

**Duquesne University – Counselor Education Program
Dispositions & Competencies Assessment, Student Review/Remediation, Mission, Program
Objectives, Key Performance Indicators (KPI)**

Dispositional & Competency Assessment

In accordance with the Council for Accreditation of Counseling and Related Educational Programs (CACREP, 2024), the Counselor Education faculty of Duquesne University meets regularly to “systematically assess each student’s professional dispositions throughout the program.”

The assessment process includes:

- (a) measurement of student professional dispositions over multiple points in time, and
- (b) review or analysis of individual student data for the purpose of retention, remediation, and dismissal.

Counselor Competencies Scale–Revised (CCS-R) (Lambie et al., 2015)

The CCS-R is used to regularly assess master’s and doctoral students’ counseling dispositions and skills, at designated times throughout the program, as well as when needed for remediation. Below are the scheduled times and use of the CCS-R for both the master’s and doctoral programs. The purpose of the identified gate checks is to give students early and ongoing feedback, as well as to provide the counseling faculty, instructors, and staff with a process to screen the counseling profession, per the ethical requirements of the American Counseling Association (ACA), American School Counselor Association (ASCA), and International Association of Marriage and Family Counselors (IAMFC).

Students who are evaluated below 3.0 (on a 1-5 scale) for *any item* are provided feedback by their faculty advisor. Students who receive an *average* of below 3.0 across raters for *more than two indicators* will be provided with a student improvement plan by a faculty support committee.

Master’s Counselor Education Students

	CCS-R-Counseling Dispositions & Behaviors	CCS-R-Counseling Skills & Therapeutic Conditions	Evaluator
Candidacy: Near conclusion of 1 st semester within master’s program	X		-Counselor education faculty members, affiliated faculty, & adjunct instructors
Pre-Field: Near conclusion of the semester in which register for fieldwork orientation (GCNE 672 or GCNE 680)	X	X	-Counselor education faculty members, affiliated faculty, & adjunct instructors
Practicum	X	X	-Site- & university-supervisors

Internship – each semester in which enrolled	X	X	-Site- & university supervisors
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Doctoral Counselor Education Students

	CCS-R-Counseling Dispositions & Behaviors	CCS-R-Counseling Skills & Therapeutic Conditions	Evaluator
Near conclusion of 1 st year within doctoral program	X	X	-Counselor education faculty members, affiliated faculty, & adjunct instructors
Near conclusion of the 2 nd year in the doctoral program	X	X	-Counselor education faculty members, affiliated faculty, & adjunct instructors
Practicum	X	X	-Site- & university-supervisors
Internship – each semester in which enrolled	X	X	-Site- & university supervisors

Student Review Process

The Duquesne University Counselor Education Program faculty endorses the American Counseling Association (ACA) Code of Ethics (2014) that states counselor educators may require students to address any personal concerns that have the potential to affect professional competency (F.8.d). CACREP regulations require that "...programs have and follow a policy for student retention, remediation, and dismissal from the program consistent with institutional due process policies and with the counseling profession's ethical codes and standards of practice."

Students will be informed of the faculty expectations related to their professional, academic, and personal concerns that may be impacting their competency to perform the functions of a professional counselor. These expectations are contained on the CCS-R form and referrals for student reviews are based on scores on the CCS-R either at the designated program times, or at other times warranted by faculty/supervisor concerns. The student review process is provided to and reviewed with students at the New Student Orientation, and is maintained on the Counselor Education Canvas webpage.

Incident Form

For incidents of concern faculty, instructors, supervisors, and/or staff will file a *Counselor Competencies Scale Incident* form, identifying the concerning disposition(s). The filing of this incident form initiates a program faculty meeting where the concerns are discussed and it is determined if the student needs additional support, remediation, suspension, or dismissal from the program.

The reporting individual will:

- (1) Check the box(es) on the form most closely associated with the concerning disposition(s).

- (2) Check the level of concern using the definitions outlined below.
- (3) Provide a detailed explanation of the incident or situation leading to the filing of the form. The complaint should be as specific as possible and use behavioral descriptions of how the competency is not being met.
- (4) Indicate the recommended action, such as a remediation plan, in the space provided; and,
- (5) If a group decision occurred, record the decision of the group in the space provided.

Note: If this form becomes part of the student's academic file, per FERPA (Family Education Rights and Privacy Act) requirements, students may have legal access to this record.

Levels of Concern

Level 1: An incident or situation has **evident and observable support** that a student is standing out from their cohort of peers based on the competencies defined in the CCS-R form. Incidents or situations at this level typically require additional faculty support or encouragement. The person filing the report will meet with the student to discuss concerns. Scores on the CCS-R that typically fall into this category are 38-43.

Level 2: The person filing the incident has **some concerns** that the student is failing to meet certain competencies; however, they do not believe the situation warrants remediation or gatekeeping strategies at this time. Level 2 suggests that additional input is needed from other program faculty, supervisors, and/or staff members to determine if the competency concern is isolated to one setting, or if others are also concerned about the student. Faculty may meet with the student to discuss the reported concerns; however, no remediation plan is needed. Scores on the CCS-R that typically fall into this category are 34-38.

Level 3: The person filing has **concerns** and is **recommending remediation** of the student. Level 3 signifies that program faculty must meet to discuss the student incident/situation and determine an appropriate remediation for the student at the earliest opportunity. The student will be notified of the concerns, and designated faculty members will meet with the student to go over the concerns using the CCS-R and discuss the remediation plan. Typically a committee of two faculty members meets with the student. Scores on the CCS-R that typically fall into this category are 23-33.

Level 4: The person filing has **very strong concerns** and is recommending **gatekeeping** (including the possibility of **suspension or dismissal**), with or without remediation. Students receiving this level of incident report may have had a previous Level 3 concern, but while all students will be granted due process, this does not guarantee that a student at this level will be given the opportunity to remediate. **Level 4** signifies that all program faculty, as well as but not limited to the department head and/or college dean, are made aware of the situation. Various program, department, school, and university resources will be consulted as decisions are made at this level (e.g., department chair, dean, legal counsel, etc.). Scores on the CCS-R that typically fall into this category are 22 or lower, but receiving ratings of 1 or 2 out of 5 in multiple

dispositional areas may result in a Level 4 concern, even if the overall CCS-R score is above 22 points.

Again, while some identified concerns may require a program response that results in remediation, other concerns may require immediate student suspension or a petition for dismissal without remediation. These areas are outlined in Duquesne University's Graduate School Policies and Procedures.

Student Review Process

1) If students exhibit behaviors that are perceived by the faculty to be outside of professional, academic, ethical, or personal standards, the individual faculty member who observes these behaviors will meet with the student to present their concerns. At that time, the student will be provided with information regarding the behavior(s) and possible ways in which the student can remediate the concerns and/or where the student can access resources to assist them in improving the concerning competency. At this time, a plan to remedy the concern may be suggested. The individual faculty member and the student will then agree upon a timeframe for a review of the issue in order to assess progress made and to determine the need for further remediation.

2) If the student does not make satisfactory progress toward remediation of the problematic issues, or if these behaviors are found to be impacting other areas of the student's work within the program, the faculty member will bring the issue to the full program faculty. The faculty will share their perceptions of the student and their behaviors – based on the competencies outlined in the CCS-R, and offer suggestions for intervention and remediation. At this time, the program faculty may decide that the problem is of significant enough nature that it warrants the creation of a Faculty Support Committee (formerly known as a "Student Review Committee") or other support and resources may be provided to the student.

Faculty Support Committee

A Faculty Support Committee will consist of no fewer than two full-time faculty members and may or may not include the faculty member who initiated the concern, as there may be times where the process may be more effective with more impartial faculty members. Membership on the committee will be based on proximity to the student issue, professional relationship to the student, and will be decided at the discretion of the Program Director(s). If a Faculty Support Committee is formed, a committee designee will be assigned to communicate with the student that the Faculty Support Committee has been formed and will schedule a time for said committee to meet with the student.

As the goal of the Faculty Support Committee is to assist students in remediating behaviors so as to promote success, the committee will meet as quickly as possible in order to provide immediate feedback regarding the incident or situation. The student will have the opportunity to respond to the expressed concern and present their perceptions and thoughts on the matter. The committee is advisory to the full program faculty, but may make remediation recommendations for the program faculty to consider. If a corrective action plan is developed, it will be put in writing, with a copy provided to the student and another placed in the student's academic file. Failure to make satisfactory progress with respect to the corrective action plan may result in termination from the program.

If there are recommendations beyond a corrective action plan, the program faculty will consider the Committee's recommendations and will notify the student in writing of any action. These decisions may consist of, but are not limited to, the following recommendations: (a) to

continue in the program without further action or restrictions, (b) to follow through with the completion of the corrective action plan, (c) program suspension, (d) termination from the program, or (e) voluntary resignation from the program. This letter will include information on the appropriate appeal process.

Retention Appeal Process

A student who disagrees with the recommendation of the Counselor Education faculty may appeal in writing to the Program Director(s). This letter must reflect the grounds upon which the appeal is being made. If the student is still not satisfied with the decision of the Program Director(s), the concern may be brought to the Department Chair, and may request that the Department Chair submit the case to the Dean of the School of Education. The final step in the retention appeal process is the University Judicial Board, which may be convened by appeal to the Director of Judicial Affairs. Students may contact the Student Government Association (SGA) for further information.

Retention Policy

Students who are accepted for candidacy must maintain a 3.0 grade point average at the completion of all semesters. Failure to maintain this grade point average may result in academic dismissal from the program. A student receiving a grade below a B- for any course will be subject to the student review process.

Criminal History and Background Checks

Additionally, program faculty will review students and may find it necessary to address past criminal behavior that is in opposition to the professional disposition of a counselor or that may impede a student's eligibility for licensure/certification. Students should be aware that it is a responsibility of the program to share the findings of criminal background checks with fieldwork sites.

Program Missions

Clinical mental health counseling MS - Prepare mental health clinicians who provide mental health services that incorporate a focus on wellness, holism, and development in accordance with a culturally-sustaining, ethical, and ecological-systems framework

Marriage, couple and family counseling MS - Prepare marriage, couple and family counselors who provide mental health services that incorporate a focus on development in accordance with a culturally-sustaining, ethical, and ecological-systems framework

School counseling - MSED - Prepare school counselors who are able to implement and improve a comprehensive school counseling program

Counselor education PhD - Prepare counselor educators who are able to incorporate a culturally-sustaining, ethical, and ecological-systems framework in providing counseling services, teaching and supervising counselors, as well as conducting research and program evaluations

Program Objectives

The faculty conduct annual evaluations of both master's and doctoral students' acquisition of the respective program objectives, as outlined in the plan that follows in this section. Every three years the faculty, led by the program director, also survey graduates', site supervisors', and employers' perceptions regarding the program's effectiveness in facilitating students' acquisition of the respective program objectives, the next scheduled evaluation of graduates, site supervisors, and employers will occur in the Spring 2027 semester, in order for the results to be included in the program's 2026-27 annual report which will be published in the Fall 2027 semester.

Faculty review the program's effectiveness in facilitating students' acquisition of the program objectives as outlined in the data collected within the program's annual report. The annual report is generated and reviewed in the fall semester. The program faculty engage in program modifications based upon their review of the annual report. In accordance with the Council for the Accreditation of Counseling and Related Educational Programs (CACREP), the annual report is published with the electronic student handbook and is also available on the program's website.

Program Objectives - Master's

<i>Graduates of this program will be able to:</i>	<i>Assessment</i>
1) Use a culturally-sustaining & ecological-systems framework in conceptualizing clients'/students' presenting issues & needs.	-GCNE 549 course key performance indicator (KPI) assessment (2F2b) -The following item included in the site & university practicum supervisor evaluations & site- & university internship evaluations, & exit survey: "Uses a culturally sustaining & ecological systems framework in conceptualizing clients' presenting issues & needs".
2) Understand & follow legal & ethical standards.	-GCNE 553/564 courses key performance indicator (KPI) assessment (2F1b) -CCS-R-Dispositions Scale-2A-Site & university practicum supervisor evaluation, site & university internship evaluation, & exit survey
3) Understand & demonstrate use of counseling theories in conceptualizing & providing individual & group counseling and consultation to clients/students & their important others.	-GCNE 556 course key performance indicator (KPI) assessment (2F5a) -GCNE 557 course key performance indicator (KPI) assessment (2F6d) -GCNE 565 course key performance indicator (KPI) course assessment (2F5a) -The following item from the site- & university practicum supervisor evaluations & site & university internship evaluations, & exit survey: "Demonstrates deep understanding of theories relevant to counseling & consultation."
4) Effectively use active listening skills in forming professional helping relationships with	CSS-R Skills scale at candidacy, pre-field, site & university practicum supervisor evaluations, & site & university internship evaluations, & exit survey

clients/students & their important others.	-GCNE 556 course key performance indicator (KPI) assessment (2F5a) -GCNE 557 course key performance indicator (KPI) assessment (2F6d) -GCNE 565 course key performance indicator (KPI) assessment (2F5a)
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Program Objectives - Doctoral

<i>Graduates of this program will be able to:</i>	<i>Assessment</i>
1) Use a culturally-sustaining & ecological-systems framework in conceptualizing clients/students presenting issues & needs.	-Comprehensive exam (6B5j) -CESD 802 course key performance indicator (KPI) assessment (6B1a) -The following item from the site- & university practicum supervisor evaluations & site- & university internship evaluations, & exit survey: "Uses a culturally sustaining & ecological systems framework in conceptualizing clients' presenting issues & needs".
2) Understand & follow legal & ethical standards.	-CESD 826 course key performance indicator (KPI) assessment (6B5j) -CCS-R-Dispositions Scale-2A-Site & university practicum supervisor evaluation, site & university internship evaluation, & exit survey
3) Understand & demonstrate use of counseling theories in conceptualizing & providing individual & group counseling & consultation to clients/students & their important others.	-Comprehensive exam-6B1a -CESD 802 course key performance indicator (KPI) assessment (6B1a) -CESD 804 course key performance indicator (KPI) assessment -The following item from the site- & university practicum supervisor evaluations & site- & university internship evaluations, & exit survey: "Demonstrates a deep understanding of theories relevant to counseling and consultation."
4) Effectively use active listening skills in forming professional helping relationships with clients/students & their important others.	-CSS-R-Skills scale at candidacy, pre-field, site & university practicum supervisor evaluations, & site & university internship evaluations, & exit survey
5) Support supervisees' ability to use active listening skills, counseling theories, culturally-sustaining approaches, & an ecological-systems framework in working with	-Comprehensive exam-6B2c -CESD 818 course key performance indicator (KPI) assessment (6B2c) -The following item for the site- & university internship evaluations, & exit survey: "Supports supervisees' ability to use active listening skills, counseling theories, culturally

clients/students & their important others.	sustaining approaches, & an ecological-systems framework in working with clients/students & their important others”
6) Provides instruction that is informed by teaching methods, instructional & curriculum design, & evaluation methods.	-Comprehensive exam-6B3b -CESD 815 course key performance indicator (KPI) course assessment (6B3b) -The following item from the site- & university internship evaluations, & exit survey: “Understands/applies pedagogy & teaching methods relevant to counselor education”
7) Conduct qualitative & quantitative research & follow the standards of professional writing.	-Comprehensive exam-6B4 -CESD 843 course key performance indicator (KPI) assessment (6B41) -The following item from the exit survey: “Conduct qualitative & quantitative research & follow the standards of professional writing”
8) Use theories & strategies in advocating for the counseling profession & client’s/student’s needs.	-Comprehensive exam-6B5j -CESD 826 course key performance indicator (KPI) assessment (6B5j) -The following item from the site- & university practicum supervisor evaluations & site- & university internship evaluations, & exit survey: “Understands/uses models & competencies for advocating for clients at the individual, systems, & policy levels”

Key Performance Indicators – 2016 CACREP Standards - Master’s Counselor Education Program

CACREP Standard	4 Point Likert Scale (4=Exceeds; 3=Meets; 2=Approaching; 1=Below)	Measures/Scores
2.F.1.b	-Understands the multiple professional roles & functions of counselors across specialty areas, & their relationships with human service & integrated behavioral health care systems, including interagency & interorganizational collaboration & consultation	GCNE 553, GCNE 564, internship (univ. & site), exit survey
2.F.2.b	-Understands & uses the theories & models of multicultural counseling, cultural identity development, & social justice & advocacy	GCNE 549, practicum (univ. & site), exit survey
2.F.3.a	-Understands/applies theories of individual & family development across the lifespan	GCNE 562, internship (univ. & site)
2.F.4.b	-Understands approaches to conceptualizing the interrelationships among & between work, mental well-being, relationships & other life roles & information systems	GCNE 652, internship (univ. & site), exit survey
2.F.5.a	-Use theories & models of counseling	GCNE 565, GCNE 556, practicum (univ. & site), internship (univ. & site), exit survey
2.F.6.d	-Understands/demonstrates characteristics & functions of effective group leaders	GCNE 557, practicum (univ. & site), internship (univ. & site), exit survey
2.F.7.1	-Understands & conducts use of assessments relevant for academic/educational, career, personal, & social development	GPSY 512, practicum (univ. & site), internship (univ. & site), exit survey
2.F.8.j	-Understands/uses ethical & culturally-relevant strategies for conducting, interpreting & reporting the results of research &/or program evaluation	GREV 701, internship (univ. & site), exit survey
5.C.1.c	-Understands/uses principles, models & documentation formats of biopsychosocial case conceptualization & treatment planning	GCNE 673, practicum (univ. & site), exit survey
5.C.2.c	-Understands mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment & aftercare, & the mental health counseling services networks	GCNE 567, internship (univ. & site), exit survey
5.C.3.a	-Conducts intake interviews, mental status evaluations, biopsychosocial histories, mental health histories, & psychological assessments for treatment planning & caseload management	GCNE 673, practicum (univ. & site), internship (univ. & site), exit survey
5.F.1.b	-Uses theories & models of marriage, couple & family counseling	GCNE 654, practicum (univ. & site), internship (univ. & site), exit survey
5.F.2.k	-Understands interaction of career, life & gender roles on marriages, couples & families	GCNE 669, practicum (univ. & site), internship (univ. & site), exit survey
5.F.3.a	Conducts assessment, evaluation & case management for working with individuals, couples & families from a systems perspective	GCNE 654, GCNE 669, internship (univ. & site), exit survey

5.G.1.b	-Understands models of school counseling programs	GCNE 553, internship (univ. & site), exit survey
5.G.2.a	-Understands school roles as leaders, advocates & systems change agents in P-12 schools	GCNE 553, internship (univ. & site), exit survey
5.G.3.f	-Applies techniques of personal/social counseling in school settings	GCNE 676, internship (univ. & site), exit survey

Key Performance Indicators-2016 CACREP Standards- Doctoral Counselor Education Program

CACREP Standard	4 Point Likert Scale (4=Exceeds; 3=Meets; 2=Approaching; 1=Below)	Measures/Scores
6.B.1.a	-Demonstrates deep understanding of theories relevant to counseling & consultation	Comprehensive exam, CESD 802, the following item from the practicum (univ. & site) evaluation, internship (univ. & site) evaluation, exit survey: “Demonstrates a deep understanding of theories relevant to counseling and consultation”
6.B.2.c	-Demonstrates understanding of roles & relationships related to clinical supervision	Comprehensive exam, CESD 818, the following item the internship evaluation (univ. & site), exit survey: “Demonstrates understanding of roles & relationships related to clinical supervision”
6.B.3.b	-Understands/applies pedagogy & teaching methods relevant to counselor education	Comprehensive exam, CESD 815, the following item from the internship (univ. & site) evaluation, exit survey: “Demonstrates a deep understanding of theories relevant to counseling and consultation”
6.B.4.1	-Understands/uses ethical & culturally-relevant strategies for conducting research	CESD 843, the following items from the exit survey: “Understands/uses ethical & culturally relevant strategies for conducting research”
6.B.5.j	-Understands/uses models & competencies for advocating for clients at the individual, system, & policy levels	Comprehensive exam, CESD 826, the following items from the practicum (univ. & site) evaluation, internship (univ. & site) evaluation, & exit survey: “Understands/uses

		models & competencies for clients at the individual, system, & policy levels”
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Evaluation Plan/Cycle

The faculty review and analyze aggregated student assessment data regarding demonstration of students’ knowledge, skills, and dispositions, using the plan/cycle as described and as listed in the table below.

The faculty conduct annual evaluations of both master’s and doctoral students’ acquisition of the respective program objectives, as outlined in the plan that follows in this section. Every three years the faculty also survey graduates’, site supervisors’, and employers’ perceptions regarding the program’s effectiveness in facilitating students’ acquisition of the respective program objectives, the next scheduled evaluation of graduates, site supervisors, and employers will occur in the 2027-28 academic year.

Faculty review the program’s effectiveness in facilitating students’ acquisition of skills, dispositions, knowledge, and program objectives as outlined in the data collected within the program’s annual report. Aggregated student assessment data indicators that yield average scores below 3.0 or are generally are targeted for program modifications/improvement. Most of the assessments use a 5-point Likert scale. The annual report is generated and reviewed in the fall semester. The program faculty engage in program modifications based upon their review of the annual report. In accordance with the Council for the Accreditation of Counseling and Related Educational Programs (CACREP), the annual report is published with the electronic student handbook and is also available on the program’s website.

	<i>Dispositions</i>	<i>Skills</i>	<i>Knowledge</i>	<i>Program Objectives</i>
Master’s	-Any faculty who has instructed a student provides CCS-R (Part Two) scores at conclusion of 1 st semester -Both practicum & internship university & site supervisors’ evaluations included in annual report reviewed during fall semester -Exit survey of graduating students	-Any faculty who has instructed a student provide CCS-R (Part One) scores at conclusion of 1 st semester -Both practicum & internship university- & site supervisor evaluations included in annual report at end of fall semester -Exit survey of graduating students	-KPI scores included in annual report reviewed in fall semester -University & site-supervisor evaluations of KPI included in annual report reviewed in fall semester -Exit survey of graduating students	-Both practicum & internship university- & site supervisors’ evaluations -Exit survey of graduating students

<p>Doctoral</p>	<ul style="list-style-type: none"> -Any faculty who has instructed a student provides CCS-R (Part One) scores at conclusion of 1st semester -Both practicum & internship university & site supervisors' evaluations included in annual report at end of fall semester -Exit survey of graduating students 	<ul style="list-style-type: none"> -Any faculty who has instructed a student provides CCS-R scores (Part One) at conclusion of 1st year -Both practicum & internship university & site supervisor evaluations included in annual report at end of fall semester -Exit survey of graduating students 	<ul style="list-style-type: none"> -KPI scores included in annual report at end fall semester -Comprehensive exam -University & site-supervisor evaluations of KPI included in annual report at end of fall semester -Scores on the comprehensive exam included in annual report at end of fall semester -Exit survey of graduating students 	<ul style="list-style-type: none"> -Both practicum & internship university- & site supervisors' evaluations -Comprehensive exam -Exit survey of graduating students
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