

All students must demonstrate, at minimum, an adequate level of performance on all domains listed below. Professionalism, planning, preparation, productivity, and commitment to developing professional competencies are assessed throughout the program. A final documentation of all domains is required before a student will be approved for graduation. Student performance will be assessed according to these levels:

<p><b>Exceptional (E):</b> Students' work and demeanor reflect the graduate level behaviors expected of professional counselors as delineated in professional, state, institutional, and programmatic standards. Students recognize when their own professional behaviors may need to be adjusted and are able to develop plans to do so.</p>
<p><b>Adequate (A):</b> Students are familiar with the graduate level behaviors expected of professionals. Their work and demeanor reflect the appropriate behaviors delineated in professional, state, institutional, and programmatic standards.</p>
<p><b>Needs Improvement (NI):</b> Students are not familiar with professional behaviors delineated in professional, state, institutional, and programmatic standards. They do not model these professional behaviors in their work and/or demeanor.</p> <p>Please note: any "NI" must be accompanied by a written account of the situation wherein the student exhibited the behavior(s) of concern</p>
<p><b>Not Observed (N/O):</b> No opportunity to observe.</p>

**Domain A: Professionalism**

Dispositions	Behaviors	Assessment Level			
		E	A	NI	N/O
<b>Professional demeanor</b>	Uses proper grammar and vocabulary in written and oral communication.				
	Maintains personal hygiene.				
	Dresses appropriately for the professional setting.				
<b>Relationships with others</b>	Interacts with peers, faculty, supervisors, and internship clientele in a positive, professional manner.				
	Offers feedback to peers, faculty, and supervisors in a respectful and solution-oriented manner.				
	Perceives and honors the physical, emotional, and social boundaries of others.				

	Perceives and honors diversity among groups of people and individuals based on age, ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area.				
	Develops and maintains professional, interdependent relationships with other counseling and student personnel peers and professionals.				
<b>General work attitude and enthusiasm</b>	Tolerates demanding workloads and stressful conditions.				
	Demonstrates the ability to function in ambiguous situations.				
	Seeks and uses feedback from peers and supervisors to improve professional behavior.				
<b>Commitment to professional development</b>	Engages in professional growth: reading, scholarly work, conferences, workshops, and additional coursework.				
	Invests the time and energy to develop professional counseling and student development skills and professional competencies.				
	Recognizes and demonstrates a commitment to overcome personal, interpersonal, and professional deficiencies.				
<b>Integrity</b>	Adheres to the ethical guidelines of the counseling and student affairs professions.				
	Respects and upholds the confidentiality of clients' issues and concerns.				
<b>Professional judgment</b>	Exercises professionally sound judgment in the selection, timing, and implementation of counseling and student development techniques and strategies.				
<b>Comments:</b>					

### Domain B: Planning, Preparation and Productivity

		<b>E</b>	<b>A</b>	<b>NI</b>	<b>N/O</b>
<b>Dependability, conscientiousness, responsibility</b>	Arrives on time to academic and professional commitments.				
	Meets attendance obligations and expectations.				
	Accepts personal responsibility for one's own actions and behaviors.				
	Is punctual and reliable in the completion of assignments and correspondence during coursework and clinical supervision.				
	Arrives able to perform professional tasks and functions, including the exercise of sound judgment.				

<b>Effort and preparation</b>	Arrives prepared to perform professional tasks and meet academic or professional responsibilities.				
	Demonstrates thoughtful preparation and effort commensurate with professional or academic expectations.				
<b>Productivity</b>	Completes assigned tasks on schedule.				
	Works effectively as part of a group, as well as independently.				
<b>Comments:</b>					

**Domain C: Commitment to Developing Professional Competencies**

		<b>E</b>	<b>A</b>	<b>NI</b>	<b>N/O</b>
<b>Commitment to developing multicultural competencies</b>	Demonstrates appreciation for diversity.				
	Understands and respects diverse backgrounds, beliefs, and values of students, clients and colleagues.				
	Seeks feedback about multicultural knowledge and skills and uses this feedback to improve professional functioning.				
<b>Commitment to developing interpersonal competencies</b>	Seeks and uses feedback about one's personal and interpersonal functioning and uses this feedback to improve professional functioning.				
	Demonstrates respect, clear communication, and a commitment to collaborative problem solving when facing interpersonal differences.				
<b>Commitment to developing counseling or student development competencies</b>	Recognizes one's own professional competencies and shares them with peers, supervisors, and faculty.				
	Seeks feedback from peers, supervisors, and faculty about one's professional knowledge and skills and uses this feedback to improve professional functioning.				
	Demonstrates willingness to learn new modes of service delivery and use a variety of resources.				
	Demonstrates willingness to use technology as a tool in service delivery.				
	Demonstrates commitment to improving practice through data collection, assessment and program evaluation.				
	Demonstrates commitment to lifelong learning.				
<b>Comments:</b>					
<b>Strengths</b>			<b>Areas for Opportunities for Growth</b>		

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Signatures:

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(name of student)

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(date)

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(name of faculty)

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(date)

\_\_\_\_\_  
(name of faculty)

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(date)