. The Candidate Concerns Committee consists of the student's program advisor and the appropriate Program Coordinator (School Program or Mental Health Program). In cases where the professor who initiates the Candidate Concerns Report is the Program Coordinator, the Department Chairperson will become the other member of the committee.

The chair of the Candidate Concerns Committee will contact the candidate and schedule a meeting.

If the candidate does not attend the meeting as required a hold will be placed on the candidate's field experience placements until the candidate complies. This action will be communicated to:

- a) the candidate*
- b) the appropriate associate dean of the SEHS*
- c) the candidate's academic advisor*
- d) the person reporting the concern*
- e) the appropriate department chair*
- f) the candidate's departmental file*

The Candidate Concerns Committee will:

- 1) discuss the concerns report with the candidate
- 2) determine an appropriate remediation plan (the chair of the Candidate Concerns Committee is responsible for evaluating whether the candidate has successfully met the conditions of the remediation plan)

The Remediation Plan will:

- 1) be specific and measurable
- 2) have specific due dates
- 3) have specific consequences for not completing the conditions of the plan

The plan may include, but is not limited to: resubmitting selected portfolio artifacts or reflections, repeating courses, and repeating field placements before progressing in the program.

The candidate and the chair of the Candidate Concerns Committee will sign the Remediation Plan. Copies of the plan will be provided to:

- a) the candidate
- b) the appropriate associate dean of the SEHS
- c) the candidate's academic advisor
- d) the person reporting the concern
- e) the appropriate department chair
- f) the candidate's departmental file

If the candidate completes the plan as expected, the person responsible for the candidate's evaluation will indicate this in writing to the candidate and the chair of the Candidate Concerns Committee. Copies will be sent to:

- a) the appropriate associate dean of the SEHS
- b) the candidate's academic advisor
- c) the person reporting the concern
- d) the appropriate department chair

e) the candidate's departmental file

If the candidate wishes to appeal the proposed Remediation Plan, s(he) may petition the appropriate department chair within five (5) working days of meeting with the Candidate Concerns Committee. The Department Chair will attempt to come to a mutually agreed-upon solution. If that is not possible, the department chair will refer the matter to the Associate Dean of Graduate Studies in the SEHS. The decision of the Associate Dean is final. In cases where the Department Chair is a member of the committee, the appeal will be made directly to the Associate Dean.

If the candidate fails to complete the plan satisfactorily:

- 1) The person responsible for the completion of the plan will notify the chair of the Candidate Concerns Committee who will notify the Department Chair.
- 2) The Department Chair will confer with the candidate's academic advisor and program coordinator (if applicable).

The department chair will either:

- 1) revise or re-establish the remediation plan, OR
- 2) dismiss the candidate from the program

Dismissal notice will be provided to the candidate in writing. Copies of the letter will be sent to:

- a) the appropriate associate dean of the SEHS*
- b) the candidate's academic advisor for inclusion in the candidate's file*

Appeal of a dismissal may be made to the Associate Dean of Graduate Studies within ten (10) days of the date of the dismissal notice. The decision of the associate dean is final.

In addition to the normal candidate concerns process, a candidate may be dismissed for a single egregious breach of professional ethics/behavior. This decision is made by the Department Chairperson, the appropriate Program Coordinator and the student's advisor. An appeal of may be made to the Associate Dean of Graduate Studies within ten (10) days of the date of the dismissal notice. The decision of the associate dean is final.

Student Complaint Process (See Student Complaint Form, Appendix III):

Should a student be unable to resolve a concern about their experiences in the program through direct, informal communication with the professor, the student's advisor, program coordinator or Department chairperson, the student may initiate a formal complaint. A formal complaint must be in writing and delivered to the student's advisor, program coordinator or Department chairperson. The advisor, program coordinator and the Department chairperson will consider the complaint and respond to the student in an appropriate manner (taking action to resolve the student's concern, providing

written material, referral of the student, etc.). The Department Chairperson, the student's advisor and the Associate Dean will keep a record of the complaint and its resolution. If the student does not agree with the resolution of the concern, the student may appeal the resolution to the Associate Dean.

**Appendix I:
Candidate Concerns Report Form**

**DEPARTMENT OF COUNSELING AND HUMAN SERVICES
REPORT OF CANDIDATE CONCERNS**

(copies of this document at whatever point in the process that response is completed go to Candidate, Department Advisor, Chair, Asso. Dean, Person initiating report)

To be completed by Chairperson of Department:

Date Concern Reported: _____

Student's Name: _____ Reported by: _____

Concern (check one): Academic Professional Dispositions/Behaviors

To Candidate Concerns Committee To File Date: _____

To be completed by Chair of Candidate Concerns Committee (advisor):

Candidate Concerns Committee Members: _____

Meeting with candidate: Candidate Missed Meeting Hold placed on Field Placement

Remediation Plan: Written Plan Developed No plan was developed

Date: _____

Attach Remediation Plan

Results of Remediation Plan: Plan successfully Completed Plan unsuccessful

Date: _____ Committee Chairperson's Signature: _____

To be completed by Chairperson of Department if remediation plan is not successful:

Candidate is Dismissed from Program Date: _____

Other Action is taken Please describe other action: _____

**Appendix II:
Remediation Plan Template**

Remediation Plan
Department of Counseling and Human Services

Student:

Date:

Reason(s) for Remediation Plan:

Remediation Plan and Expectations (including date for review):

Failure to Complete Plan and/or Meet Expectations:

I, _____ understand & accept this Remediation Plan. _____
Date

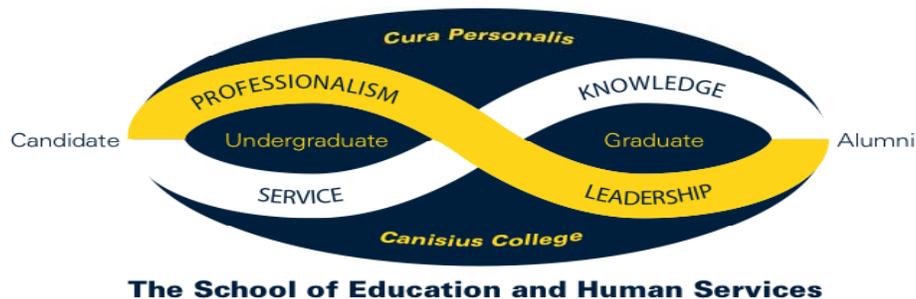
Academic Advisor _____ _____

Program Coordinator _____ _____
Date

Date

Appendix IV:
**FLOW CHART OF CANDIDATE CONCERNS PROCESS (Detail found
in preceding full text)**

APPENDIX V: The Unit's Conceptual Framework



The faculty of the School of Education and Human Services (SEHS), in concert with our candidates, school partners, alumni, and the community seek to prepare highly competent, professional, and socially committed educators and counselors who value the Jesuit traditions of *cura personalis*, social justice, and leadership through service. The mission of the unit is to prepare educators who possess content, pedagogical, and professional **knowledge**; use their gifts in the **service** of others; and demonstrate **professionalism/leadership** in their field.

As the faculty of the School of Education and Human Services, we recognize that teaching, counseling, and administrative duties require a sincere and continuing commitment to learning, a genuine dedication to the creation and dissemination of knowledge, and an optimistic belief in the power of the individual. The educational enterprise assumes that knowledge expands opportunities and promotes greater understanding among diverse populations. As the faculty of a Jesuit institution, our philosophy of education is informed by these central values and beliefs.

KNOWLEDGE: The acquisition, creation, and dissemination of knowledge is a continuing, transformational process. The School of Education and Human Services has identified three knowledge outcomes for our candidates.

Knowledge Outcomes:

1. **The competent professional applies theory and research in practice.**
2. **The competent professional applies effective teacher/counselor/administrator principles.**
3. **The competent professional demonstrates appropriate dispositions:**

Content Knowledge

- **Demonstrates enthusiasm toward content/subject area(s)**

Behavior Indicators:

- Demonstrates a commitment to remain current in knowledge of subject area content
- Values and participates in opportunities to improve instructional practices and teaching activities

- Seeks opportunities to learn new skills
- Views reflection as a component of the instructional process
- Seeks/locates needed resources
- Exhibits curiosity about subject area content
- Displays excitement about teaching subject area content
- Displays creative ideas about and applications to education concepts
- Models flexibility regarding course content, process and tasks
- Demonstrates a love of teaching by dedicating the time and energy to programs for diverse learners, work with peers, the school and community to improve educational opportunities for all learners.

- **Demonstrates appreciation of social/cognitive/emotional development of all learners and commitment to the belief that all students can learn**

Behavior Indicators:

- Holds high expectations for all students
- Demonstrates unbiased, fair, and non-prejudicial treatment of all learners
- Creates a learning environment that enables all students to reach their full potential
- Fosters student appreciation for diversity in the classroom
- Demonstrates positive attitudes toward diverse cultures and learners
- Attends to social and emotional needs of students and clients

Pedagogical Knowledge

- **Engages in comprehensive and collaborative planning that meets curricular goals**

Behavior Indicators:

- Adapts instruction to meet varying needs and abilities
- Develops lessons that encourage students to value and draw upon their unique life circumstances
- Selects materials, develops lessons, and promotes classroom environments that counteract negative stereotypes and bigotry

- **Is committed to utilizing assessment information to inform decisions**

Behavior Indicators:

- Utilizes a variety of formal and informal assessment tools to develop curriculum, teaching units and lessons to meet the needs of diverse learners
- Selects, constructs and uses assessment strategies appropriate to the learning outcome

- Demonstrates the ability to evaluate, select and adapt course content and instructional methods, resources and technology

Professional Knowledge

- **Emphasizes student responsibility for behavior and learning**

Behavior indicators:

- Encourages learners to solve problems and make decisions in their learning
- Provides learners with multiple opportunities to take responsibility for their learning

SERVICE: Each individual has gifts and talents that should be developed to the highest level. The School of Education and Human Services has identified three service outcomes for our candidates.

Service Outcomes:

1. **The competent professional is committed to diversity, equity, and social justice.**
2. **The competent professional has a sense of purpose and power and in all endeavors works for the benefit of all learners in their respective human-service professions.**
3. **The competent professional demonstrates appropriate dispositions: Demonstrates appreciation and value for human diversity and the ideal of fairness**

Behavior Indicators:

- Demonstrates positive attitudes toward diverse cultures and learners
- Provides students access to varying points of view
- Demonstrates empathy and concern for others
- Demonstrates fairness to all learners
- Exhibits willingness to work with clients/students and others of different race, creed, sex, lifestyle, and national origin
- Demonstrates commitment to improving the welfare of others
- Demonstrates sensitivity to the legitimate needs and concerns of others.
- Advocates for all learners
- Displays equitable treatment of others
- Demonstrates the belief that diversity in the classroom, in the school and in society enhances learning.
- Fosters student appreciation for diversity in the classroom

PROFESSIONALISM/LEADERSHIP: We have an obligation to improve the world in which we live. The Jesuits have a long-standing reputation as advocates for social justice. This value resonates with our own dedication to education as a vehicle for positive social change. The School of Education and Human Services has identified four professional/leadership outcomes for our candidates.

Professionalism/Leadership Outcomes:

1. **The competent professional is an effective communicator.**
2. **The competent professional is a reflective practitioner.**

3. **The competent professional is a lifelong learner.**
4. **The competent professional demonstrates appropriate dispositions:
Values and utilizes effective and respectful communication in all settings**

Behavior indicators:

- Communicates with children, parents, families and other professionals in clinical settings in respectful way
 - Communicates with faculty and supervisors in respectful way
 - Maintains confidentiality of clients/students
 - Demonstrates empathy and concern for others
 - Demonstrates sensitivity to the legitimate needs and concerns of others
 - Demonstrates persistence in helping all students achieve success
 - Maintains confidentiality of student records, parent communications, and private professional communications
- **Is committed to advocating for the well-being of children and families**
- Behavior indicators:
- Holds positive expectations for all students to learn
 - Recognizes students as individuals and makes positive, appropriate peer comparisons
 - Advocates for all learners and their families
- **Exhibits openness to growth and learning**
- Behavior indicators:
- Exhibits willingness to discuss his/her areas for improvements without becoming defensive
 - Articulates strengths and areas for improvement in academics, practice and professionalism
 - Articulates professional goals
 - Makes changes based on feedback
 - Utilizes support services to improve
 - Reflects thoughtfully to grow professionally
 - Uses appropriate strategies to respond to emotional and emergency situations
- **Willingness to accept positions of leadership and responsibility within a group**
- Behavior indicators:
- Responds positively to request from other professionals for collaboration
 - Makes a contribution to group effort
 - Shares information and materials with others
 - Assists peers and supports work of others
 - Establishes professional goals that are aligned with those of the organization
 - Plans and sets goals and priorities with others

- Exhibits professionalism in working cooperatively with others
- Maximizes individuals' talents to distribute responsibilities fairly

APPENDIX VI

Transitions in the Graduate Programs for Counseling

Key: *K=Knowledge P/L=Professionalism/Leadership S=Service*

Transition Point	Assessment Methods
Entrance into Program	<p>Checked by Graduate Admissions & Department's Admissions Committee</p> <ul style="list-style-type: none"> ▪ Bachelor's Degree (minimum 2.7 GPA), essays, two letters of recommendation (K, S) ▪ GRE test and interview if GPA below 2.7
Prior to Clinical Practice	<p>Courses in which transition point is checked:</p> <ul style="list-style-type: none"> ▪ EDC- Counseling Screening Process (P/L) ▪ EDC 570 Intro to Professional Counseling & Ethics (K, P/L) ▪ EDC 573 Counseling Theory (K, S) ▪ EDC 567 Principles of School Counseling – School Counseling Program - (K, P/L, S) ▪ EDC 568 Principles of Mental Health Counseling – Mental Health Counseling Program - (K, P/L, S)
After Clinical Practice	<p>Courses in which transition point is checked:</p> <p>EDC 576 Practicum Portfolio Review (K, S, P/L) – minimum average common assignment score 3/6</p>
Program Completion	<p>All Programs – Checked by Associate Dean:</p> <ul style="list-style-type: none"> ▪ GPA 3.0 ▪ Successful program completion (K, P/L, S)

APPENDIX VII

Alignment of Key Transition Assessments to Program Objectives (as related to SEHS Conceptual Framework)

Program objectives focus on outcome based assessment and reflects the Conceptual Framework of the School of Education and Human Services. The related program objectives and Transitions Points are delineated below:

Program Objectives as related to SEHS Conceptual Framework	<i>Transition Points</i>
<p>Knowledge Based Objectives</p> <p><i>Upon successful completion of the program candidates will:</i></p> <ol style="list-style-type: none"> 1. Understand the wide range of problems and concerns that are indigenous to the counseling field. 2. Acquire practical knowledge and insight into the complex dynamics of the helping role in a variety of settings including knowledge of effective counseling approaches to individual, group, career and family counseling. 3. Recognize developmental, social, and cultural dynamics inherent in all counseling activities. 4. Be able to identify professional organizations and resources central to effective, life-long professional counseling. 5. Acquire knowledge in identifying children at-risk and develop effective prevention and intervention strategies to promote healthy lifestyles. 	<p><i>Transition Point One</i> Admission to SEHS:</p> <ul style="list-style-type: none"> • 2.7 minimum grade point average (undergraduate) • Two letters of recommendation • GRE may be required
<p>Skills Based Objectives</p> <p><i>Upon successful completion of the program candidates will:</i></p> <ol style="list-style-type: none"> 1. Develop clinical counseling skills in the following areas: individual, group, and family counseling. 2. Demonstrate the ability to assess client needs and evaluate professional counseling programs using data driven models. 3. Acquire the ability to form partnerships with other "stakeholders" and consult with other professionals as effective team members on behalf of their clients. 4. Demonstrate group leadership skills related to school and agency educational services. 5. Understand how to utilize professional resources and evaluate research related to the field of counseling. 	<p><i>Transition Point Two</i> Eligibility for Field Experience – to be completed within one's first semester of study</p> <ul style="list-style-type: none"> • Candidate Screening Battery and Interview • Successful completion of EDC 570 and 573 (with appropriate portfolio items). • EDC 570: Research Paper • EDC 573: Theoretical Paper

<p>Professionalism and Leadership Based Objectives</p> <p><i>Upon successful completion of the program candidates will:</i></p> <ol style="list-style-type: none"> 1. Demonstrate a commitment to improving the welfare of others in a pluralistic society regardless of race, sex, religion, or cultural background. 2. Understand and integrate professional ethical standards into their own personal code of ethics. 3. Recognize and act on their unique position as change agents and client advocates promoting social justice as well as general wellness. 4. Demonstrate a working knowledge of a systems perspective and develop applied skills in using a systems oriented approach with individuals, groups, families, and organizations. 	<p>Transition Point Three</p> <ul style="list-style-type: none"> • Successful completion of EDC 576: Practicum. A grade of B or higher must be attained. • Successful completion of Portfolio items: <ul style="list-style-type: none"> ○ Appropriate writing skills demonstrated by the candidate’s performance on the written assignments held throughout the class. ○ EDC 576: Reflection Paper ○ Adequate verbal and communication skills as demonstrated through the class activities in the practicum. ○ Appropriate dispositions and professional attitudes as demonstrated in class behavior and field placement activities with particular emphasis on the candidate’s dependability and over-all responsibility.
	<p>Transition Point Four</p> <ul style="list-style-type: none"> • Application for “Diploma” and successful review of one’s program of study leading toward graduation.