

Masters of Science in Professional Counseling Annual Report 2024-2025

Masters of Science in Professional Counseling

Carlow University

Prepared by faculty and staff of the Masters of Science in Professional Counseling program at Carlow University in August 2025.
Please contact the Program CACREP Liaison, Dr. Nellie Scanlon, with any questions or comments at akscanlon@carlow.edu.

Masters of Science in Professional Counseling Annual Report: Summary

This report is comprised of four sections that address different assessments of the Masters of Science in Professional Counseling (MPC) program. Included are the Key Performance Indicators (KPI), dispositional data, current student survey responses, and National Counselor Exam (NCE) results. These data are intended to help measure the efficacy of the program and guide focused changes for its enhancement.

The following is a summary of the findings to assist in acclimating the reader to the data and some points to consider.

1. **Key Performance Indicators:** This is the first year that all KPI data has been collected. There are several missing data points noted in the report that are due to some initial confusion about the process. This has been rectified by the CACREP liaison and future data collection will be more consistent. What follows is an overview of the KPI results and points of consideration for future efforts:

Domain	Narrative
Ethics*	Based upon the scores provided, students seem to be attaining appropriate skills and knowledge in this domain as evidenced by the majority of students achieving “Meets Expectations” or “Exceeds Expectations” scores across Practicum, Internship I, and Internship II. The program outcomes related to ethical and legal issues seem to be strong across semesters as evidenced by classroom and clinical work KPI assignments. Ethical Scenarios (e.g. class assignment) and in CCS_R supervisor rating scores (e.g. direct practice).
Professional Identity*	Masters of Professional Counseling students’ grasp of the history and philosophy of the counseling profession appear strong in the Counselor Identity Paper as well as in the Career paper as evidenced by the majority of students achieving “Meets Expectations” or “Exceeds Expectation” scores on both KPI’s.
Social and Cultural	Student scores in the Social and Cultural Domain indicate the majority of students “Meet” and “Exceed” KPI as evidenced by the case study assignments across courses (e.g. Social Cultural Foundations and Pre-Practicum) and fieldwork (CCS_R scores). However, Carlow MPC students tended to score lowest in this area on the NCE. This might suggest that Carlow’s faculty may need to pay more attention to how the course content is being offered and commit to core faculty, rather than adjunct faculty, teach the Social Cultural Foundations course.

Lifespan and Development	Student KPI scores indicate “Meets” or “Exceeds” expectations in this domain and this is further confirmed through the NCE examination scores. However, Carlow MPC students seem to struggle to integrate lifespan development theory into case conceptualizations later in their coursework as indicated by the Pre-Practicum Case Study KPI.
Career	Career KPI assessments indicate “Meets” or “Exceeds” expectations as evidenced by the scores of the Career Final Exam and on both the Personal Career Profile and again on the Counselor Career paper.
Theory	The KPI data for the Theories domain suggests that students are appropriately learning and retaining theoretical concepts as indicated by case presentation KPI data across coursework. These gains seem to be maintained through the rest of the program. There does seem to be an issue with using Theory in group work and Carlow faculty will endeavor to better integrate theoretical knowledge and skills into this coursework.
Skills	Counseling skills acquisition appears to be strong across the program as indicated by KPI markers across Tier I, Tier II and Tier II courses and clinical fieldwork. KPIs indicate Carlow MPC students have particularly robust skills in the areas of empathy and respect.
Group	Students are performing well on the KPI in the Group Counseling course as indicated by th majority of students achieving “Meets” or “Exceeds” expectations in this domain; however, the scores fall in later application of the material as indicated by the case presentation KPIs in Pre-Practicum and Internship. Lower scores typically appear when students are asked to identify relevant group treatment options, therefore suggesting that they are less focused on the application of a particular model. This discrepancy will need to be addressed to ensure that students are thinking about group counseling as a valid treatment option and to ensure students facilitate groups in an evidenced-based manner.
Assessment	The KPI contained in the Assessment course indicates that students are meeting this domain as evidenced by the majority “Meets” or “Exceeds” expectations scores. Additionally, the KPIs in Pre-Practicum and Internship sowed improvement over time.
Research	MPC students appear to be effectively applying research concepts during Internship I and now Internship II as evidenced by the majority of “Meets” and “Exceeds” expectations KPI scores on both the Program Evaluation assignment and Professional Counseling Career Paper assignment. However, MPC Carlow students seem to struggle when addressing the details of a research study during the Research course (e.g., study design, validity/reliability, measures, variables). The NCE data suggests that this is not an area of concern which may indicate needed improvements to the Research Study assignment.

Clinical Mental Health	Students seem to be performing well on the Treatment Plan KPI in Diagnosis. Additionally, students are performing well at integrating diagnosis with treatment interventions as evidenced by case study assignments across Pre-Practicum and clinical fieldwork assignments.
Addictions	Students seem to be performing well on the KPI's as evidenced by "Meets" or "Exceeds" expectations on both assignments (738 final exam and 743 treatment plan).

*Areas that need to be addressed to enhance student performance.

2. **Dispositions:** All students are assessed on dispositions throughout Tier I coursework (i.e., Lifespan, Social and Cultural, Helping, Ethics, Theory, and Diagnosis). The dispositional scores suggest that students are overall doing very well at meeting the standards of the program. There are several areas that might warrant further examination and consideration for programmatic change:
 1. Professional and Personal Boundaries: Maintains appropriate boundaries with instructors and peers.
 2. Knowledge of Program Policies: Demonstrates an understanding & appreciation for all university, counseling program, and course policies & procedures.
 3. Emotional Stability: Demonstrates self-awareness and emotional stability (i.e., congruence between mood & affect) & self-control (i.e., impulse control) in interpersonal and classroom interactions.
 4. Motivation to Learn: Demonstrates engagement in learning & development of his or her counseling competencies.
 5. Openness to Feedback: Responds non-defensively & alters behavior in accordance with supervisory &/or instructor feedback

While the majority of students are performing well in these areas, these domains have a higher number of lower scores.

3. **Current Student Data:** The current student survey was distributed in May 2020 and 15 respondents provided feedback. The CACREP liaison will make this survey available again in order to try and boost participation. The results were overall very positive and supportive of the work going on in the program, with several notable exceptions. There are several results of interest:

Result	Narrative
Advisement	The results indicate that students are typically in contact with their advisers and meet one or more times each semester. This finding supports the efforts of the program to consolidate advising to core faculty members.
Preparation	<p>Over 90% of respondents indicated moderate to excellent preparation overall. The specific content areas surveyed are connected to program objectives and the responses suggest that the program is meeting these goals.</p> <p>Finally, the non-content outcomes of social justice, advocacy, and scholarship were all rated highly by students. While not associated with any particular courses, students are identifying that they are feeling prepared in these areas. This suggests that faculty are integrating them into the classroom and course-related activities.</p>
Faculty	<p>Based on the qualitative responses the core faculty are a standout part of their experiences in the program. Many noted the support, connection, and preparation that they are receiving from core faculty.</p> <p>It should be noted that adjunct faculty were not as highly rated based on teaching style and student connection. This should be considered when looking at student evaluations and adjunct faculty observations made by core faculty.</p>

4. **CACREP Update:** The Carlow University Professional Counseling Program will submit its Mid-Cycle CACREP report on September 15, 2025.

KPI Report Academic Year 2024-2025

1. Professional Identity and Ethics

- a. Professional Identity and Ethics: Students will demonstrate a knowledge of ethical and legal issues in the counseling profession. [Measurement: Ethical Scenarios in PRC708]

	Application of Model	Legal and Ethical Codes	Prof. Writing
Fall 2024 N=10	0% Not pres. 0% Below 0% Meet 100% Exceed	0% Not pres. 0% Below 0 % Meet 100% Exceed	0% Not pres. 0% Below 0% Meet 100% Exceed
Spring 2025 N=22	0% Not pres. 0% Below 9% Meet 91% Exceed	0% Not pres. 0% Below 9% Meet 91% Exceed	0% Not pres. 0% Below 9% Meet 91% Exceed

- b. Professional Identity and Ethics: Students will demonstrate a knowledge of ethical and legal issues in the counseling profession. [Measurement: Pre-Practicum Case Study in PRC730]

	Ethical Considerations
Fall 2024 N=16	5% Not pres. 0% Below 38% Meet 57% Exceed
Spring 2025 N=14	0% Not Present 0% Below 7% Meet 93% Exceed

- c. Professional Identity and Ethics: Students will demonstrate a knowledge of ethical and legal issues in the counseling profession. [Measurement: Supervisor Evaluation CCS-R #2.A in PRC761]

Professional Ethics	Practicum N=1	Internship I N=18	Internship II N=10
Fall 2024	0% Unable to Observe 0% Harmful 0% Below 0% Near Expectations 0% Meets Expectations 100% Exceed Expectations	0% Unable to Observe 0% Harmful 0% Below 5% Near Expectations 17% Meets Expectations 78% Exceed Expectations	0% Unable to Observe 0% Harmful 0% Below 0% Near Expectations 50% Meets Expectations 50% Exceed Expectations
Spring 2025	Practicum N=20	Internship I N=1	Internship II N=15
	0% Unable to Observe 0% Harmful 0% Below 0% Near Expectations 55% Meets Expectations 45% Exceed Expectations	0% Unable to Observe 0% Harmful 0% Below 0% Near Expectations 0% Meets Expectations 100% Exceed Expectations	6% Unable to Observe 0% Harmful 0% Below 0% Near Expectations 10% Meets Expectations 84% Exceed Expectations
Summer 2025	Practicum N=12	Internship N=14	Internship II N=2
	0% Unable to Observe 0% Harmful 0% Below 0% Near Expectations 25% Meets Expectations 75% Exceed Expectations	0% Unable to Observe 0% Harmful 0% Below 0% Near Expectations 14% Meets Expectations 86% Exceed Expectations	0% Unable to Observe 0% Harmful 0% Below 0% Near Expectations 50% Meets Expectations 50% Exceed Expectations

- d. Professional Identity and Ethics II: Students will have knowledge about counseling history and philosophy.
[Measurement: Professional Identity Paper in PRC708]

	History & Philosophy	Specialty Area & Advocacy	Licensure & Certification	Self-Care & Self-Mgmt.	Professional Communication
Fall 2024 N=10	0% Not pres. 0% Below 20% Meet 80% Exceed	0% Not pres. 0% Below 0% Meet 100% Exceed	0% Not pres. 0% Below 0% Meet 100% Exceed	0% Not pres. 0% Below 0% Meet 100 Exceed	0% Not pres. % Below 20% Meet 80% Exceed
Spring 2025 N=22	0% Not pres. 0% Below 9% Meet 91% Exceed	0% Not pres. 0% Below 9% Meet 91% Exceed	0% Not pres. 0% Below 9% Meet 91% Exceed	10% Not pres. 0% Below 9% Meet 91% Exceed	0% Not pres. 30% Below 9% Meet 91% Exceed

- e. Professional Identity and Ethics II: Students will have knowledge about counseling history and philosophy.
[Measurement: Ethics and Professional Orientation Exam in PRC708]

	Professional Identity Exam
Fall 2024 N=10	20%Below B- 0%B- 20%B+ 10%A- 50%A
Spring 2025 N=22	0 %Below B- 13%B 23%B+ 41%A- 23%A

- f. Professional Identity and Ethics II: Students will have knowledge about counseling history and philosophy. [Measurement: Professional Counselor Career Paper in PRC760]

	Counseling History & Philosophy
Fall 2024 N=19	0% Not present 0% Below 11% Meets 89% Exceed
Spring 2025 N=1	0% Not present 0% Below 0% Meet 100% Exceed
Summer 2025 N=14	0% Not present 0% Below 0% Meets 100% Exceed

2. Social and Cultural Diversity

- a. Social and Cultural Diversity: Students will acknowledge and effectively respond to the effects of power and privilege for themselves, their clients, and the counseling relationship. [Measurement: Cultural Observation in PRC702]

	Cultural Description	Personal Reflection	Self-awareness	Growth Goals	Prof. Values	Prof. Comm.
Fall 2024 N=14	0% Not pres 14% Below 86% Meet 0% Exceed	0% Not pres. 14% Below 86% Meet 0% Exceed	0% Not pres. 14% Below 86% Meet 0% Exceed	0% Not pres. 14% Below 86% Meet 0% Exceed	0% Not pres. 14% Below 86% Meet 0% Exceed	0% Not pres. 14% Below 86% Meet 0% Exceed
Spring 2025 N=19	5% Not pres 0% Below 58% Meet 37% Exceed	0% Not pres. 0% Below 58% Meet 42% Exceed	% Not pres. 5% Below 63% Meet 32% Exceed	0% Not pres. 11% Below 63% Meet 26% Exceed	0% Not pres. 26% Below 53% Meet 21% Exceed	0% Not pres. 26% Below 42% Meet 32% Exceed

- b. Social and Cultural Diversity: Students will acknowledge and effectively respond to the effects of power and privilege for themselves, their clients, and the counseling relationship. [Measurement: Pre-Practicum Case Study in PRC730]

	Social & Cultural
Fall 2024 N=16	0% Not present 0% Below 37% Meet 63% Exceed
Spring 2025 N=14	% Not present 7% Below 43% Meet 50% Exceed

- c. Social and Cultural Diversity: Students will acknowledge and effectively respond to the effects of power and privilege for themselves, their clients, and the counseling relationship. [Measurement: Case Presentation in PRC761]

	Cultural Background
Fall 2024 N=6	0% Not present 0% Below 0% Meet 100% Exceed
Spring 2025 N=12	0% Not present 0% Below 0% Meet 100% Exceed
Summer 2025 N=1	0% Not present 0% Below 0% Meet 100% Exceed

3. Human Growth and Development

- a. Human Growth and Development: Students will apply theories of individual and personality development in the conceptualization of clients. [Measurement: Self-Evaluation of Development in PRC701]

	Applied Models	External Factors	Intervention	Ethics & Culture	Prof. Comm.
Fall 2024 N=11	0% Not pres. 0% Below 100% Meet 0% Exceed	0% Not pres. 10% Below 90% Meet 0% Exceed	0% Not pres. 0% Below 100% Meet 0% Exceed	0% Not pres. 0% Below 100% Meet 0% Exceed	0% Not pres. 18% Below 82% Meet 0% Exceed
Spring 2025 N=18	0% Not pres. 0% Below 100% Meet 0% Exceed	0% Not pres. 0% Below 100% Meet 0% Exceed	0% Not pres. 0% Below 100% Meet 0% Exceed	0% Not pres. 0% Below 100% Meet 0% Exceed	0% Not pres. 0% Below 100% Meet 0% Exceed

- b. Human Growth and Development: Students will apply theories of individual and personality development in the conceptualization of clients. [Measurement: Pre-Practicum Case Study in PRC730]

	Developmental Considerations
Fall 2024 N=16	0% Not present 0% Below 50% Meet 50% Exceed
Spring 2025 N=14	0% Not present 22% Below 7% Meet 72% Exceed

- c. Human Growth and Development: Students will apply theories of individual and personality development in the conceptualization of clients. [Measurement: Case Presentation in PRC761]

	Development Background
Fall 2024 N=6	0% Not pres. 0% Below 0% Meet 100% Exceed
Spring 2025 N=12	0% Not pres. 0% Below 0% Meet 100% Exceed
Summer 2025 N=1	0% Not pres. 0% Below 0% Meet 100% Exceed

4. Career Development

- a. Career Development: Students will demonstrate knowledge of the interrelationship among and between work, mental wellbeing, relationships, and other life roles and factors. [Measurement: Personal Career Profile in PRC721]

	Summary/Background	Theory Application	Assessment	Connection	Appendix data	Prof. Com.
Spring 2025 N=11	0% Not pres. 0% Below 100% Meet 0% Exceed	0% Not pres. 0% Below 100% Meet 0% Exceed	0% Not pres. 0% Below 100% Meet 0% Exceed	0% Not pres. 0% Below 100% Meet 0% Exceed	0% Not pres. 0% Below 100% Meet 0% Exceed	0% Not pres. 0% Below 100% Meet 0% Exceed

- b. Career Development: Students will demonstrate knowledge of the interrelationship among and between work, mental wellbeing, relationships, and other life roles and factors. [Measurement: Counselor Career Paper in PRC760]

	Career Development
Fall 2024 N=19	0% Not pres. 0% Below 32% Meet 68% Exceed
Spring 2025 N=1	0% Not pres. 0% Below 0% Meet 100% Exceed
Summer 2025 N=14	0% Not pres. 0% Below 0% Meet 100% Exceed

- c. Career Development: Students will demonstrate knowledge of the interrelationship among and between work, mental wellbeing, relationships, and other life roles and factors. [Measurement: Final Assessment in PRC721]

N=11	Semester KPI
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Standards	Spring 2025 Final Exam
a. theories and models of career development, counseling, and decision making	10% Below 90% Meet
b. approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors	0% Below 100% Meet
c. processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems	4% Below 96% Meet
d. approaches for assessing the conditions of the work environment on clients' life experiences	0% Below 100% Meet
e. strategies for assessing abilities, interests, values, personality and other factors that contribute to career development	6% Below 94% Meet
f. strategies for career development program planning, organization, implementation, administration, and evaluation	0% Below 100% Meet
g. strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy	18% Below 82% Meet

h. strategies for facilitating client skill development for career, educational, and lifework planning and management	0% Below 100% Meet
i. methods of identifying and using assessment tools and techniques relevant to career planning and decision making	9% Below 91% Meet
j. ethical and culturally relevant strategies for addressing career development	0% Below 100% Meet

d. Counseling and Helping Relationships

c. Counseling Helping Relationships: Students will demonstrate knowledge of counseling theories and models necessary for work with clients. [Measurement: Treatment Handbook in PRC710]

	Background	Human Nature	Relationship	Goals	Techniques	Prof. Com.
Fall 2024 N=14	0% Not pres. 7% Below 79% Meet 14%Exceed	0% Not pres. 7% Below 93% Meet 0%Exceed	0% Not pres. 7% Below 93% Meet 0%Exceed	0% Not pres. 7% Below 86%Meet 7%Exceed	0% Not pres. 7% Below 86% Meet 7%Exceed	0% Not pres. 28% Below 72% Meet 0%Exceed
Spring 2025 N=10	0% Not pres. 0% Below 50% Meet 50%Exceed	0% Not pres. 0% Below 20% Meet 80%Exceed	0% Not pres. 0% Below 30% Meet 70%Exceed	0% Not pres. 0% Below 40% Meet 60%Exceed	0% Not pres. 10% Below 40% Meet 50%Exceed	0% Not pres. 40% Below 50% Meet 10%Exceed
Summer 2025 N=11	0% Not pres. 0% Below 82% Meet 18%Exceed	0% Not pres. 0% Below 82% Meet 18%Exceed	0% Not pres. 0% Below 64% Meet 36%Exceed	0% Not pres. 0% Below 82% Meet 18%Exceed	0% Not pres. 0% Below 91% Meet 9%Exceed	0% Not pres. 0% Below 100% Meet 0%Exceed

- c. Counseling Helping Relationships: Students will demonstrate knowledge of counseling theories and models necessary for work with clients. [Measurement: Pre-Practicum Case Study in PRC730]

	Theory Application
Fall 2024 N=16	0% Not present 6% Below 31% Meet 63% Exceed
Spring 2024 N=15	0% Not present 0% Below 7% Meet 93% Exceed

- d. Counseling Helping Relationships: Students will demonstrate knowledge of counseling theories and models necessary for work with clients. [Measurement: Case Presentation in PRC761]

	Theory Application
Fall 2024 N=6	0% Not pres. 0% Below 0% Meet 100% Exceed
Spring 2025 N=12	0% Not pres. 0% Below 0% Meet 100% Exceed
Summer 2025 N=1	0% Not pres. 0% Below 0% Meet 100% Exceed

e. Counseling Helping Relationships II: Students will demonstrate essential helping skills to facilitate relationships with clients. [Measurement: Recorded Skills Demonstration II in PRC705]

	Non-verbal	Encouragers	Questions	Reflection of Content	Reflection of Feeling	Reflection of Goals	Advanced Reflection	Challenge Skills	Goal Setting	Focus	Empathy	Respect
Fall 2024 N=12	0% Harmful 0% Below 8% Near 92% Meet 0% Exceed	0% Harmful 8% Below 0% Near 92% Meet 0% Exceed	0% Harmful 0% Below 17% Near 83% Meet 0% Exceed	0% Harmful 0% Below 42% Near 58% Meet 0% Exceed	0% Harmful 8.5% Below 83% Near 8.5% Meet 0% Exceed	0% Harmful 0% Below 92% Near 8% Meet 0% Exceed	0% Harmful 8% Below 92% Near 0% Meet 0% Exceed	0% Harmful 8% Below 75% Near 17% Meet 0% Exceed	0% Harmful 0% Below 42% Near 58% Meet 0% Exceed	0% Harmful 0% Below 8% Near 92% Meet 0% Exceed	0% Harmful 0% Below 8% Near 92% Meet 0% Exceed	0% Harmful 8% Below 0% Near 92% Meet 0% Exceed
Spring 2025 N=10	0% Harmful 0% Below 40% Near 60% Meet 0% Exceed	0% Harmful 0% Below 0% Near 100% Meet 0% Exceed	0% Harmful 0% Below 50% Near 50% Meet 0% Exceed	0% Harmful 0% Below 50% Near 50% Meet 0% Exceed	0% Harmful 0% Below 70% Near 30% Meet 0% Exceed	0% Harmful 0% Below 60% Near 40% Meet 0% Exceed	0% Harmful 0% Below 80% Near 20% Meet 0% Exceed	0% Harmful 0% Below 60% Near 40% Meet 0% Exceed	0% Harmful 0% Below 10% Near 90% Meet 0% Exceed	0% Harmful 0% Below 30% Near 70% Meet 0% Exceed	0% Harmful 0% Below 0% Near 90% Meet 10% Exceed	0% Harmful 0% Below 0% Near 90% Meet 10% Exceed
Summer 2025 N=10	0% Harmful 0% Below 0% Near 20% Meet 80% Exceed	0% Harmful 0% Below 50% Near 50% Meet 0% Exceed	0% Harmful 0% Below 60% Near 30% Meet 10% Exceed	0% Harmful 0% Below 10% Near 20% Meet 70% Exceed	0% Harmful 0% Below 20% Near 30% Meet 50% Exceed	0% Harmful 0% Below 20% Near 20% Meet 60% Exceed	0% Harmful 0% Below 40% Near 60% Meet 0% Exceed	0% Harmful 0% Below 20% Near 70% Meet 10% Exceed	0% Harmful 0% Below 10% Near 80% Meet 10% Exceed	0% Harmful 0% Below 0% Near 10% Meet 90% Exceed	0% Harmful 0% Below 0% Near 0% Meet 100% Exceed	0% Harmful 0% Below 0% Near 0% Meet 100% Exceed

f. Counseling Helping Relationships II: Students will demonstrate essential helping skills to facilitate relationships with clients. [Measurement: Pre-Practicum Skills Demonstration in PRC730]

	Non-verbal skills	Encouragers	Questions	Paraphrasing	Reflection of Feeling	Summarizing	Meaning	Challenge Skills	Goal Setting	Focus of Counseling	Empathy & Caring	Respect & Compassion
Fall 2024 N=16	0% Harmful 0% Below 6% Near 31% Meet 63% Exceed	0% Harmful 0% Below 0% Near 56% Meet 44% Exceed	0% Harmful 0% Below 0% Near 75% Meet 25% Exceed	0% Harmful 0% Below 0% Near 75% Meet 25% Exceed	0% Harmful 0% Below 19% Near 50% Meet 31% Exceed	0% Harmful 0% Below 19% Near 50% Meet 31% Exceed	0% Harmful 31% Below 38% Near 31% Meet 0% Exceed	0% Harmful 69% Below 0% Near% 31% Meet 0% Exceed	0% Harmful 31% Below 6% Near 50% Meet 13% Exceed	0% Harmful 0% Below 6% Near 81% Meet 13% Exceed	0% Harmful 0% Below 6% Near 63% Meet 31% Exceed	0% Harmful 0% Below 0% Near 12% Meet 88% Exceed
Spring 2025 N=15	0% Harmful 0% Below 7% Near 20% Meet 73% Exceed	0% Harmful 0% Below 20% Near 7% Meet 73% Exceed	0% Harmful 0% Below % Near 40% Meet 60% Exceed	0% Harmful % Below 6% Near 47% Meet 47% Exceed	0% Harmful % Below 33% Near 33% Meet 34% Exceed	0% Harmful 0% Below 20% Near 33% Meet 47% Exceed	0% Harmful 20% Below 67% Near 13% Meet 13% Exceed	0% Harmful 26% Below 7% Near 67% Meet 0% Exceed	0% Harmful 40% Below 7% Near 33% Meet 20% Exceed	0% Harmful 0% Below 7% Near 20% Meet 73% Exceed	0% Harmful 0% Below 27% Near 20% Meet 53% Exceed	0% Harmful 0% Below 7% Near 13% Meet 80% Exceed

g. Counseling Helping Relationships II: Students will demonstrate essential helping skills to facilitate relationships with clients. [Measurement: Supervisor Evaluation CCS-R Section I in PRC761]*

	Non-verbal	Encouragers	Questions	Reflection of Content	Reflection of Feeling	Reflection of Goals	Advanced Reflection	Challenge Skills	Goal Setting	Focus	Empathy	Respect	
Fall 2024 Practicum N=1	0% Harmful 0% Below 0% Near 100% Meet 0% Exceed	0% Harmful 0% Below 0% Near 100% Meet 0% Exceed	0% Harmful 0% Below 0% Near 100% Meet 0% Exceed	0% Harmful 0% Below 0% Near 100% Meet 0% Exceed	0% Harmful 0% Below 0% Near 100% Meet 0% Exceed	0% Harmful 0% Below 0% Near 100% Meet 0% Exceed	0% Harmful 0% Below 0% Near 100% Meet 0% Exceed	0% Harmful 0% Below 0% Near 100% Meet 0% Exceed	0% Harmful 0% Below 0% Near 100% Meet 0% Exceed	0% Harmful 0% Below 0% Near 100% Meet 0% Exceed	0% Harmful 0% Below 0% Near 100% Meet 0% Exceed	0% Harmful 0% Below 0% Near 100% Meet 100% Exceed	0% Harmful 0% Below 0% Near 0% Meet 100% Exceed
Fall 2024 Internship I N=18	0% Harmful 0% Below 0% Near 28% Meet 72% Exceed	0% Harmful 0% Below 5% Near 28% Meet 67% Exceed	0% Harmful 0% Below 6% Near 33% Meet 61% Exceed	0% Harmful 0% Below 11% Near 22% Meet 67% Exceed	0% Harmful 0% Below 11% Near 22% Meet 67% Exceed	0% Harmful 0% Below 6% Near 27% Meet 67% Exceed	0% Harmful 0% Below 11% Near 56% Meet 33% Exceed	6% Unable to observe 0% Harmful 0% Below 11% Near 61% Meet 22% Exceed	0% Harmful 0% Below 6% Near 33% Meet 61% Exceed	0% Harmful 0% Below 0% Near 50% Meet 50% Exceed	0% Harmful 0% Below 0% Near 22% Meet 78% Exceed	0% Harmful 0% Below 0% Near 11% Meet 89% Exceed	0 Harmful 0% Below 0% Near 11% Meet 89% Exceed
Fall 2024 Internship II N=10	0% Harmful 0% Below 0% Near 20% Meet 80% Exceed	0% Harmful 0% Below 0% Near 20% Meet 80% Exceed	0% Harmful 0% Below 0% Near 20% Meet 80% Exceed	0% Harmful 0% Below 0% Near 30% Meet 60% Exceed	0% Harmful 0% Below 0% Near 30% Meet 60% Exceed	0% Harmful 0% Below 0% Near 20% Meet 70% Exceed	0% Harmful 0% Below 0% Near 40% Meet 50% Exceed	0% Harmful 0% Below 20% Near 20% Meet 50% Exceed	10% unable to observe 0% Harmful 0% Below 0% Near 10% Meet 70% Exceed	0% Harmful 0% Below 0% Near 30% Meet 60% Exceed	0% Harmful 0% Below 0% Near 10% Meet 80% Exceed	0% Harmful 0% Below 0% Near 10% Meet 90% Exceed	0% Harmful 0% Below 0% Near 30% Meet 70% Exceed
Spring 2025 Practicum N=20	0% Harmful 0% Below 0% Near 40% Meet 60% Exceed	0% Harmful 0% Below 5% Near 30% Meet 65% Exceed	0% Harmful 0% Below 5% Near 45% Meet 50% Exceed	0% Harmful 0% Below 5% Near 50% Meet 45% Exceed	0% Harmful 0% Below 5% Near 50% Meet 45% Exceed	0% Harmful 0% Below 5% Near 45% Meet 50% Exceed	0% Harmful 0% Below 5% Near 70% Meet 20% Exceed	0% Harmful 0% Below 5% Near 65% Meet 30% Exceed	0% Harmful 0% Below 5% Near 30% Meet 65% Exceed	0% Harmful 0% Below 0% Near 35% Meet 65% Exceed	0% Harmful 0% Below 0% Near 10% Meet 90% Exceed	0% Harmful 0% Below 0% Near 10% Meet 90% Exceed	0% Harmful 0% Below 0% Near 10% Meet 90% Exceed
Spring 2025 Internship I N=1	0% Harmful 0% Below 0% Near 0% Meet 100% Exceed	0% Harmful 0% Below 0% Near 0% Meet 100% Exceed	0% Harmful 0% Below 0% Near 0% Meet 100% Exceed	0% Harmful 0% Below 0% Near 0% Meet 100% Exceed	0% Harmful 0% Below 0% Near 0% Meet 100% Exceed	0% Harmful 0% Below 0% Near 0% Meet 100% Exceed	0% Harmful 0% Below 0% Near 0% Meet 100% Exceed	0% Harmful 0% Below 0% Near 0% Meet 100% Exceed	0 Harmful 0% Below 0% Near 0% Meet 100% Exceed	0% Harmful 0% Below 0% Near 0% Meet 100% Exceed	0% Harmful 0% Below 0% Near 0% Meet 100% Exceed	0% Harmful 0% Below 0% Near 0% Meet 100% Exceed	0% Harmful 0% Below 0% Near 0% Meet 100% Exceed
Spring 2025 Internship II N=19	5% unable to observe 0% Harmful 0% Below 0% Near 16% Meet 79% Exceed	5% unable to observe 0% Harmful 0% Below 0% Near 21% Meet 74% Exceed	5% unable to observe 0% Harmful 0% Below 0% Near 32% Meet 63% Exceed	5% unable to observe 0% Harmful 0% Below 5% Near 5% Meet 84% Exceed	5% unable to observe 0% Harmful 0% Below 0% Near 26% Meet 63% Exceed	5% unable to observe 0% Harmful 0% Below 0% Near 21% Meet 74% Exceed	5% unable to observe 0% Harmful 0% Below 0% Near 47% Meet 48% Exceed	5% unable to observe 0% Harmful 0% Below 0% Near 42% Meet 53% Exceed	5% unable to observe 0% Harmful 0% Below % Near 5% Meet 89% Exceed	5% unable to observe 0% Harmful 0% Below 0% Near 16% Meet 79% Exceed	5% unable to observe 0% Harmful 0% Below 0% Near 0% Meet 95% Exceed	5% unable to observe 0% Harmful 0% Below 0% Near 0% Meet 95% Exceed	5% unable to observe 0% Harmful 0% Below 0% Near 0% Meet 95% Exceed

Summer 2025 Practicum N=12	0% Harmful 0% Below 0% Near 25% Meet 75% Exceed	0% Harmful 0% Below 0% Near 33% Meet 67% Exceed	0% Harmful 0% Below 0% Near 58% Meet 42% Exceed	0% Harmful 0% Below 0% Near 75% Meet 25% Exceed	0% Harmful 0% Below 8% Near 58% Meet 34% Exceed	0% Harmful 0% Below 0% Near 75% Meet 25% Exceed	8%unable to observe 0% Harmful 0% Below 0% Near 58% Meet 34% Exceed	41%unable to observe 0% Harmful 0% Below 16% Near 34% Meet 8% Exceed	8%unable to observe 0% Harmful 0% Below 0% Near 34% Meet 58% Exceed	0% Harmful 0% Below 16% Near 41% Meet 42% Exceed	0% Harmful 0% Below 0% Near 25% Meet 75% Exceed	0% Harmful 0% Below 0% Near 8% Meet 92% Exceed
Summer 2025 Internship I N=14	0% Harmful 0% Below 0% Near 0% Meet 100%Exceed	0% Harmful 0% Below 0% Near 15% Meet 85% Exceed	0% Harmful 0% Below 0% Near 15% Meet 85% Exceed	0% Harmful 0% Below 0% Near 8% Meet 92% Exceed	0% Harmful 0% Below 0% Near 15% Meet 85% Exceed	0% Harmful 0% Below 0% Near 21% Meet 79% Exceed	0% Harmful 0% Below 0% Near 42% Meet 58% Exceed	14%unable to observe 0% Harmful 0% Below 0% Near 43% Meet 43% Exceed	7%unable to observe 0% Harmful 0% Below 0% Near 21% Meet 72% Exceed	0% Harmful 0% Below 0% Near 85% Meet 15% Exceed	0% Harmful 0% Below 0% Near 0% Meet 100%Exceed	0% Harmful 0% Below 0% Near 0% Meet 100%Exceed
Summer 2025 Internship II N=2	0% Harmful 0% Below 0% Near 0% Meet 100%Exceed	0% Harmful 0% Below 0% Near 0% Meet 100% Exceed	0% Harmful 0% Below 0% Near 0% Meet 100%Exceed	0% Harmful 0% Below 0% Near 0% Meet 100%Exceed	0% Harmful 0% Below 0% Near 0% Meet 100%Exceed	0% Harmful 0% Below 0% Near 0% Meet 100%Exceed	0% Harmful 0% Below 0% Near 50% Meet 50% Exceed	0% Harmful 0% Below 0% Near 50% Meet 50% Exceed	0% Harmful 0% Below 0% Near 50% Meet 50% Exceed	0% Harmful 0% Below 0% Near 0% Meet 100%Exceed	0% Harmful 0% Below 0% Near 0% Meet 100%Exceed	0% Harmful 0% Below 0% Near 0% Meet 100%Exceed

5. Group Counseling

- a. Group Counseling: Students will demonstrate knowledge of the theoretical foundations of group counseling, group formation, types of groups, and characteristics of effective group leaders when working with diverse client populations. [Measurement: Group Proposal in PRC713]

	Purpose	Characteristics	Theory & Leadership	Ethics & Diversity	Curric. & Assessment	Prof. Com.
Summer 2025 N=19	0% Not pres. 0% Below 11% Meet 89% Exceed	0% Not pres. 0% Below 11% Meet 89% Exceed	0% Not pres. 0% Below 21% Meet 79% Exceed	0% Not pres. 0% Below 5% Meet 95% Exceed	0% Not pres. 0% Below 11% Meet 89% Exceed	0% Not pres. 0% Below 63% Meet 37% Exceed

- b. Group Counseling: Students will demonstrate knowledge of the theoretical foundations of group counseling, group formation, types of groups, and characteristics of effective group leaders when working with diverse client populations. [Measurement: Pre-Practicum Case Study in PRC730]

	Theory Application: Group Treatment
Fall 2024 N=16	44% Not pres. 6% Below 13% Meet 38% Exceed
Spring 2025 N=15	0% Not pres. 0% Below 0% Meet 100% Exceed

- c. Group Counseling: Students will demonstrate knowledge of the theoretical foundations of group counseling, group formation, types of groups, and characteristics of effective group leaders when working with diverse client populations. [Measurement: Case Presentation in PRC761]

Fall 2024 N=6	0% Not pres. 0% Below 0% Meet 100% Exceed
Spring 2025 N=12	0% Not pres. 0% Below 0% Meet 100% Exceed
Summer 2025 N=1	0% Not pres. 0% Below 0% Meet 100% Exceed

6. Assessment

- a. Assessment: Students will demonstrate knowledge of the use of assessments in treatment planning, types of commonly used assessments, and assessing trauma and risk. [Measurement: Assessment Exam in PRC735]

Fall 2024 N=20	60%Below 40%Meet
Spring 2025 N=Missing Data	

- b. Assessment: Students will demonstrate knowledge of the use of assessments in treatment planning, types of commonly used assessments, and assessing trauma and risk. [Measurement: Pre-Practicum Case Study in PRC730]

	Assessments Used
Fall 2024 N=16	6% Not present 0% Below 25% Meet 69% Exceed
Spring 2025 N=15	0% Not present 0% Below 25% Meet 75% Exceed

- c. Assessment: Students will demonstrate knowledge of the use of assessments in treatment planning, types of commonly used assessments, and assessing trauma and risk. [Measurement: Case Presentation in PRC761]

	Assessment Used
Fall 2024 N=6	0% Not present 0% Below 0% Meet 100% Exceed
Spring 2025 N=12	0% Not present 0% Below 0% Meet 100% Exceed
Summer 2025 N=1	0% Not present 0% Below 0% Meet 100% Exceed

7. Research and Program Evaluation

- a. Research and Program Evaluation: Students will demonstrate knowledge of research and program evaluation processes and how to analyze data in counseling in an ethical manner. [Measurement: Program Evaluation Proposal in PRC733]

	Background	Evidence	Ques. & Variables	Measures	Design	Val. & Rel.	Ethics	Implications	Prof. Com.
Fall 2024 N=15	0% Not pres. 0% Below 73% Meet 27%Exceed	0% Not pres. 7% Below 73% Meet 20%Exceed	0% Not pres. 13% Below 53% Meet 34%Exceed	0% Not pres. 33% Below 60% Meet 7%Exceed	0% Not pres. 20% Below 33% Meet 47%Exceed	0% Not pres. 13% Below 80% Meet 7%Exceed	0% Not pres. 0% Below 100% Meet 0%Exceed	7% Not pres. 0% Below 93% Meet 0%Exceed	0% Not pres. 7% Below 93% Meet 0%Exceed

- b. Research and Program Evaluation: Students will demonstrate knowledge of research and program evaluation processes and how to analyze data in counseling in an ethical manner. [Measurement: Professional Counselor Career Paper in PRC760]

	Monitoring Effectiveness
Fall 2024 N=19	0% Not pres. 0% Below 37% Meet 63% Exceed
Spring 2025 N=1	0% Not pres. 0% Below 0% Meet 100% Exceed
Summer 2025 N=14	0% Not pres. 0% Below 14% Meet 86% Exceed

- c. Research and Program Evaluation: Students will demonstrate knowledge of research and program evaluation processes and how to analyze data in counseling in an ethical manner. [Measurement: Advocacy Project in PRC761]

	Literature Review	Objectives	Strength & Effectiveness of Intervention	Formal Evaluation	Informal Evaluation	Suggestions for Future Work
Fall 2024 N=11	0% Not pres. 0% Below 9% Meet	0% Not pres. 0% Below 0% Meet	0% Not pres. 0% Below 0% Meet	0% Not pres. 0% Below 0% Meet	0% Not pres. 0% Below 0% Meet	0% Not pres. 0% Below 0% Meet

	91%Exceed	100%Exceed	100%Exceed	100%Exceed	100%Exceed	100%Exceed
Spring 2025 N=12	0% Not pres. 0% Below 0% Meet 100%Exceed	0% Not pres. 0% Below 8% Meet 92%Exceed	0% Not pres. 0% Below 8% Meet 92%Exceed	0% Not pres. 0% Below 8% Meet 92%Exceed	0% Not pres. 0% Below 8% Meet 92%Exceed	0% Not pres. 0% Below 8% Meet 92%Exceed
Summer 2025 N=1	0% Not pres. 0% Below 0% Meet 100%Exceed	0% Not pres. 0% Below 0% Meet 100%Exceed	0% Not pres. 0% Below 100% Meet 0%Exceed	0% Not pres. 0% Below 100% Meet 0%Exceed	0% Not pres. 0% Below 100% Meet 0%Exceed	0% Not pres. 0% Below 100% Meet 0%Exceed

8. Clinical Mental Health Specialization

- a. Clinical Mental Health Specialization: Students will demonstrate the knowledge and skills necessary to address diverse populations within the context of clinical mental health counseling, including the application of evidence-based interventions and address mental health disorders. [Measurement: Treatment Plan in PRC711]

	Clinical Assessment	Client Diagnosis	Psychometric Assessment	Risk & Safety Assessment	Systemic Assessment	Case Conceptualization	Treatment Plan	Professional Communication
Fall 2024 N=15	7% Not pres. 0% Below 7% Meet 86%Exceed	7% Not pres. 0% Below 13% Meet 80%Exceed	0% Not pres. 0% Below 7% Meet 93%Exceed	7% Not pres. 0% Below 7% Meet 86%Exceed	7% Not pres. 0% Below 7% Meet 86%Exceed	7% Not pres. 0% Below 20% Meet 73%Exceed	7% Not pres. 0% Below 7% Meet 86%Exceed	7% Not pres. 0% Below 0% Meet 93%Exceed
Spring 2025 N=12	0% Not pres. 0% Below 0% Meet 100%Exceed	0% Not pres. 0% Below 0% Meet 100%Exceed	0% Not pres. 0% Below 0% Meet 100%Exceed	0% Not pres. 0% Below 0% Meet 100%Exceed	0% Not pres. 0% Below 0% Meet 100%Exceed	0% Not pres. 0% Below 0% Meet 100%Exceed	0% Not pres. 0% Below 0% Meet 100%Exceed	0% Not pres. 0% Below 0% Meet 100%Exceed
Summer 2025 N=9	0% Not pres. 11% Below	0% Not pres. 11% Below	0% Not pres. 11% Below	11% Not pres. 0% Below	0% Not pres. 11% Below	0% Not pres. 0% Below	0% Not pres. 0% Below	0% Not pres. 11% Below

	11% Meet 78%Exceed	11% Meet 78%Exceed	0% Meet 89%Exceed	0% Meet 89%Exceed	22% Meet 67%Exceed	33% Meet 67%Exceed	0% Meet 100%Exceed	11% Meet 78%Exceed
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- b. Clinical Mental Health Specialization: Students will demonstrate the knowledge and skills necessary to address diverse populations within the context of clinical mental health counseling, including the application of evidence-based interventions and address mental health disorders. [Measurement: Pre-Practicum Case Study in PRC730]

	Diagnosis	Theory Application
Fall 2024 N=16	0% Not present 0% Below 25% Meet 75% Exceed	0% Not present 6% Below 31% Meet 63% Exceed
Spring 2025 N=15	0% Not present 0% Below 0% Meet 100% Exceed	0% Not present 0% Below 7% Meet 93% Exceed

- c. Clinical Mental Health Specialization: Students will demonstrate the knowledge and skills necessary to address diverse populations within the context of clinical mental health counseling, including the application of evidence-based interventions and address mental health disorders. [Measurement: Case Presentation in PRC761]

	Diagnosis	Theory Application
Fall 2024 N=6	0% Not pres. 0% Below 0% Meet 100%Exceed	0% Not pres. 0% Below 0% Meet 100%Exceed
Spring 2025 N=12	0% Not pres. 0% Below 0% Meet 100%Exceed	0% Not pres. 0% Below 0% Meet 100%Exceed
Summer 2025 N=1	0% Not pres. 0% Below 0% Meet 100%Exceed	0% Not pres. 0% Below 0% Meet 100%Exceed

d. Addictions Counseling Specialization

- a. Addictions Counseling Specialization: Students will evidence the knowledge and techniques necessary to provide competent counseling services to clients who abuse substances. [Measurement: Final Exam in PRC738]

Standards	Fall 2024 N=13	Summer 2025 N=21
A.1. a. history and development of addiction counseling	11% Below 89% Meet	0% Below 90% Meet
A.1. b. theories and models of addiction related to substance use as well as behavioral and process addictions	0% Below 100% Meet	3% Below 97% Meet
A.1. d. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning	5% Below 95% Meet	5% Below 95% Meet
A.1. e. neurological, behavioral, psychological, physical, and social effects of psychoactive substances and addictive disorders on the user and significant others	10% Below 90% Meet	10% Below 90% Meet
A.1. f. psychological tests and assessments specific to addiction counseling	3% Below 97% Meet	6% Below 94% Meet
A.2. a. roles and settings of addiction counselors	10% Below 90% Meet	16% Below 84% Meet
A.2. b. potential for addictive and substance use disorders to mimic and/or co-occur with a variety of medical and psychological disorders	44% Below 56% Meet	28% Below 72% Meet
A.2. d. regulatory processes and substance abuse policy relative to service delivery opportunities in addiction counseling	4% Below 96% Meet	0% Below 100% Meet

A.2. e. importance of vocation, family, social networks, and community systems in the addiction treatment and recovery process	90% Below 10% Meet	10% Below 90% Meet
A.2. g. culturally and developmentally relevant education programs that raise awareness and support addiction and substance abuse prevention and the recovery process	23% Below 77% Meet	29% Below 71% Meet
A.2. h. classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation	0% Below 100% Meet	3% Below 97% Meet
A.2. i. diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD)	3% Below 97% Meet	2% Below 98% Meet
A.3. d. techniques and interventions related to substance abuse and other addictions	8% Below 92% Meet	2% Below 98% Meet
A.3. g. evaluating and identifying individualized strategies and treatment modalities relative to clients' stage of dependence, change, or recovery	21% Below 79% Meet	23% Below 77% Meet

SECTION II: Disposition Report

Dispositional evaluations are completed by faculty for all students taking Tier I courses (i.e., PRC701, PRC702, PRC705, PRC708, PRC710, and PRC711). The feedback is provided to the students and advisers are available to discuss questions or concerns. Those students scoring “below” expectation are required to meet with their adviser to formulate a plan for remediation of concerns. Tier III classes were added to the data collection, which includes PRC730, PRC740, PRC760, and PRC761. This data is presented separately for each domain.

Fall 2024

PRC 701 (Human Growth and Development)

- 1. Professional Ethics:** Understands and adheres to the ethical guidelines of the ACA, ASCA, IAMFC, & NBCC.

Rating	Number of Students
5 Exceeds	
4 Meets	11 (100%)
3 Near	
2 Below	
1 Harmful	
Unable to observe	

- 2. Professional Behavior:** Behaves in a professional manner with faculty, staff, & students; behaves appropriately in class (e.g., emotional regulation & expression); Is respectful & appreciative of contributions other class members; Is able to effectively collaborate with others.

Rating	Number of Students
5 Exceeds	
4 Meets	11 (100%)
3 Near	
2 Below	
1 Harmful	
Unable to observe	

3. **Professional and Personal Boundaries:** Maintains appropriate boundaries with instructors and peers.

Rating	Number of Students
5 Exceeds	
4 Meets	11 (100%)
3 Near	
2 Below	
1 Harmful	
Unable to observe	

4. **Knowledge and Adherence to Course and Program Policies:** Demonstrates an understanding and appreciation for all university, counseling program, and course policies and procedures.

Rating	Number of Students
5 Exceeds	
4 Meets	11 (100%)
3 Near	
2 Below	
1 Harmful	
Unable to observe	

5. **Multicultural Competence:** Demonstrates respect for culture (e.g., race, ethnicity, gender, spirituality, religion, sexual orientation, disability, social class, etc.); aware of and responsive to ways in which culture impacts personal awareness, development, and interpersonal interactions.

Rating	Number of Students
5 Exceeds	
4 Meets	11 (100%)
3 Near	
2 Below	
1 Harmful	
Unable to observe	

6. **Emotional Stability and Self-Control:** Demonstrates self-awareness and emotional stability (i.e., congruence between mood and affect) and self control (i.e., impulse control) in interpersonal and classroom interactions.

Rating	Number of Students
5 Exceeds	
4 Meets	11 (100%)
3 Near	
2 Below	
1 Harmful	
Unable to observe	

7. **Motivation to Learn and Grow/Initiative:** Demonstrates engagement in learning and development of his or her counseling competencies.

Rating	Number of Students
5 Exceeds	
4 Meets	11 (100%)
3 Near	
2 Below	
1 Harmful	
Unable to observe	

8. **Openness to Feedback:** Responds non-defensively and alters behavior in accordance with supervisory and or instructor feedback.

Rating	Number of Students
5 Exceeds	
4 Meets	11 (100%)
3 Near	
2 Below	
1 Harmful	
Unable to observe	

9. **Flexibility and Adaptability:** Demonstrates ability to adapt to changing circumstances, unexpected events, and new situations.

Rating	Number of Students
5 Exceeds	
4 Meets	11 (100%)
3 Near	
2 Below	
1 Harmful	
Unable to observe	

10. Congruence and Genuineness: Demonstrates ability to be present and “be true to oneself”

Rating	Number of Students
5 Exceeds	
4 Meets	11 (100%)
3 Near	
2 Below	
0 Harmful	
0 Unable to observe	

PRC 702 (Social and Cultural Foundations)

1. Professional Ethics: Understands and adheres to the ethical guidelines of the ACA, ASCA, IAMFC, & NBCC.

Rating	Number of Students
5 Exceeds	1 (7%)
4 Meets	12 (80%)
3 Near	
2 Below	2 (13%)
1 Harmful	
Unable to observe	

2. Professional Behavior: Behaves in a professional manner with faculty, staff, & students; behaves appropriately in class (e.g., emotional regulation & expression); Is respectful & appreciative of contributions other class members; Is able to effectively collaborate with others.

Rating	Number of Students
5 Exceeds	1 (7%)
4 Meets	12 (80%)
3 Near	
2 Below	2 (13%)
1 Harmful	
Unable to observe	

3. **Professional and Personal Boundaries:** Maintains appropriate boundaries with instructors and peers.

Rating	Number of Students
5 Exceeds	1 (7%)
4 Meets	13 (86%)
3 Near	
2 Below	1 (7%)
1 Harmful	
Unable to observe	

4. **Knowledge and Adherence to Course and Program Policies:** Demonstrates an understanding and appreciation for all university, counseling program, and course policies and procedures.

Rating	Number of Students
5 Exceeds	1 (6.5%)
4 Meets	12 (80%)
3 Near	1 (6.5%)
2 Below	1 (6.5%)
1 Harmful	
Unable to observe	

5. **Multicultural Competence:** Demonstrates respect for culture (e.g., race, ethnicity, gender, spirituality, religion, sexual orientation, disability, social class, etc.); aware of and responsive to ways in which culture impacts personal awareness, development, and interpersonal interactions.

Rating	Number of Students
--------	--------------------

5 Exceeds	1 (6.5%)
4 Meets	12 (80%)
3 Near	1 (6.5%)
2 Below	1 (6.5%)
1 Harmful	
Unable to observe	

6. **Emotional Stability and Self-Control:** Demonstrates self-awareness and emotional stability (i.e., congruence between mood and affect) and self-control (i.e., impulse control) in interpersonal and classroom interactions.

Rating	Number of Students
5 Exceeds	1 (6.5%)
4 Meets	12 (80%)
3 Near	1 (6.5%)
2 Below	1 (6.5%)
1 Harmful	
Unable to observe	

7. **Motivation to Learn and Grow/Initiative:** Demonstrates engagement in learning and development of his or her counseling competencies.

Rating	Number of Students
5 Exceeds	1 (6.5%)
4 Meets	12 (80%)
3 Near	1 (6.5%)
2 Below	1 (6.5%)
1 Harmful	
Unable to observe	

8. **Openness to Feedback:** Responds non-defensively and alters behavior in accordance with supervisory and or instructor feedback.

Rating	Number of Students
5 Exceeds	1 (6.5%)

4 Meets	13 (87%)
3 Near	
2 Below	1 (6.5%)
1 Harmful	
Unable to observe	

9. **Flexibility and Adaptability:** Demonstrates ability to adapt to changing circumstances, unexpected events, and new situations.

Rating	Number of Students
5 Exceeds	1 (6.5%)
4 Meets	13 (87%)
3 Near	
2 Below	1 (6.5%)
1 Harmful	
Unable to observe	

10. **Congruence and Genuineness:** Demonstrates ability to be present and “be true to oneself”

Rating	Number of Students
5 Exceeds	1 (6.5%)
4 Meets	13 (87%)
3 Near	
2 Below	1 (6.5%)
1 Harmful	
Unable to observe	

PRC 705 (The Helping Relationship)

1. **Professional Ethics:** Understands and adheres to the ethical guidelines of the ACA, ASCA, IAMFC, & NBCC.

Rating	Number of Students
5 Exceeds	
4 Meets	13 (100%)

3 Near	
2 Below	
1 Harmful	
Unable to observe	

2. **Professional Behavior:** Behaves in a professional manner with faculty, staff, & students; behaves appropriately in class (e.g., emotional regulation & expression); Is respectful & appreciative of contributions other class members; Is able to effectively collaborate with others.

Rating	Number of Students
5 Exceeds	
4 Meets	11 (85%)
3 Near	2 (15%)
2 Below	
1 Harmful	
Unable to observe	

3. **Professional and Personal Boundaries:** Maintains appropriate boundaries with instructors and peers.

Rating	Number of Students
5 Exceeds	
4 Meets	12 (92%)
3 Near	
2 Below	1 (8%)
1 Harmful	
Unable to observe	

4. **Knowledge and Adherence to Course and Program Policies:** Demonstrates an understanding and appreciation for all university, counseling program, and course policies and procedures.

Rating	Number of Students
5 Exceeds	
4 Meets	11 (85%)
3 Near	2 (15%)

2 Below	
1 Harmful	
Unable to observe	

5. **Multicultural Competence:** Demonstrates respect for culture (e.g., race, ethnicity, gender, spirituality, religion, sexual orientation, disability, social class, etc.); aware of and responsive to ways in which culture impacts personal awareness, development, and interpersonal interactions.

Rating	Number of Students
5 Exceeds	
4 Meets	13 (100%)
3 Near	
2 Below	
1 Harmful	
Unable to observe	

6. **Emotional Stability and Self-Control:** Demonstrates self-awareness and emotional stability (i.e., congruence between mood and affect) and self-control (i.e., impulse control) in interpersonal and classroom interactions.

Rating	Number of Students
5 Exceeds	
4 Meets	12 (92%)
3 Near	
2 Below	1 (8%)
1 Harmful	
0 Unable to observe	

7. **Motivation to Learn and Grow/Initiative:** Demonstrates engagement in learning and development of his or her counseling competencies.

Rating	Number of Students
5 Exceeds	
4 Meets	13 (100%)
3 Near	

2 Below	
1 Harmful	
0 Unable to observe	

8. **Openness to Feedback:** Responds non-defensively and alters behavior in accordance with supervisory and or instructor feedback.

Rating	Number of Students
5 Exceeds	
4 Meets	12 (92%)
3 Near	1 (8%)
2 Below	
1 Harmful	
Unable to observe	

9. **Flexibility and Adaptability:** Demonstrates ability to adapt to changing circumstances, unexpected events, and new situations.

Rating	Number of Students
5 Exceeds	
4 Meets	12 (92%)
3 Near	
2 Below	1 (8%)
1 Harmful	
Unable to observe	

10. **Congruence and Genuineness:** Demonstrates ability to be present and “be true to oneself”

Rating	Number of Students
5 Exceeds	
4 Meets	12 (92%)
3 Near	1 (8%)
2 Below	
1 Harmful	

Unable to observe	
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PRC 708 (Ethics and Professional Orientation)

1. **Professional Ethics:** Understands and adheres to the ethical guidelines of the ACA, ASCA, IAMFC, & NBCC.

Rating	Number of Students
5 Exceeds	10 (100%)
4 Meets	
3 Near	
2 Below	
1 Harmful	
Unable to observe	

2. **Professional Behavior:** Behaves in a professional manner with faculty, staff, & students; behaves appropriately in class (e.g., emotional regulation & expression); Is respectful & appreciative of contributions other class members; Is able to effectively collaborate with others.

Rating	Number of Students
5 Exceeds	10 (100%)
4 Meets	
3 Near	
2 Below	
1 Harmful	
0 Unable to observe	

3. **Professional and Personal Boundaries:** Maintains appropriate boundaries with instructors and peers.

Rating	Number of Students
5 Exceeds	10 (100%)
4 Meets	
3 Near	
2 Below	
1 Harmful	

Unable to observe	
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4. **Knowledge and Adherence to Course and Program Policies:** Demonstrates an understanding and appreciation for all university, counseling program, and course policies and procedures.

Rating	Number of Students
5 Exceeds	10 (100%)
4 Meets	
3 Near	
2 Below	
1 Harmful	
Unable to observe	

5. **Multicultural Competence:** Demonstrates respect for culture (e.g., race, ethnicity, gender, spirituality, religion, sexual orientation, disability, social class, etc.); aware of and responsive to ways in which culture impacts personal awareness, development, and interpersonal interactions.

Rating	Number of Students
5 Exceeds	10 (100%)
4 Meets	
3 Near	
2 Below	
1 Harmful	
Unable to observe	

6. **Emotional Stability and Self-Control:** Demonstrates self-awareness and emotional stability (i.e., congruence between mood and affect) and self-control (i.e., impulse control) in interpersonal and classroom interactions.

Rating	Number of Students
5 Exceeds	9 (90%)
4 Meets	1 (10%)
3 Near	
2 Below	
1 Harmful	

Unable to observe	
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7. **Motivation to Learn and Grow/Initiative:** Demonstrates engagement in learning and development of his or her counseling competencies.

Rating	Number of Students
5 Exceeds	10 (100%)
4 Meets	
3 Near	
2 Below	
1 Harmful	
Unable to observe	

8. **Openness to Feedback:** Responds non-defensively and alters behavior in accordance with supervisory and or instructor feedback.

Rating	Number of Students
5 Exceeds	7 (70%)
4 Meets	3 (30%)
3 Near	
2 Below	
1 Harmful	
Unable to observe	

9. **Flexibility and Adaptability:** Demonstrates ability to adapt to changing circumstances, unexpected events, and new situations.

Rating	Number of Students
5 Exceeds	10 (100%)
4 Meets	
3 Near	
2 Below	
1 Harmful	
Unable to observe	

10. Congruence and Genuineness: Demonstrates ability to be present and “be true to oneself”

Rating	Number of Students
5 Exceeds	10 (100%)
4 Meets	
3 Near	
2 Below	
1 Harmful	
Unable to observe	

PRC 710 (Counseling Theories)

1. Professional Ethics: Understands and adheres to the ethical guidelines of the ACA, ASCA, IAMFC, & NBCC.

Rating	Number of Students
5 Exceeds	
4 Meets	15 (100%)
3 Near	
2 Below	
1 Harmful	
Unable to observe	

2. Professional Behavior: Behaves in a professional manner with faculty, staff, & students; behaves appropriately in class (e.g., emotional regulation & expression); Is respectful & appreciative of contributions other class members; Is able to effectively collaborate with others.

Rating	Number of Students
5 Exceeds	
4 Meets	13 (87%)
3 Near	2 (13%)
2 Below	
1 Harmful	
Unable to observe	

3. **Professional and Personal Boundaries:** Maintains appropriate boundaries with instructors and peers.

Rating	Number of Students
5 Exceeds	
4 Meets	14 (93%)
3 Near	
2 Below	1 (7%)
1 Harmful	
Unable to observe	

4. **Knowledge and Adherence to Course and Program Policies:** Demonstrates an understanding and appreciation for all university, counseling program, and course policies and procedures.

Rating	Number of Students
5 Exceeds	
4 Meets	13 (87%)
3 Near	1 (6.5%)
2 Below	1 (6.5%)
1 Harmful	
Unable to observe	

5. **Multicultural Competence:** Demonstrates respect for culture (e.g., race, ethnicity, gender, spirituality, religion, sexual orientation, disability, social class, etc.); aware of and responsive to ways in which culture impacts personal awareness, development, and interpersonal interactions.

Rating	Number of Students
5 Exceeds	
4 Meets	15 (100%)
3 Near	
2 Below	
1 Harmful	
Unable to observe	

- 6. Emotional Stability and Self-Control:** Demonstrates self-awareness and emotional stability (i.e., congruence between mood and affect) and self-control (i.e., impulse control) in interpersonal and classroom interactions.

Rating	Number of Students
5 Exceeds	
4 Meets	13 (87%)
3 Near	1 (6.5%)
2 Below	1 (6.5%)
1 Harmful	
Unable to observe	

- 7. Motivation to Learn and Grow/Initiative:** Demonstrates engagement in learning and development of his or her counseling competencies.

Rating	Number of Students
5 Exceeds	
4 Meets	14 (93%)
3 Near	1 (7%)
2 Below	
1 Harmful	
Unable to observe	

- 8. Openness to Feedback:** Responds non-defensively and alters behavior in accordance with supervisory and or instructor feedback.

Rating	Number of Students
5 Exceeds	
4 Meets	13 (87%)
3 Near	1 (6.5%)
2 Below	1 (6.5%)
1 Harmful	
Unable to observe	

- 9. Flexibility and Adaptability:** Demonstrates ability to adapt to changing circumstances, unexpected events, and new situations.

Rating	Number of Students
5 Exceeds	
4 Meets	13 (87%)
3 Near	1 (6.5%)
2 Below	1 (6.5%)
1 Harmful	
Unable to observe	

10. Congruence and Genuineness: Demonstrates ability to be present and “be true to oneself”

Rating	Number of Students
5 Exceeds	
4 Meets	14 (93%)
3 Near	
2 Below	1 (8%)
1 Harmful	
Unable to observe	

PRC-711 (Diagnosis in Counseling)

1. Professional Ethics: Understands and adheres to the ethical guidelines of the ACA, ASCA, IAMFC, & NBCC.

Rating	Number of Students
5 Exceeds	16 (100%)
4 Meets	
3 Near	
2 Below	
1 Harmful	
Unable to observe	

2. Professional Behavior: Behaves in a professional manner with faculty, staff, & students; behaves appropriately in class (e.g., emotional regulation & expression); Is respectful & appreciative of contributions other class members; Is able to effectively collaborate with others.

Rating	Number of Students
5 Exceeds	16 (100%)
4 Meets	
3 Near	
2 Below	
1 Harmful	
1 Unable to observe	

3. **Professional and Personal Boundaries:** Maintains appropriate boundaries with instructors and peers.

Rating	Number of Students
5 Exceeds	12 (75%)
4 Meets	4 (25%)
3 Near	
2 Below	
1 Harmful	
0 Unable to observe	

4. **Knowledge and Adherence to Course and Program Policies:** Demonstrates an understanding and appreciation for all university, counseling program, and course policies and procedures.

Rating	Number of Students
5 Exceeds	14 (87%)
4 Meets	2 (13%)
3 Near	
2 Below	
1 Harmful	
0 Unable to observe	

5. **Multicultural Competence:** Demonstrates respect for culture (e.g., race, ethnicity, gender, spirituality, religion, sexual orientation, disability, social class, etc.); aware of and responsive to ways in which culture impacts personal awareness, development, and interpersonal interactions.

Rating	Number of Students
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5 Exceeds	16 (100%)
4 Meets	
3 Near	
2 Below	
1 Harmful	
0 Unable to observe	

6. **Emotional Stability and Self-Control:** Demonstrates self-awareness and emotional stability (i.e., congruence between mood and affect) and self-control (i.e., impulse control) in interpersonal and classroom interactions.

Rating	Number of Students
5 Exceeds	14 (87%)
4 Meets	2 (13%)
3 Near	
2 Below	
1 Harmful	
Unable to observe	

7. **Motivation to Learn and Grow/Initiative:** Demonstrates engagement in learning and development of his or her counseling competencies.

Rating	Number of Students
5 Exceeds	9 (56%)
4 Meets	7 (44%)
3 Near	
2 Below	
1 Harmful	
Unable to observe	

8. **Openness to Feedback:** Responds non-defensively and alters behavior in accordance with supervisory and or instructor feedback.

Rating	Number of Students
5 Exceeds	12 (75%)

4 Meets	4 (25%)
3 Near	
2 Below	
1 Harmful	
Unable to observe	

9. **Flexibility and Adaptability:** Demonstrates ability to adapt to changing circumstances, unexpected events, and new situations.

Rating	Number of Students
5 Exceeds	15 (94%)
4 Meets	1 (6%)
3 Near	
2 Below	
1 Harmful	
1 Unable to observe	

10. **Congruence and Genuineness:** Demonstrates ability to be present and “be true to oneself”

Rating	Number of Students
5 Exceeds	15 (94%)
4 Meets	1 (6%)
3 Near	
2 Below	
1 Harmful	
11. Unable to observe	

Spring 2025**PRC 701 (Human Growth Lifespan Development)**

1. **Professional Ethics:** Understands and adheres to the ethical guidelines of the ACA, ASCA, IAMFC, & NBCC.

Rating	Number of Students
5 Exceeds	
4 Meets	18 (100%)
3 Near	
2 Below	
1 Harmful	
Unable to observe	

2. **Professional Behavior:** Behaves in a professional manner with faculty, staff, & students; behaves appropriately in class (e.g., emotional regulation & expression); Is respectful & appreciative of contributions other class members; Is able to effectively collaborate with others.

Rating	Number of Students
5 Exceeds	
4 Meets	18 (100%)
3 Near	
2 Below	
1 Harmful	
Unable to observe	

3. **Professional and Personal Boundaries:** Maintains appropriate boundaries with instructors and peers.

Rating	Number of Students
5 Exceeds	
4 Meets	18 (100%)
3 Near	
2 Below	
1 Harmful	
Unable to observe	

4. **Knowledge and Adherence to Course and Program Policies:** Demonstrates an understanding and appreciation for all university, counseling program, and course policies and procedures.

Rating	Number of Students
5 Exceeds	
4 Meets	18 (100%)
3 Near	
2 Below	
1 Harmful	
Unable to observe	

5. **Multicultural Competence:** Demonstrates respect for culture (e.g., race, ethnicity, gender, spirituality, religion, sexual orientation, disability, social class, etc.); aware of and responsive to ways in which culture impacts personal awareness, development, and interpersonal interactions.

Rating	Number of Students
5 Exceeds	
4 Meets	18 (100%)
3 Near	
2 Below	
1 Harmful	
1 Unable to observe	

6. **Emotional Stability and Self-Control:** Demonstrates self-awareness and emotional stability (i.e., congruence between mood and affect) and self-control (i.e., impulse control) in interpersonal and classroom interactions.

Rating	Number of Students
5 Exceeds	
4 Meets	18 (100%)
3 Near	
2 Below	
1 Harmful	
Unable to observe	

7. **Motivation to Learn and Grow/Initiative:** Demonstrates engagement in learning and development of his or her counseling competencies.

Rating	Number of Students
5 Exceeds	
4 Meets	18 (100%)
3 Near	
2 Below	
1 Harmful	
Unable to observe	

8. **Openness to Feedback:** Responds non-defensively and alters behavior in accordance with supervisory and or instructor feedback.

Rating	Number of Students
5 Exceeds	
4 Meets	18 (100%)
3 Near	
2 Below	
1 Harmful	
Unable to observe	

9. **Flexibility and Adaptability:** Demonstrates ability to adapt to changing circumstances, unexpected events, and new situations.

Rating	Number of Students
5 Exceeds	
4 Meets	18 (100%)
3 Near	
2 Below	
1 Harmful	
Unable to observe	

10. **Congruence and Genuineness:** Demonstrates ability to be present and “be true to oneself”

Rating	Number of Students
5 Exceeds	
4 Meets	18 (100%)
3 Near	
2 Below	
1 Harmful	
Unable to observe	

PRC 702 (Social and Cultural Foundations)

1. **Professional Ethics:** Understands and adheres to the ethical guidelines of the ACA, ASCA, IAMFC, & NBCC.

Rating	Number of Students
5 Exceeds	4 (21%)
4 Meets	10 (53%)
3 Near	5 (26%)
2 Below	
1 Harmful	
Unable to observe	

2. **Professional Behavior:** Behaves in a professional manner with faculty, staff, & students; behaves appropriately in class (e.g., emotional regulation & expression); Is respectful & appreciative of contributions other class members; Is able to effectively collaborate with others.

Rating	Number of Students
5 Exceeds	
4 Meets	19 (100%)
3 Near	
2 Below	
1 Harmful	
Unable to observe	

3. **Professional and Personal Boundaries:** Maintains appropriate boundaries with instructors and peers.

Rating	Number of Students
5 Exceeds	
4 Meets	19 (100%)
3 Near	
2 Below	
1 Harmful	
Unable to observe	

4. **Knowledge and Adherence to Course and Program Policies:** Demonstrates an understanding and appreciation for all university, counseling program, and course policies and procedures.

Rating	Number of Students
5 Exceeds	1 (5.5%)
4 Meets	14 (74%)
3 Near	3 (15%)
2 Below	1 (5.5%)
1 Harmful	
Unable to observe	

5. **Multicultural Competence:** Demonstrates respect for culture (e.g., race, ethnicity, gender, spirituality, religion, sexual orientation, disability, social class, etc.); aware of and responsive to ways in which culture impacts personal awareness, development, and interpersonal interactions.

Rating	Number of Students
5 Exceeds	5 (26%)
4 Meets	8 (42%)
3 Near	6 (32%)
2 Below	
1 Harmful	
Unable to observe	

6. **Emotional Stability and Self-Control:** Demonstrates self-awareness and emotional stability (i.e., congruence between mood and affect) and self-control (i.e., impulse control) in interpersonal and classroom interactions.

Rating	Number of Students
5 Exceeds	
4 Meets	19 (100%)
3 Near	
2 Below	
1 Harmful	
Unable to observe	

7. **Motivation to Learn and Grow/Initiative:** Demonstrates engagement in learning and development of his or her counseling competencies.

Rating	Number of Students
5 Exceeds	3 (16%)
4 Meets	15 (79%)
3 Near	1(5%)
2 Below	
1 Harmful	
Unable to observe	

8. **Openness to Feedback:** Responds non-defensively and alters behavior in accordance with supervisory and or instructor feedback.

Rating	Number of Students
5 Exceeds	
4 Meets	19 (100%)
3 Near	
2 Below	
1 Harmful	
Unable to observe	

9. **Flexibility and Adaptability:** Demonstrates ability to adapt to changing circumstances, unexpected events, and new situations.

Rating	Number of Students
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5 Exceeds	
4 Meets	19 (100%)
3 Near	
2 Below	
1 Harmful	
Unable to observe	

10. Congruence and Genuineness: Demonstrates ability to be present and “be true to oneself”

Rating	Number of Students
5 Exceeds	
4 Meets	19 (100%)
3 Near	
2 Below	
1 Harmful	
Unable to observe	

PRC 705 (The Helping Relationship)

1. Professional Ethics: Understands and adheres to the ethical guidelines of the ACA, ASCA, IAMFC, & NBCC.

Rating	Number of Students
5 Exceeds	
4 Meets	10 (100%)
3 Near	
2 Below	
1 Harmful	
Unable to observe	

2. Professional Behavior: Behaves in a professional manner with faculty, staff, & students; behaves appropriately in class (e.g., emotional regulation & expression); Is respectful & appreciative of contributions other class members; Is able to effectively collaborate with others.

Rating	Number of Students
5 Exceeds	
4 Meets	9 (90%)
3 Near	1(10%)
2 Below	
1 Harmful	
Unable to observe	

3. **Professional and Personal Boundaries:** Maintains appropriate boundaries with instructors and peers.

Rating	Number of Students
5 Exceeds	
4 Meets	10 (100%)
3 Near	
2 Below	
1 Harmful	
Unable to observe	

4. **Knowledge and Adherence to Course and Program Policies:** Demonstrates an understanding and appreciation for all university, counseling program, and course policies and procedures.

Rating	Number of Students
5 Exceeds	
4 Meets	10 (100%)
3 Near	
2 Below	
1 Harmful	
Unable to observe	

5. **Multicultural Competence:** Demonstrates respect for culture (e.g., race, ethnicity, gender, spirituality, religion, sexual orientation, disability, social class, etc.); aware of and responsive to ways in which culture impacts personal awareness, development, and interpersonal interactions.

Rating	Number of Students
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5 Exceeds	
4 Meets	10 (100%)
3 Near	
2 Below	
1 Harmful	
2 Unable to observe	

6. **Emotional Stability and Self-Control:** Demonstrates self-awareness and emotional stability (i.e., congruence between mood and affect) and self-control (i.e., impulse control) in interpersonal and classroom interactions.

Rating	Number of Students
5 Exceeds	
4 Meets	10 (100%)
3 Near	
2 Below	
1 Harmful	
Unable to observe	

7. **Motivation to Learn and Grow/Initiative:** Demonstrates engagement in learning and development of his or her counseling competencies.

Rating	Number of Students
5 Exceeds	1 (10%)
4 Meets	9 (90%)
3 Near	
2 Below	
1 Harmful	
Unable to observe	

8. **Openness to Feedback:** Responds non-defensively and alters behavior in accordance with supervisory and or instructor feedback.

Rating	Number of Students
5 Exceeds	1 (10%)

4 Meets	9 (90%)
3 Near	
2 Below	
1 Harmful	
Unable to observe	

9. **Flexibility and Adaptability:** Demonstrates ability to adapt to changing circumstances, unexpected events, and new situations.

Rating	Number of Students
5 Exceeds	1 (10%)
4 Meets	9 (90%)
3 Near	
2 Below	
1 Harmful	
Unable to observe	

10. **Congruence and Genuineness:** Demonstrates ability to be present and “be true to oneself”

Rating	Number of Students
5 Exceeds	
4 Meets	10 (100%)
3 Near	
2 Below	
1 Harmful	
Unable to observe	

PRC 708 (Ethics and Professional Orientation)

1. **Professional Ethics:** Understands and adheres to the ethical guidelines of the ACA, ASCA, IAMFC, & NBCC.

Rating	Number of Students
5 Exceeds	21 (91%)
4 Meets	2 (9%)

3 Near	
2 Below	
1 Harmful	
Unable to observe	

2. **Professional Behavior:** Behaves in a professional manner with faculty, staff, & students; behaves appropriately in class (e.g., emotional regulation & expression); Is respectful & appreciative of contributions other class members; Is able to effectively collaborate with others.

Rating	Number of Students
5 Exceeds	18 (78%)
4 Meets	5 (22%)
3 Near	
2 Below	
1 Harmful	
Unable to observe	

3. **Professional and Personal Boundaries:** Maintains appropriate boundaries with instructors and peers.

Rating	Number of Students
5 Exceeds	22 (96%)
4 Meets	1 (4%)
3 Near	
2 Below	
1 Harmful	
Unable to observe	

4. **Knowledge and Adherence to Course and Program Policies:** Demonstrates an understanding and appreciation for all university, counseling program, and course policies and procedures.

Rating	Number of Students
5 Exceeds	20 (87%)
4 Meets	3 (13%)
3 Near	

2 Below	
1 Harmful	
Unable to observe	

5. **Multicultural Competence:** Demonstrates respect for culture (e.g., race, ethnicity, gender, spirituality, religion, sexual orientation, disability, social class, etc.); aware of and responsive to ways in which culture impacts personal awareness, development, and interpersonal interactions.

Rating	Number of Students
5 Exceeds	18 (78%)
4 Meets	5 (22%)
3 Near	
2 Below	
1 Harmful	
Unable to observe	

6. **Emotional Stability and Self-Control:** Demonstrates self-awareness and emotional stability (i.e., congruence between mood and affect) and self-control (i.e., impulse control) in interpersonal and classroom interactions.

Rating	Number of Students
5 Exceeds	20 (87%)
4 Meets	3 (13%)
3 Near	
2 Below	
1 Harmful	
Unable to observe	

7. **Motivation to Learn and Grow/Initiative:** Demonstrates engagement in learning and development of his or her counseling competencies.

Rating	Number of Students
5 Exceeds	10 (43%)
4 Meets	13 (57%)
3 Near	

2 Below	
1 Harmful	
Unable to observe	

8. **Openness to Feedback:** Responds non-defensively and alters behavior in accordance with supervisory and or instructor feedback.

Rating	Number of Students
5 Exceeds	8 (35%)
4 Meets	15 (65%)
3 Near	
2 Below	
1 Harmful	
Unable to observe	

9. **Flexibility and Adaptability:** Demonstrates ability to adapt to changing circumstances, unexpected events, and new situations.

Rating	Number of Students
5 Exceeds	17 (74%)
4 Meets	6 (26%)
3 Near	
2 Below	
1 Harmful	
Unable to observe	

10. **Congruence and Genuineness:** Demonstrates ability to be present and “be true to oneself”

Rating	Number of Students
5 Exceeds	23 (100%)
4 Meets	
3 Near	
2 Below	
1 Harmful	

Unable to observe	
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PRC 710 (Counseling Theories)

1. **Professional Ethics:** Understands and adheres to the ethical guidelines of the ACA, ASCA, IAMFC, & NBCC.

Rating	Number of Students
5 Exceeds	
4 Meets	9 (100%)
3 Near	
2 Below	
1 Harmful	
Unable to observe	

2. **Professional Behavior:** Behaves in a professional manner with faculty, staff, & students; behaves appropriately in class (e.g., emotional regulation & expression); Is respectful & appreciative of contributions other class members; Is able to effectively collaborate with others.

Rating	Number of Students
5 Exceeds	
4 Meets	9 (100%)
3 Near	
2 Below	
1 Harmful	
Unable to observe	

3. **Professional and Personal Boundaries:** Maintains appropriate boundaries with instructors and peers.

Rating	Number of Students
5 Exceeds	
4 Meets	9 (100%)
3 Near	
2 Below	

1 Harmful	
Unable to observe	

4. **Knowledge and Adherence to Course and Program Policies:** Demonstrates an understanding and appreciation for all university, counseling program, and course policies and procedures.

Rating	Number of Students
5 Exceeds	
4 Meets	9 (100%)
3 Near	
2 Below	
1 Harmful	
Unable to observe	

5. **Multicultural Competence:** Demonstrates respect for culture (e.g., race, ethnicity, gender, spirituality, religion, sexual orientation, disability, social class, etc.); aware of and responsive to ways in which culture impacts personal awareness, development, and interpersonal interactions.

Rating	Fall 2024
5 Exceeds	
4 Meets	9 (100%)
3 Near	
2 Below	
1 Harmful	
Unable to observe	

6. **Emotional Stability and Self-Control:** Demonstrates self-awareness and emotional stability (i.e., congruence between mood and affect) and self-control (i.e., impulse control) in interpersonal and classroom interactions.

Rating	Fall 2024
5 Exceeds	
4 Meets	9 (100%)
3 Near	
2 Below	

1 Harmful	
Unable to observe	

7. **Motivation to Learn and Grow/Initiative:** Demonstrates engagement in learning and development of his or her counseling competencies.

Rating	Number of Students
5 Exceeds	2 (22%)
4 Meets	7 (78%)
3 Near	
2 Below	
1 Harmful	
Unable to observe	

8. **Openness to Feedback:** Responds non-defensively and alters behavior in accordance with supervisory and or instructor feedback.

Rating	Number of Students
5 Exceeds	1 (11%)
4 Meets	8 (89%)
3 Near	
2 Below	
1 Harmful	
Unable to observe	

9. **Flexibility and Adaptability:** Demonstrates ability to adapt to changing circumstances, unexpected events, and new situations.

Rating	Number of Students
5 Exceeds	9 (100%)
4 Meets	
3 Near	
2 Below	
1 Harmful	

Unable to observe	
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10. Congruence and Genuineness: Demonstrates ability to be present and “be true to oneself”

Rating	Number of Students
5 Exceeds	1 (11%)
4 Meets	8 (89%)
3 Near	
2 Below	
1 Harmful	
Unable to observe	

PRC 711 (Diagnosis in Counseling)

1. Professional Ethics: Understands and adheres to the ethical guidelines of the ACA, ASCA, IAMFC, & NBCC.

Rating	Fall 2024
5 Exceeds	12 (100%)
4 Meets	
3 Near	
2 Below	
1 Harmful	
Unable to observe	

2. Professional Behavior: Behaves in a professional manner with faculty, staff, & students; behaves appropriately in class (e.g., emotional regulation & expression); Is respectful & appreciative of contributions other class members; Is able to effectively collaborate with others.

Rating	Fall 2024
5 Exceeds	10 (83%)
4 Meets	2 (17%)
3 Near	
2 Below	
1 Harmful	

Unable to observe	
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3. Professional and Personal Boundaries: Maintains appropriate boundaries with instructors and peers.

Rating	Fall 2024
5 Exceeds	11 (92%)
4 Meets	1 (8%)
3 Near	
2 Below	
1 Harmful	
Unable to observe	

4. Knowledge and Adherence to Course and Program Policies: Demonstrates an understanding and appreciation for all university, counseling program, and course policies and procedures.

Rating	Fall 2024
5 Exceeds	11 (92%)
4 Meets	1 (8%)
3 Near	
2 Below	
1 Harmful	
Unable to observe	

5. Multicultural Competence: Demonstrates respect for culture (e.g., race, ethnicity, gender, spirituality, religion, sexual orientation, disability, social class, etc.); aware of and responsive to ways in which culture impacts personal awareness, development, and interpersonal interactions.

Rating	Fall 2024
5 Exceeds	12 (100%)
4 Meets	
3 Near	
2 Below	
1 Harmful	
Unable to observe	

6. **Emotional Stability and Self-Control:** Demonstrates self-awareness and emotional stability (i.e., congruence between mood and affect) and self-control (i.e., impulse control) in interpersonal and classroom interactions.

Rating	Fall 2024
5 Exceeds	7 (58%)
4 Meets	5 (42%)
3 Near	
2 Below	
1 Harmful	
Unable to observe	

7. **Motivation to Learn and Grow/Initiative:** Demonstrates engagement in learning and development of his or her counseling competencies.

Rating	Fall 2024
5 Exceeds	8 (67%)
4 Meets	4 (33%)
3 Near	
2 Below	
1 Harmful	
Unable to observe	

8. **Openness to Feedback:** Responds non-defensively and alters behavior in accordance with supervisory and or instructor feedback.

Rating	Fall 2024
5 Exceeds	2 (17%)
4 Meets	10 (83%)
3 Near	
2 Below	
1 Harmful	
Unable to observe	

- 9. Flexibility and Adaptability:** Demonstrates ability to adapt to changing circumstances, unexpected events, and new situations.

Rating	Fall 2024
5 Exceeds	6 (50%)
4 Meets	6 (50%)
3 Near	
2 Below	
1 Harmful	
Unable to observe	

- 10. Congruence and Genuineness:** Demonstrates ability to be present and “be true to oneself”

Rating	Fall 2024
5 Exceeds	12 (100%)
4 Meets	
3 Near	
2 Below	
1 Harmful	
Unable to observe	

Summer 2025**PRC 705 (The Helping Relationship)**

1. **Professional Ethics:** Understands and adheres to the ethical guidelines of the ACA, ASCA, IAMFC, & NBCC.

Rating	Number of Students
5 Exceeds	2 (20%)
4 Meets	8 (80%)
3 Near	
2 Below	
1 Harmful	
Unable to observe	

2. **Professional Behavior:** Behaves in a professional manner with faculty, staff, & students; behaves appropriately in class (e.g., emotional regulation & expression); Is respectful & appreciative of contributions other class members; Is able to effectively collaborate with others.

Rating	Number of Students
5 Exceeds	9 (90%)
4 Meets	1 (10%)
3 Near	
2 Below	
1 Harmful	
Unable to observe	

3. **Professional and Personal Boundaries:** Maintains appropriate boundaries with instructors and peers.

Rating	Number of Students
5 Exceeds	9 (90%)
4 Meets	1 (10%)
3 Near	
2 Below	
1 Harmful	

Unable to observe	
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4. **Knowledge and Adherence to Course and Program Policies:** Demonstrates an understanding and appreciation for all university, counseling program, and course policies and procedures.

Rating	Number of Students
5 Exceeds	6 (60%)
4 Meets	4 (40%)
3 Near	
2 Below	
1 Harmful	
Unable to observe	

5. **Multicultural Competence:** Demonstrates respect for culture (e.g., race, ethnicity, gender, spirituality, religion, sexual orientation, disability, social class, etc.); aware of and responsive to ways in which culture impacts personal awareness, development, and interpersonal interactions.

Rating	Number of Students
5 Exceeds	1 (10%)
4 Meets	9 (90%)
3 Near	
2 Below	
1 Harmful	
3 Unable to observe	

6. **Emotional Stability and Self-Control:** Demonstrates self-awareness and emotional stability (i.e., congruence between mood and affect) and self-control (i.e., impulse control) in interpersonal and classroom interactions.

Rating	Number of Students
5 Exceeds	8 (80%)
4 Meets	2 (20%)
3 Near	
2 Below	

1 Harmful	
Unable to observe	

7. **Motivation to Learn and Grow/Initiative:** Demonstrates engagement in learning and development of his or her counseling competencies.

Rating	Number of Students
5 Exceeds	9 (90%)
4 Meets	1 (1%)
3 Near	
2 Below	
1 Harmful	
Unable to observe	

8. **Openness to Feedback:** Responds non-defensively and alters behavior in accordance with supervisory and or instructor feedback.

Rating	Number of Students
5 Exceeds	8 (80%)
4 Meets	2 (20%)
3 Near	
2 Below	
1 Harmful	
Unable to observe	

9. **Flexibility and Adaptability:** Demonstrates ability to adapt to changing circumstances, unexpected events, and new situations.

Rating	Number of Students
5 Exceeds	7 (70%)
4 Meets	3 (30%)
3 Near	
2 Below	

1 Harmful	
Unable to observe	

10. Congruence and Genuineness: Demonstrates ability to be present and “be true to oneself”

Rating	Number of Students
5 Exceeds	9 (90%)
4 Meets	1 (10%)
3 Near	
2 Below	
1 Harmful	
Unable to observe	

PRC 710 (Counseling Theories)

1. Professional Ethics: Understands and adheres to the ethical guidelines of the ACA, ASCA, IAMFC, & NBCC.

Rating	Number of Students
5 Exceeds	
4 Meets	11 (100%)
3 Near	
2 Below	
1 Harmful	
Unable to observe	

2. Professional Behavior: Behaves in a professional manner with faculty, staff, & students; behaves appropriately in class (e.g., emotional regulation & expression); Is respectful & appreciative of contributions other class members; Is able to effectively collaborate with others.

Rating	Number of Students
5 Exceeds	4 (36%)
4 Meets	7 (64%)
3 Near	

2 Below	
1 Harmful	
Unable to observe	

3. Professional and Personal Boundaries: Maintains appropriate boundaries with instructors and peers.

Rating	Number of Students
5 Exceeds	11 (100%)
4 Meets	
3 Near	
2 Below	
1 Harmful	
Unable to observe	

4. Knowledge and Adherence to Course and Program Policies: Demonstrates an understanding and appreciation for all university, counseling program, and course policies and procedures.

Rating	Number of Students
5 Exceeds	11 (100%)
4 Meets	
3 Near	
2 Below	
1 Harmful	
Unable to observe	

5. Multicultural Competence: Demonstrates respect for culture (e.g., race, ethnicity, gender, spirituality, religion, sexual orientation, disability, social class, etc.); aware of and responsive to ways in which culture impacts personal awareness, development, and interpersonal interactions.

Rating	Number of Students
5 Exceeds	1 (9%)
4 Meets	10 (91%)
3 Near	

2 Below	
1 Harmful	
4 Unable to observe	

6. Emotional Stability and Self-Control: Demonstrates self-awareness and emotional stability (i.e., congruence between mood and affect) and self-control (i.e., impulse control) in interpersonal and classroom interactions.

Rating	Number of Students
5 Exceeds	11 (100%)
4 Meets	
3 Near	
2 Below	
1 Harmful	
Unable to observe	

7. Motivation to Learn and Grow/Initiative: Demonstrates engagement in learning and development of his or her counseling competencies.

Rating	Number of Students
5 Exceeds	9 (82%)
4 Meets	2 (18%)
3 Near	
2 Below	
1 Harmful	
Unable to observe	

8. Openness to Feedback: Responds non-defensively and alters behavior in accordance with supervisory and or instructor feedback.

Rating	Number of Students
5 Exceeds	1 (9%)
4 Meets	10 (91%)
3 Near	
2 Below	

1 Harmful	
Unable to observe	

9. Flexibility and Adaptability: Demonstrates ability to adapt to changing circumstances, unexpected events, and new situations.

Rating	Number of Students
5 Exceeds	2 (18%)
4 Meets	9 (82%)
3 Near	
2 Below	
1 Harmful	
Unable to observe	

10. Congruence and Genuineness: Demonstrates ability to be present and “be true to oneself”

Rating	Number of Students
5 Exceeds	7 (64%)
4 Meets	4 (36%)
3 Near	
2 Below	
1 Harmful	
Unable to observe	

PRC 711 (Diagnosis in Counseling)

1. Professional Ethics: Understands and adheres to the ethical guidelines of the ACA, ASCA, IAMFC, & NBCC.

Rating	Number of Students
5 Exceeds	

4 Meets	9 (100%)
3 Near	
2 Below	
1 Harmful	
Unable to observe	

2. Professional Behavior: Behaves in a professional manner with faculty, staff, & students; behaves appropriately in class (e.g., emotional regulation & expression); Is respectful & appreciative of contributions other class members; Is able to effectively collaborate with others.

Rating	Number of Students
5 Exceeds	8 (89%)
4 Meets	1 (11%)
3 Near	
2 Below	
1 Harmful	
Unable to observe	

3. Professional and Personal Boundaries: Maintains appropriate boundaries with instructors and peers.

Rating	Number of Students
5 Exceeds	6 (67%)
4 Meets	2 (33%)
3 Near	
2 Below	
1 Harmful	
Unable to observe	

4. Knowledge and Adherence to Course and Program Policies: Demonstrates an understanding and appreciation for all university, counseling program, and course policies and procedures.

Rating	Number of Students
5 Exceeds	6 (67%)

4 Meets	2 (33%)
3 Near	
2 Below	
1 Harmful	
Unable to observe	

5. Multicultural Competence: Demonstrates respect for culture (e.g., race, ethnicity, gender, spirituality, religion, sexual orientation, disability, social class, etc.); aware of and responsive to ways in which culture impacts personal awareness, development, and interpersonal interactions.

Rating	Number of Students
5 Exceeds	1 (11%)
4 Meets	8 (89%)
3 Near	
2 Below	
1 Harmful	
5 Unable to observe	

6. Emotional Stability and Self-Control: Demonstrates self-awareness and emotional stability (i.e., congruence between mood and affect) and self-control (i.e., impulse control) in interpersonal and classroom interactions.

Rating	Number of Students
5 Exceeds	6 (67%)
4 Meets	2 (33%)
3 Near	
2 Below	
1 Harmful	
Unable to observe	

7. Motivation to Learn and Grow/Initiative: Demonstrates engagement in learning and development of his or her counseling competencies.

Rating	Number of Students
---------------	---------------------------

5 Exceeds	8 (89%)
4 Meets	1 (11%)
3 Near	
2 Below	
1 Harmful	
Unable to observe	

8. Openness to Feedback: Responds non-defensively and alters behavior in accordance with supervisory and or instructor feedback.

Rating	Number of Students
5 Exceeds	8 (89%)
4 Meets	1 (11%)
3 Near	
2 Below	
1 Harmful	
Unable to observe	

9. Flexibility and Adaptability: Demonstrates ability to adapt to changing circumstances, unexpected events, and new situations.

Rating	Number of Students
5 Exceeds	5 (55%)
4 Meets	3 (33%)
3 Near	1 (12%)
2 Below	
1 Harmful	
Unable to observe	

10. Congruence and Genuineness: Demonstrates ability to be present and “be true to oneself”

Rating	Number of Students
5 Exceeds	8 (89%)
4 Meets	1 (11%)
3 Near	

2 Below	
1 Harmful	
Unable to observe	

Tier III Dispositions

Fall 2024

PRC 730 (Pre-Practicum)

1. **Professional Ethics:** Understands and adheres to the ethical guidelines of the ACA, ASCA, IAMFC, & NBCC.

Rating	Number of Students
5 Exceeds	
4 Meets	16 (100%)
3 Near	
2 Below	
1 Harmful	
Unable to observe	

2. **Professional Behavior:** Behaves in a professional manner with faculty, staff, & students; behaves appropriately in class (e.g., emotional regulation & expression); Is respectful & appreciative of contributions other class members; Is able to effectively collaborate with others.

Rating	Number of Students
5 Exceeds	6 (37%)
4 Meets	10 (63%)
3 Near	
2 Below	
1 Harmful	
Unable to observe	

3. **Professional and Personal Boundaries:** Maintains appropriate boundaries with instructors and peers.

Rating	Number of Students
--------	--------------------

5 Exceeds	6 (37%)
4 Meets	10 (63%)
3 Near	
2 Below	
1 Harmful	
Unable to observe	

4. **Knowledge and Adherence to Course and Program Policies:** Demonstrates an understanding and appreciation for all university, counseling program, and course policies and procedures.

Rating	Number of Students
5 Exceeds	
4 Meets	16 (100%)
3 Near	
2 Below	
1 Harmful	
Unable to observe	

5. **Multicultural Competence:** Demonstrates respect for culture (e.g., race, ethnicity, gender, spirituality, religion, sexual orientation, disability, social class, etc.); aware of and responsive to ways in which culture impacts personal awareness, development, and interpersonal interactions.

Rating	Number of Students
5 Exceeds	2 (12%)
4 Meets	13 (81%)
3 Near	1 (7%)
2 Below	
1 Harmful	
Unable to observe	

6. **Emotional Stability and Self-Control:** Demonstrates self-awareness and emotional stability (i.e., congruence between mood and affect) and self control (i.e., impulse control) in interpersonal and classroom interactions.

Rating	Number of Students
---------------	---------------------------

5 Exceeds	5 (32%)
4 Meets	11 (68%)
3 Near	
2 Below	
1 Harmful	
Unable to observe	

7. **Motivation to Learn and Grow/Initiative:** Demonstrates engagement in learning and development of his or her counseling competencies.

Rating	Number of Students
5 Exceeds	5 (32%)
4 Meets	11 (68%)
3 Near	
2 Below	
1 Harmful	
Unable to observe	

8. **Openness to Feedback:** Responds non-defensively and alters behavior in accordance with supervisory and or instructor feedback.

Rating	Number of Students
5 Exceeds	6 (37%)
4 Meets	9 (56%)
3 Near	1 (7%)
2 Below	
1 Harmful	
Unable to observe	

9. **Flexibility and Adaptability:** Demonstrates ability to adapt to changing circumstances, unexpected events, and new situations.

Rating	Number of Students
5 Exceeds	7 (44%)
4 Meets	9 (56%)

3 Near	
2 Below	
1 Harmful	
Unable to observe	

10. **Congruence and Genuineness:** Demonstrates ability to be present and “be true to oneself”

Rating	Number of Students
5 Exceeds	6 (38%)
4 Meets	10 (62%)
3 Near	
2 Below	
1 Harmful	
0 Unable to observe	

Spring 2025

PRC 730 (Pre-Practicum)

1. **Professional Ethics:** Understands and adheres to the ethical guidelines of the ACA, ASCA, IAMFC, & NBCC.

Rating	Number of Students
5 Exceeds	6 (46%)
4 Meets	7 (54%)
3 Near	
2 Below	
1 Harmful	
Unable to observe	

2. **Professional Behavior:** Behaves in a professional manner with faculty, staff, & students; behaves appropriately in class (e.g., emotional regulation & expression); Is respectful & appreciative of contributions other class members; Is able to effectively collaborate with others.

Rating	Number of Students
---------------	---------------------------

5 Exceeds	12 (92%)
4 Meets	1 (8%)
3 Near	
2 Below	
1 Harmful	
Unable to observe	

3. **Professional and Personal Boundaries:** Maintains appropriate boundaries with instructors and peers.

Rating	Number of Students
5 Exceeds	12 (92%)
4 Meets	1 (8%)
3 Near	
2 Below	
1 Harmful	
Unable to observe	

4. **Knowledge and Adherence to Course and Program Policies:** Demonstrates an understanding and appreciation for all university, counseling program, and course policies and procedures.

Rating	Number of Students
5 Exceeds	8 (62%)
4 Meets	5 (38%)
3 Near	
2 Below	
1 Harmful	
Unable to observe	

5. **Multicultural Competence:** Demonstrates respect for culture (e.g., race, ethnicity, gender, spirituality, religion, sexual orientation, disability, social class, etc.); aware of and responsive to ways in which culture impacts personal awareness, development, and interpersonal interactions.

Rating	Number of Students
5 Exceeds	10 (77%)

4 Meets	3 (23%)
3 Near	
2 Below	
1 Harmful	
Unable to observe	

6. **Emotional Stability and Self-Control:** Demonstrates self-awareness and emotional stability (i.e., congruence between mood and affect) and self control (i.e., impulse control) in interpersonal and classroom interactions.

Rating	Number of Students
5 Exceeds	12 (92%)
4 Meets	1 (8%)
3 Near	
2 Below	
1 Harmful	
Unable to observe	

7. **Motivation to Learn and Grow/Initiative:** Demonstrates engagement in learning and development of his or her counseling competencies.

Rating	Number of Students
5 Exceeds	10 (77%)
4 Meets	1 (7.6%)
3 Near	1 (7.6%)
2 Below	1 (7.6%)
1 Harmful	
Unable to observe	

8. **Openness to Feedback:** Responds non-defensively and alters behavior in accordance with supervisory and or instructor feedback.

Rating	Number of Students
5 Exceeds	10 (77%)
4 Meets	1 (7.6%)
3 Near	1 (7.6%)

2 Below	1 (7.6%)
1 Harmful	
Unable to observe	

9. **Flexibility and Adaptability:** Demonstrates ability to adapt to changing circumstances, unexpected events, and new situations.

Rating	Number of Students
5 Exceeds	9 (69%)
4 Meets	4 (31%)
3 Near	
2 Below	
1 Harmful	
Unable to observe	

10. **Congruence and Genuineness:** Demonstrates ability to be present and “be true to oneself”

Rating	Number of Students
5 Exceeds	11 (85%)
4 Meets	2 (15%)
3 Near	
2 Below	
0 Harmful	
0 Unable to observe	

PRC 740 (Practicum)

1. **Professional Ethics:** Understands and adheres to the ethical guidelines of the ACA, ASCA, IAMFC, & NBCC.

Rating	Number of Students
5 Exceeds	16 (100%)
4 Meets	
3 Near	
2 Below	
1 Harmful	

Unable to observe	
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2. **Professional Behavior:** Behaves in a professional manner with faculty, staff, & students; behaves appropriately in class (e.g., emotional regulation & expression); Is respectful & appreciative of contributions other class members; Is able to effectively collaborate with others.

Rating	Number of Students
5 Exceeds	16 (100%)
4 Meets	
3 Near	
2 Below	
1 Harmful	
Unable to observe	

3. **Professional and Personal Boundaries:** Maintains appropriate boundaries with instructors and peers.

Rating	Number of Students
5 Exceeds	15 (94%)
4 Meets	1 (6%)
3 Near	
2 Below	
1 Harmful	
Unable to observe	

4. **Knowledge and Adherence to Course and Program Policies:** Demonstrates an understanding and appreciation for all university, counseling program, and course policies and procedures.

Rating	Number of Students
5 Exceeds	11 (69%)
4 Meets	5 (31%)
3 Near	
2 Below	
1 Harmful	
Unable to observe	

5. **Multicultural Competence:** Demonstrates respect for culture (e.g., race, ethnicity, gender, spirituality, religion, sexual orientation, disability, social class, etc.); aware of and responsive to ways in which culture impacts personal awareness, development, and interpersonal interactions.

Rating	Number of Students
5 Exceeds	10 (63%)
4 Meets	6 (37%)
3 Near	
2 Below	
1 Harmful	
Unable to observe	

6. **Emotional Stability and Self-Control:** Demonstrates self-awareness and emotional stability (i.e., congruence between mood and affect) and self control (i.e., impulse control) in interpersonal and classroom interactions.

Rating	Number of Students
5 Exceeds	11 (69%)
4 Meets	5 (31%)
3 Near	
2 Below	
1 Harmful	
Unable to observe	

7. **Motivation to Learn and Grow/Initiative:** Demonstrates engagement in learning and development of his or her counseling competencies.

Rating	Number of Students
5 Exceeds	14 (88%)
4 Meets	2 (12%)
3 Near	
2 Below	
1 Harmful	
Unable to observe	

8. **Openness to Feedback:** Responds non-defensively and alters behavior in accordance with supervisory and or instructor feedback.

Rating	Number of Students
5 Exceeds	9 (56%)
4 Meets	7 (44%)
3 Near	
2 Below	
1 Harmful	
Unable to observe	

9. **Flexibility and Adaptability:** Demonstrates ability to adapt to changing circumstances, unexpected events, and new situations.

Rating	Number of Students
5 Exceeds	14 (88%)
4 Meets	2 (12%)
3 Near	
2 Below	
1 Harmful	
Unable to observe	

10. **Congruence and Genuineness:** Demonstrates ability to be present and “be true to oneself”

Rating	Number of Students
5 Exceeds	15 (94%)
4 Meets	1(6%)
3 Near	
2 Below	
1 Harmful	
0 Unable to observe	

PRC 761 (Internship I)

1. **Professional Ethics:** Understands and adheres to the ethical guidelines of the ACA, ASCA, IAMFC, & NBCC.

Rating	Number of Students
5 Exceeds	1 (100%)
4 Meets	
3 Near	
2 Below	
1 Harmful	
Unable to observe	

2. **Professional Behavior:** Behaves in a professional manner with faculty, staff, & students; behaves appropriately in class (e.g., emotional regulation & expression); Is respectful & appreciative of contributions other class members; Is able to effectively collaborate with others.

Rating	Number of Students
5 Exceeds	1 (100%)
4 Meets	
3 Near	
2 Below	
1 Harmful	
Unable to observe	

3. **Professional and Personal Boundaries:** Maintains appropriate boundaries with instructors and peers.

Rating	Number of Students
5 Exceeds	1 (100%)
4 Meets	
3 Near	
2 Below	
1 Harmful	
Unable to observe	

4. **Knowledge and Adherence to Course and Program Policies:** Demonstrates an understanding and appreciation for all university, counseling program, and course policies and procedures.

Rating	Number of Students
5 Exceeds	1 (100%)

4 Meets	
3 Near	
2 Below	
1 Harmful	
Unable to observe	

5. **Multicultural Competence:** Demonstrates respect for culture (e.g., race, ethnicity, gender, spirituality, religion, sexual orientation, disability, social class, etc.); aware of and responsive to ways in which culture impacts personal awareness, development, and interpersonal interactions.

Rating	Number of Students
5 Exceeds	1 (100%)
4 Meets	
3 Near	
2 Below	
1 Harmful	
Unable to observe	

6. **Emotional Stability and Self-Control:** Demonstrates self-awareness and emotional stability (i.e., congruence between mood and affect) and self control (i.e., impulse control) in interpersonal and classroom interactions.

Rating	Number of Students
5 Exceeds	1 (100%)
4 Meets	
3 Near	
2 Below	
1 Harmful	
Unable to observe	

7. **Motivation to Learn and Grow/Initiative:** Demonstrates engagement in learning and development of his or her counseling competencies.

Rating	Number of Students
5 Exceeds	1 (100%)

4 Meets	
3 Near	
2 Below	
1 Harmful	
Unable to observe	

8. **Openness to Feedback:** Responds non-defensively and alters behavior in accordance with supervisory and or instructor feedback.

Rating	Number of Students
5 Exceeds	1 (100%)
4 Meets	
3 Near	
2 Below	
1 Harmful	
Unable to observe	

9. **Flexibility and Adaptability:** Demonstrates ability to adapt to changing circumstances, unexpected events, and new situations.

Rating	Number of Students
5 Exceeds	1 (100%)
4 Meets	
3 Near	
2 Below	
1 Harmful	
Unable to observe	

10. **Congruence and Genuineness:** Demonstrates ability to be present and “be true to oneself”

Rating	Number of Students
5 Exceeds	1 (100%)
4 Meets	
3 Near	
2 Below	

1 Harmful	
0 Unable to observe	

PRC 761 (Internship II)

1. **Professional Ethics:** Understands and adheres to the ethical guidelines of the ACA, ASCA, IAMFC, & NBCC.

Rating	Number of Students
5 Exceeds	14 (78%)
4 Meets	4 (22%)
3 Near	
2 Below	
1 Harmful	
Unable to observe	

2. **Professional Behavior:** Behaves in a professional manner with faculty, staff, & students; behaves appropriately in class (e.g., emotional regulation & expression); Is respectful & appreciative of contributions other class members; Is able to effectively collaborate with others.

Rating	Number of Students
5 Exceeds	12 (67%)
4 Meets	6 (33%)
3 Near	
2 Below	
1 Harmful	
Unable to observe	

3. **Professional and Personal Boundaries:** Maintains appropriate boundaries with instructors and peers.

Rating	Number of Students
5 Exceeds	12 (67%)

4 Meets	6 (33%)
3 Near	
2 Below	
1 Harmful	
Unable to observe	

4. **Knowledge and Adherence to Course and Program Policies:** Demonstrates an understanding and appreciation for all university, counseling program, and course policies and procedures.

Rating	Number of Students
5 Exceeds	12 (67%)
4 Meets	6 (33%)
3 Near	
2 Below	
1 Harmful	
Unable to observe	

5. **Multicultural Competence:** Demonstrates respect for culture (e.g., race, ethnicity, gender, spirituality, religion, sexual orientation, disability, social class, etc.); aware of and responsive to ways in which culture impacts personal awareness, development, and interpersonal interactions.

Rating	Number of Students
5 Exceeds	15 (83%)
4 Meets	3 (17%)
3 Near	
2 Below	
1 Harmful	
Unable to observe	

6. **Emotional Stability and Self-Control:** Demonstrates self-awareness and emotional stability (i.e., congruence between mood and affect) and self control (i.e., impulse control) in interpersonal and classroom interactions.

Rating	Number of Students
5 Exceeds	14 (78%)

4 Meets	4 (22%)
3 Near	
2 Below	
1 Harmful	
Unable to observe	

7. **Motivation to Learn and Grow/Initiative:** Demonstrates engagement in learning and development of his or her counseling competencies.

Rating	Number of Students
5 Exceeds	17 (94%)
4 Meets	1 (6%)
3 Near	
2 Below	
1 Harmful	
Unable to observe	

8. **Openness to Feedback:** Responds non-defensively and alters behavior in accordance with supervisory and or instructor feedback.

Rating	Number of Students
5 Exceeds	15 (83%)
4 Meets	3 (17%)
3 Near	
2 Below	
1 Harmful	
Unable to observe	

9. **Flexibility and Adaptability:** Demonstrates ability to adapt to changing circumstances, unexpected events, and new situations.

Rating	Number of Students
5 Exceeds	15 (83%)
4 Meets	3 (17%)
3 Near	

2 Below	
1 Harmful	
Unable to observe	

10. **Congruence and Genuineness:** Demonstrates ability to be present and “be true to oneself”

Rating	Number of Students
5 Exceeds	15 (83%)
4 Meets	3 (17%)
3 Near	
2 Below	
1 Harmful	
0 Unable to observe	

Summer 2025

PRC 740 (Practicum)

11. **Professional Ethics:** Understands and adheres to the ethical guidelines of the ACA, ASCA, IAMFC, & NBCC.

Rating	Number of Students
5 Exceeds	
4 Meets	11 (100%)
3 Near	
2 Below	
1 Harmful	
Unable to observe	

12. **Professional Behavior:** Behaves in a professional manner with faculty, staff, & students; behaves appropriately in class (e.g., emotional regulation & expression); Is respectful & appreciative of contributions other class members; Is able to effectively collaborate with others.

Rating	Number of Students
5 Exceeds	
4 Meets	11 (100%)
3 Near	
2 Below	
1 Harmful	
Unable to observe	

13. **Professional and Personal Boundaries:** Maintains appropriate boundaries with instructors and peers.

Rating	Number of Students
5 Exceeds	
4 Meets	11 (100%)
3 Near	
2 Below	
1 Harmful	
Unable to observe	

14. **Knowledge and Adherence to Course and Program Policies:** Demonstrates an understanding and appreciation for all university, counseling program, and course policies and procedures.

Rating	Number of Students
5 Exceeds	
4 Meets	11 (100%)
3 Near	
2 Below	
1 Harmful	
Unable to observe	

15. **Multicultural Competence:** Demonstrates respect for culture (e.g., race, ethnicity, gender, spirituality, religion, sexual orientation, disability, social class, etc.); aware of and responsive to ways in which culture impacts personal awareness, development, and interpersonal interactions.

Rating	Number of Students
5 Exceeds	
4 Meets	11 (100%)
3 Near	
2 Below	
1 Harmful	
Unable to observe	

16. **Emotional Stability and Self-Control:** Demonstrates self-awareness and emotional stability (i.e., congruence between mood and affect) and self control (i.e., impulse control) in interpersonal and classroom interactions.

Rating	Number of Students
5 Exceeds	
4 Meets	11 (100%)
3 Near	
2 Below	
1 Harmful	
Unable to observe	

17. **Motivation to Learn and Grow/Initiative:** Demonstrates engagement in learning and development of his or her counseling competencies.

Rating	Number of Students
5 Exceeds	
4 Meets	11 (100%)
3 Near	
2 Below	
1 Harmful	
Unable to observe	

18. **Openness to Feedback:** Responds non-defensively and alters behavior in accordance with supervisory and or instructor feedback.

Rating	Number of Students
5 Exceeds	
4 Meets	11 (100%)
3 Near	
2 Below	
1 Harmful	
Unable to observe	

19. **Flexibility and Adaptability:** Demonstrates ability to adapt to changing circumstances, unexpected events, and new situations.

Rating	Number of Students
5 Exceeds	
4 Meets	11 (100%)
3 Near	
2 Below	
1 Harmful	
Unable to observe	

20. **Congruence and Genuineness:** Demonstrates ability to be present and “be true to oneself”

Rating	Number of Students
5 Exceeds	
4 Meets	11 (100%)
3 Near	
2 Below	
1 Harmful	
0 Unable to observe	

PRC 761 (Internship I)

1. **Professional Ethics:** Understands and adheres to the ethical guidelines of the ACA, ASCA, IAMFC, & NBCC.

Rating	Number of Students
5 Exceeds	14 (93%)
4 Meets	1 (7%)
3 Near	
2 Below	
1 Harmful	
Unable to observe	

2. **Professional Behavior:** Behaves in a professional manner with faculty, staff, & students; behaves appropriately in class (e.g., emotional regulation & expression); Is respectful & appreciative of contributions other class members; Is able to effectively collaborate with others.

Rating	Number of Students
5 Exceeds	15 (100%)
4 Meets	
3 Near	
2 Below	
1 Harmful	
Unable to observe	

3. **Professional and Personal Boundaries:** Maintains appropriate boundaries with instructors and peers.

Rating	Number of Students
5 Exceeds	11 (73%)
4 Meets	4 (27%)
3 Near	
2 Below	
1 Harmful	
Unable to observe	

4. **Knowledge and Adherence to Course and Program Policies:** Demonstrates an understanding and appreciation for all university, counseling program, and course policies and procedures.

Rating	Number of Students
--------	--------------------

5 Exceeds	12 (80%)
4 Meets	2 (13%)
3 Near	
2 Below	1 (7%)
1 Harmful	
Unable to observe	

5. **Multicultural Competence:** Demonstrates respect for culture (e.g., race, ethnicity, gender, spirituality, religion, sexual orientation, disability, social class, etc.); aware of and responsive to ways in which culture impacts personal awareness, development, and interpersonal interactions.

Rating	Number of Students
5 Exceeds	13 (87%)
4 Meets	2 (13%)
3 Near	
2 Below	
1 Harmful	
Unable to observe	

6. **Emotional Stability and Self-Control:** Demonstrates self-awareness and emotional stability (i.e., congruence between mood and affect) and self control (i.e., impulse control) in interpersonal and classroom interactions.

Rating	Number of Students
5 Exceeds	12 (80%)
4 Meets	3 (20%)
3 Near	
2 Below	
1 Harmful	
Unable to observe	

7. **Motivation to Learn and Grow/Initiative:** Demonstrates engagement in learning and development of his or her counseling competencies.

Rating	Number of Students
---------------	---------------------------

5 Exceeds	15 (100%)
4 Meets	
3 Near	
2 Below	
1 Harmful	
Unable to observe	

8. **Openness to Feedback:** Responds non-defensively and alters behavior in accordance with supervisory and or instructor feedback.

Rating	Number of Students
5 Exceeds	14 (93%)
4 Meets	1 (7%)
3 Near	
2 Below	
1 Harmful	
Unable to observe	

9. **Flexibility and Adaptability:** Demonstrates ability to adapt to changing circumstances, unexpected events, and new situations.

Rating	Number of Students
5 Exceeds	13 (87%)
4 Meets	2 (13%)
3 Near	
2 Below	
1 Harmful	
Unable to observe	

10. **Congruence and Genuineness:** Demonstrates ability to be present and “be true to oneself”

Rating	Number of Students
5 Exceeds	15 (100%)
4 Meets	
3 Near	

2 Below	
1 Harmful	
0 Unable to observe	

PRC 761 (Internship II)

1. **Professional Ethics:** Understands and adheres to the ethical guidelines of the ACA, ASCA, IAMFC, & NBCC.

Rating	Number of Students
5 Exceeds	2 (100%)
4 Meets	
3 Near	
2 Below	
1 Harmful	
Unable to observe	

2. **Professional Behavior:** Behaves in a professional manner with faculty, staff, & students; behaves appropriately in class (e.g., emotional regulation & expression); Is respectful & appreciative of contributions other class members; Is able to effectively collaborate with others.

Rating	Number of Students
5 Exceeds	2 (100%)
4 Meets	
3 Near	
2 Below	
1 Harmful	
Unable to observe	

3. **Professional and Personal Boundaries:** Maintains appropriate boundaries with instructors and peers.

Rating	Number of Students
5 Exceeds	2 (100%)
4 Meets	
3 Near	

2 Below	
1 Harmful	
Unable to observe	

4. **Knowledge and Adherence to Course and Program Policies:** Demonstrates an understanding and appreciation for all university, counseling program, and course policies and procedures.

Rating	Number of Students
5 Exceeds	2 (100%)
4 Meets	
3 Near	
2 Below	
1 Harmful	
Unable to observe	

5. **Multicultural Competence:** Demonstrates respect for culture (e.g., race, ethnicity, gender, spirituality, religion, sexual orientation, disability, social class, etc.); aware of and responsive to ways in which culture impacts personal awareness, development, and interpersonal interactions.

Rating	Number of Students
5 Exceeds	2 (100%)
4 Meets	
3 Near	
2 Below	
1 Harmful	
Unable to observe	

6. **Emotional Stability and Self-Control:** Demonstrates self-awareness and emotional stability (i.e., congruence between mood and affect) and self control (i.e., impulse control) in interpersonal and classroom interactions.

Rating	Number of Students
5 Exceeds	2 (100%)
4 Meets	
3 Near	

2 Below	
1 Harmful	
Unable to observe	

7. **Motivation to Learn and Grow/Initiative:** Demonstrates engagement in learning and development of his or her counseling competencies.

Rating	Number of Students
5 Exceeds	1 (50%)
4 Meets	1 (50%)
3 Near	
2 Below	
1 Harmful	
Unable to observe	

8. **Openness to Feedback:** Responds non-defensively and alters behavior in accordance with supervisory and or instructor feedback.

Rating	Number of Students
5 Exceeds	2 (100%)
4 Meets	
3 Near	
2 Below	
1 Harmful	
Unable to observe	

9. **Flexibility and Adaptability:** Demonstrates ability to adapt to changing circumstances, unexpected events, and new situations.

Rating	Number of Students
5 Exceeds	2 (100%)
4 Meets	
3 Near	
2 Below	
1 Harmful	

Unable to observe	
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10. **Congruence and Genuineness:** Demonstrates ability to be present and “be true to oneself”

Rating	Number of Students
5 Exceeds	2 (100%)
4 Meets	
3 Near	
2 Below	
1 Harmful	
0 Unable to observe	

SECTION III: Current Student Survey

The Professional Counseling Current Student Exit Survey was posted for students at the end of each semester. A total of **20** graduating students completed the survey and provided feedback about their experiences in the program. These students graduated between Fall 2024-Summer 2025. Most started the program between 2019 and 2022.

1. Advisement: How frequently are students in contact with their adviser:

Never	0
Less than one time/semester	4 (20%)
At least one time/semester	9 (45%)
More than one time/semester	6 (30%)

2. Reflection on preparation they have received in the following knowledge and skill domains:

	1 Minimal Preparation	2	3 Moderate Preparation	4	5 Excellent Preparation
Ethical and legal issues	0%	0%	1 (5%)	3 (15%)	16 (80%)
Counseling identity, history, and philosophy	0%	0 %	1 (5%)	3 (15%)	16 (80%)
Power and privilege in self and client	0%	0%	0 %	2 (10%)	18 (90%)
Apply development to conceptualization	0 %	0 %	3 (15%)	3 (15%)	14 (70%)
Interrelationship between work and wellbeing	1 (5%)	0%	4 (20%)	4 (20%)	11 (55%)
Counseling theories and models for work with clients	1 (5%)	0%	2 (10%)	4 (20%)	13 (65%)
Helping skills	0%	0%	0%	2 (20%)	18 (90%)
Group counseling	1 (20%)	0%	1 (20%)	1 (20%)	16 (80%)
Utilize assessments in treatment	0%	0%	4 (20%)	10 (50%)	6 (30%)
Screen symptoms and provide diagnosis	1 (5%)	0%	2 (10%)	7 (35%)	10 (50%)

Impact of substance abuse on mental health	1 (5%)	0%	1 (5%)	4 (20%)	14 (70%)
Knowledge of research and program eval.	1 (5%)	0%	0%	4 (20%)	15 (75%)
Social justice issues in lives of clients	0%	0%	2 (10%)	2 (10%)	16 (80%)
Advocate with/on behalf of clients	0%	0%	1 (5%)	6 (30%)	13 (65%)
Locate relevant literature to enhance practice	0%	0%	1 (5%)	6 (30%)	13 (65%)
Preparation overall	0%	0%	2 (10%)	3 (15%)	15 (75%)

3. Overall satisfaction with the program:

	Very Dissatisfied	Dissatisfied	Undecided	Satisfied	Very Satisfied
Overall satisfaction	0%	1 (5%)	3 (15%)	6 (30%)	10 (50%)

4. Recommend the program to others

Yes	14(70%)
No	3 (15%)
Not sure	3 (15%)

5. Identified strengths of program:

Open communication and community between other classmates and skilled professionals as instructors
The program has helped me enhance my leadership skills, confidence, and grow stronger clinical skills.
The compassion and availability I received from my professors, they were always understanding and genuinely cared about my well-being.
I found a lot of support from my professors throughout my time at Carlow. Dr. Robinson, Kurt, Kelly, and Aeyshah were especially helpful with my professional development.
My amazing professors
The small class size and the availability of the professors
Generally speaking, all of the professors I've had during the program have been incredibly supportive and comprehensive in their approaches.
Fieldwork. There is truly nothing else that can prepare you enough. you can have as many assignments as you want but practice makes perfect and there truly should have been more hands-on stuff.
The professors, other students, and supervisors I had during the program were generally very supportive of my professional growth. The ability to learn from my colleagues and those that have been in the counseling profession helped me to grow and learn professionally. I received the support that I felt like I needed to grow as a counselor throughout the program.
Professors who were engaging and caring

The candidacy paper was helpful to reflect on dispositions and areas of strengths/areas for growth. I felt that many classes encouraged me to apply content to myself, which was beneficial for understanding myself and the concepts more. Field work experience is also essential in my opinion to prepare me for future work.

Classroom projects and working in the field either internship or assignments

6. Suggested improvements

I recommend more interaction between the advisor and student regarding candidacy and fieldwork. While a handbook is available, sometimes it is unclear, and it is much more helpful to speak with an advisor about future steps in the program.

Finding more stability for advisors so we have one throughout graduate school and mandatory meetings with mentors.

I would've liked more hands on/role playing experience prior to starting internship and more practice putting theories into practice.

There were a couple of professors that I had that I did not feel were truly invested in what they were teaching and/or in the growth of their students. Additionally, there was a lot of turnover in professors during my time in the program and I did not feel that there was always transparency around this.

7. Additional feedback

Some instructors were not helpful, but these professionals did not seem to return to the university.

I felt like I did not learn enough in Career Counseling to gain a good understanding on the course. I know Career Counseling is a large component in the NCE exam, so I am stressed about that.

Some class content was just more difficult to learn within one semester. The length of summer classes was difficult to remain focused and attentive to the content.

I did not have a consistent advisor throughout my time in the program. Out of 4 advisors, I only met with 2 of them and felt I actually received guidance from one person, and she gave me a list of when I should take my courses.

SECTION IV: National Counselor Exam Carlow University Administration

The National Counselor Exam (NCE) is administered on campus two times a year. This is typically taken by current students who are enrolled in the program and represent their first attempt at the exam. Not all students in the program choose to take the NCE at Carlow University and therefore we do not have access to their scores. The following is a report of the scores for April and October 2019.

	Carlow Students	Number Passed	Pass Rate	National Pass Rate
Fall 2024	15	11	73%	84%
Spring 2025	4	3	75%	92%

SECTION V: Professional Counseling Alumni Survey 2024-2025

The Professional Counseling Alumni Survey was administered in summer 2025. A total of **19 alumni** completed the survey and provided feedback about their current employment, licensure/certification, and perceptions of the program. The participants reflect graduates from the years spanning 2023-2025.

2023	2024	2025
3	6	10

I. **Current Employment:** Alumni indicated that they are largely working in the counseling field, with **89.4%** citing full or part time employment as counselors.

Level of Employment	Number Employed	Percentage
Full time employment in field	17	89.4%
Part time employment in field	1	5.3%
Not working in field	1	5.3%

a. **Place of employment:** The following is a list of the employment sites that were reported by the alumni.

- | | |
|--|-------------------------------------|
| Anchorpoint Counseling Ministry | Resilience Lab |
| Clarvida | Revelations Counseling and Wellness |
| Counseling and Wellness Center of Pgh | Steel Valley Wellness Group |
| Family Matters Counseling Center | System 123 |
| Forward Wellness Counseling | TCV/ Devereux |
| Manifest Psychotherapy & Wellness | The Bradley Center |
| New Directions Mental Health and Western | The Watson Institute |
| Psychiatric Institute and Clinic | UPMC |
| Pressley Ridge | Wesley Family Services |
| Pyramid Healthcare | |

b. **Not working in field:** Of those surveyed, 5.3% indicated that they are not currently working in the field. Several notes about this segment of the sample are made below:

i. **100%** (n=1) reported that they own a business and need a break from counseling.

II. **Licensure and Certification:** Professional Counseling alumni have pursued and received licensure and certification in several areas germane to the counseling profession. Some alumni have more than one of the license or certification listed below.

License or Certification	Number Completed	Percentage
National Certified Counselor (NCC)	8	42.1%
Licensed Associate Professional Counselor (LAPC)	7	36.8%
Licensed Professional Counselor (LPC)	0	0
Certified Advanced Alcohol and Drug Counselor (CAADC)	1	5.3%
Certified School Counselor	0	0
Board Certified TeleMental Health Provider (BC-TMH)	0	0
Certified Clinical Trauma Professional (CCTP)	0	0
Certified Addictions-Informed Mental Health Professional (CAIMHP)	0	0
No Licensure or Certificate	3	15.7%
Working towards licensure	1	5.3%

**Alumni can hold more than one license and certification.*

- a. **Alternative licensure or certification:** Additionally, some had alternative certifications that were not indicated on this list. These included: N/A
- b. **Not Licensed or Certified:** Those who are currently not licensed or certified comprised **21%** of respondents. Of those, **75%** graduated May 2025 and **0%** were not eligible for LPC licensure based upon graduation date (i.e., two years of supervised full-time work experience).

- c. **Testing for licensure or certification:** Respondents reported taking a variety of tests for licensure and/or certification.

Examination	Taken Exam	Percentage	Passed
National Counselor Exam	14	73.7%	78.5%*

* One alumni did not disclose their exam results.

- d. **Exam and Licensure Preparation Suggestions:** Of those who responded, **73.7%** indicated that they did not experience any difficulties and had no suggestions for improvement. The remainder had suggestions for the program to assist on improving their post graduate licensure experience. These included:
- More discussion about the licensure process specifically the new PA LAPC license.
 - Spend more time practicing counseling skills in classes.
 - More information about the different types of positions and places a graduate can work as a counselor.
 - Support in understanding the NCE requirements and strategies to prepare for the exam.

- III. **Perceptions of Preparedness:** Respondents rated how well they believe the program prepared them across the program objectives and overall.

Rating	Excellent Preparation	Moderate Preparation	Minimal Preparation
Ethical and legal issues	94.7%	5.3%	0%
Counseling identity, history, and philosophy	94.7%	5.3%	0%
Effects of power and privilege	94.7%	5.3%	0%
Apply developmental theories	73.7%	21%	5.3%
Work and well-being	84.2%	5.3%	10.5%
Theories and modalities	63.1%	31.6%	5.3%
Identify issues related to social justice	79%	21%	0%
Ability to advocate	84.2%	15.8%	0%
Finding relevant literature	84.2%	15.8%	0%
Overall preparation	84.2%	15.8%	0%

IV. **Would you be interested in connecting with the program in any of the following ways?**

Providing mentorship to a counseling student	57.9%
Speaking to a class about clinical work and advocacy efforts	31.6%
Supervising a counseling intern	31.6%
Offering Clinical Writing Workshops	0%
Facilitating Professional Development Webinars	0%

V. **Additional Comments from Survey**

- Very well put together program and I feel it did an excellent job preparing me.
- I truly am so thankful for the program. The skills I learned over the course of the program has prepared me to be the best clinician for my clients. I was promoted not long after graduating and I now am in a leadership role at my agency. I currently have an intern shadowing me from Carlow. I am hopeful that I am showing this student the connection between what we learned into the classroom and the “real world”. Everything the program taught me makes me so thankful at the end of the day because this profession is not easy let alone meant for everyone.
- I gained all the knowledge that I needed and then some to be confident going into the field upon graduation. I am currently in a Counselor Education and Supervision PhD program and am working both inpatient and outpatient. I am also involved with CSI and hold a leadership position. I also am still working with the my community, which I have incorporated into my practice both inpatient and outpatient. My new passion is with the Pennsylvania Counseling Association on the government relations committee. I am finding new interests as well as I take on couples work, which I have not tried in the past. I also am really enjoying going to conferences and working on research! I look forward to next steps in my career, and I have Carlow University to thank for opening those doors.
- Carlow did an excellent job at preparing counselors for ethical and legal issues; multicultural and social justice issues; and overall counseling development.
- My experience at Carlow included being surrounded by professors and students who were passionate about the work that we do. I was able to learn so much from those around me and had so many opportunities to grow in my education and professional development.
- I believe Carlow had an AMAZING counseling program and I certainly feel like I am more prepared than my peers.

Areas for program growth:

- Educating students on how to navigate community- based client cancellations during fieldwork.
- More education on insurance and their processes.

- More opportunities for theory application for a diverse population of clients.
- Providing more information on the business side of the counseling practice.
- Providing more to practice counseling skills and receive critical feedback on our counseling skills.
- More discussion about the licensure process specifically the new PA LAPC license.
- More information about the different types of positions and places a graduate can work as a counselor.
- Support in understanding the NCE requirements and strategies to prepare for the exam.

SECTION VI: Employer and Supervisor Feedback Survey: 2024-2025

The Professional Counseling Employer and Supervisor Feedback Survey was administered in summer 2025. A total of **22 site supervisor/employers** completed the survey and provided feedback about our students and graduates’ readiness for working in the counseling field.

1. Role of employer and supervisor respondents.

Role	Number Completed	Percentage
Employer Only	2	9.1%
Site Supervisor Only	17	77.3%
Both Employer and Supervisor	3	13.6%

2. Supervisor perception of preparation of students:

Rating	Extremely Well	Very Well	Somewhat Well	Not So Well	Not Observed/ N/A
Ethical and legal issues	40.9%	59.1%	0%	0%	0%
Counseling identity, history, and philosophy	45.5%	50%	0%	0%	4.5%
Locate and understand relevant literature to enhance practice	50%	27.3%	9.1%	4.5%	9.1%
Effects of power and privilege	59.2%	31.8%	4.5%	0%	4.5%

Identify issues related to social justice in the lives of clients	54.6%	36.4%	4.5%	0%	4.5%
Apply developmental theories	45.5%	45.5%	4.5%	0%	4.5%
Work and well-being	54.6%	31.8%	9.1%	0%	4.5%
Theories and modalities	45.5%	45.5%	4.5%	0%	4.5%
Essential helping skills	63.7%	31.8%	0%	0%	4.5%
Theory of group	50%	36.4%	9.1%	0%	4.5%
Use of assessment	54.6%	22.7%	18.2%	4.5%	0%
Ability to screen and diagnose	54.6%	22.7%	22.7%	0%	0%
Advocate for clients	54.6%	40.9%	0%	0%	4.5%
Research and program evaluation	50%	36.4%	4.5%	0%	9.1%

3. Counselor in training and employee temperament:

Rating	Outstanding	Very Good	Satisfactory	Unsatisfactory	Not Observed
Self-awareness	50%	40.9%	9.1%	0%	0%
Empathy	72.7%	27.3%	0%	0%	0%
Maturity	63.6%	13.6%	18.2%	0%	4.5%
Integrity	77.3%	13.6%	9.1%	0%	0%
Professional commitment	68.2%	27.3%	4.5%	0%	0%
Leadership skills	59.1%	13.6%	27.3%	0%	0%
Advocacy and social justice	63.6%	18.2%	9.1%	0%	9.1%
Preparation for workplace	54.5%	27.3%	18.2%	0%	0%

4. Competence in comparison to related groups:

Rating	Extremely Competent	Very Competent	Competent	Somewhat Competent	Not Competent
Compared to full-time employees	31.8%	18.2%	45.5%	4.5%	0%
Compared to graduates from other programs	36.4%	45.5%	18.2%	0%	0%
Compared to expectations of counselors at this level of training	36.4%	36.4%	27.3%	0%	0%

5. **Program preparation of students:**

Rating	Excellent	Very Good	Satisfactory	Fair	Poor	Not Applicable
Overall preparation	50%	36.4%	9.1%	0%	0%	4.5%
Knowledge base	50%	41%	4.5%	0%	0%	4.5%
Clinical preparedness	36.4%	45.5%	13.6%	0%	0%	4.5%

6. **Site supervisor ratings of program:**

Rating	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
The program adequately informed me of my responsibilities as a site supervisor.	50%	45.5%	0%	0%	4.5%
The clinical coordinator and/or fieldwork instructor contacted me during the semester.	45.5%	50%	0%	0%	4.5%
The program provided a training session/ professional development workshop available to me during the semester.	45.5%	31%	9.1%	0%	13.6%
The clinical coordinator and/or fieldwork instructor was available to me, if necessary.	54.5%	41%	0%	0%	4.5%
The practicum students and interns shared mid-semester and final evaluation forms with me early in the semester.	54.5%	32%	9.1%	0%	4.5%
The program adequately prepared the practicum students/ interns for their position.	45.5%	50%	0%	0%	4.5%

7. The Professional Counseling program **best prepares students** in the following:

- Preparation for individual and group counseling skills
- Utilizing ethical treatments and ethical decision-making strategies
- Implementing a variety of theories and diagnostics approaches
- Incorporating advocacy and social justice into their practice
- Professionalism while being flexible
- Showing empathy and understanding of individual client needs and the internal and external factors impact those needs.
- Ability to provide counseling in the areas of sexuality and trauma.

- Openness to and ability to incorporate feedback for growth and development
- Motivation to learn
- Self-Awareness, self-care, and awareness of own strengths and areas for growth
- Job readiness skills

8. The Professional Counseling program **could improve student preparedness** in the following:

- Crisis Counseling
- Group, family/couples counseling skills
- Confidence building
- Knowledge of the legal system
- Diagnosis and assessment (locating assessments and usage)
- Counselor identity
- Treatment Planning and providing resources
- Evidence based practices such as CBT techniques etc...
- Administrative skills
- Struggle to dive deeper with clients; Limited curiosity in sessions
- Being in the moment with the client instead of thinking what’s next. They're so focused on the theoretical approach - it makes them almost robotic in their approach and that can come across as unempathetic and disengaged.

9. **Employer graduate ratings:**

Rating	Excellent	Very Good	Fair	Poor	Not Applicable
The Professional Counseling Program adequately prepared the graduate for their position.	45.5%	40.9%	4.5%	0%	9.1%
The graduate demonstrates adequate knowledge and competence in dealing with ethical/legal issues.	45.5%	45.5%	4.5%	0%	4.5%
The graduate demonstrates an understanding of professional counselor identity, including issues such as the role of the counselor, credentialing, etc.	50%	36.4%	9.1%	0%	4.5%
The graduate demonstrates adequate knowledge and skill with issues relating to social and cultural diversity.	54.6%	40.9%	0%	0%	4.5%

The graduate has an adequate understanding of the nature and needs of individuals at various developmental levels.	40.9%	45.5%	4.5%	0%	9.1%
The graduate has an adequate understanding of career development and related life issues.	45.5%	36.4%	9.1%	0%	9.1%
The graduate demonstrates adequate knowledge and skill in the areas of counseling and consultation processes.	45.50%	45.50%	0%	0%	9.10%
The graduate demonstrates adequate knowledge and skill in the area of group work.	40.90%	45.50%	4.50%	0%	9.10%
The graduate demonstrates adequate knowledge and skill in the area of client assessment and evaluation.	40.90%	40.90%	13.70%	0%	4.50%
The graduate demonstrates an adequate understanding of research methods, statistical analysis, needs assessment and program evaluation.	36.40%	40.90%	9.10%	0%	13.60%

10. The Professional Counseling program **best prepares students** in the following:

- Professionalism, empathy, open mindedness, active listening
- Issues relating to social and cultural diversity
- General counseling techniques, theories, and competence including trauma counseling
- Understanding how to meet the individual needs of clients.
- Recognizing strengths and connecting them with field placements that they can thrive in
- Counseling theories.
- Understanding different types of therapy
- How to utilize ethical decision making

11. The Professional Counseling program **could improve graduates** in the following:

- Time management and the importance of incorporating multiple skill sets to include direct client counseling interactions and case management, including documentation
- Working with Family Court
- The realities of the counseling field itself
- Psychological assessment, although I believe this has improved over the past several years.
- Counselor identity and managing-in sessions with clients
- Family work with young clients.
- Assessment and Evaluation

- Administrative Skills
- Crisis Counseling

12. Additional Feedback from the Survey

- Although students may come in not fully knowing the family based model, this is fine because I feel it is our role to present and teach it how we do so with new hires, instead of people coming in with preconceived notions that may be inaccurate.
- Incorporate more discussion with soon to be graduates about trends in the field, private practice vs. community agency work, supervision- life beyond grad school.
- The intern student has integrated nicely into our PHP/IOP programs as well as outpatient clinic. She is a natural with young children. She is eager to learn and get integrated and shines when she does. We are happy to have her as our intern.
- We appreciate our relationship with Carlow university and look forward to hosting more students in the future
- Continue to focus on application to real life clients not just theory
- We have been very happy with Carlow's counseling program students and recently hired our most recent intern full time!

Areas for program growth:

- Confidence building and counselor identity
- Crisis Counseling
- Group, family, and couples counseling skills
- Knowledge of the legal system
- Diagnosis and assessment
- Implementing evidence-based practices while being flexible and curious in the session
- Treatment planning and time management
- Incorporating real life realities into skills training

Conclusion

The goal of the Professional Counseling Program at Carlow University is to prepare graduate-level students for careers in the counseling profession. The knowledge and the skills necessary for this work are reflected in the KPI assessments, which evidence that the majority of students are meeting or exceeding these expectations. Additionally, the dispositions required of professional counselors in the field are consistently embodied by our students through Tier I and Tier III classes. Current students also reinforce the perceived strength of the preparation they are receiving in the program.

The program continues to grow and continues to reflect on ways to improve our student outcomes based on several student and program assessments.

Thank you.