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Program Overview

The mission of the master’s program in school counseling at Ball State University is to prepare professional school counselors to be change agents preK-12 schools. The program will help students develop a professional identity as a school counselor with particular focus on social justice and equity in schools. Students are exposed to a range of theoretical perspectives and also challenged to view students as embedded in a complex system which inevitably shapes their everyday lives. Intensive, supervised practica and internships are required, providing real-life work experience in the application of prevention, intervention, and evaluation techniques in preK-12 schools.

The school counseling program is structured to educate students in accordance with the Indiana school counseling licensure requirements as well as standards set forth by the American School Counselor Association (ASCA) and the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

The specific training goals for students pursuing master’s degrees in school counseling are as follows:

- Apply American School Counselor Association’s (ASCA) Model to facilitate student development in terms of academic, career, and personal/social development.
- Implement a comprehensive school counseling program that promotes and enhance student academic, career, and personal/social development.
- Know how the multiple roles and functions of professional school counselors relate to missions of schools.
- Appreciate ethical and legal challenges that school counselors commonly confront in schools within their local communities.
- Intervene with culturally and economically diverse students in one-to-one meetings, and in group/classroom settings on educational, career, social, emotional, or personal factors affecting academic achievement and social integration.
- Develop clinical skills for competently addressing multiple challenges in which students in schools are facing according to socioeconomic status, race/ethnicity, gender, ability status, nationality and sexual orientation.
- Assess influences of multiple factors affecting the personal, social, career, and academic functioning of students within cultural contexts.
- Conduct, evaluate, and design school counseling outcomes research using data-driven program evaluation models to inform school system decision-making and accountability.
- Understand how School Counseling graduate programs can enhance academic missions of schools.

- Apply principles, strategies, programs, and practices necessary for closing the achievement and opportunity gaps and enhancing college/career readiness for all students.

- Build collaborative partnerships with parents, agencies, and community stakeholders for promoting access, equity, and social justice in schools.

- Consult with other professionals and administrators about how best to address developmental needs of culturally and economically diverse students.

- Acquire leadership and advocacy skills for removing barriers that impede student learning and academic success in schools and within their local communities.

In order to meet these objectives, students are expected to demonstrate competence in 8 common core areas and 3 school counseling specialty areas outlined in the Council for Accreditation of Counseling and Related Educational Programs (CACREP). They include:

**Common Core Areas:**
1. Professional Counseling Orientation and Ethical Practice
2. Social and Cultural Diversity
3. Human Growth and Development
4. Career Development
5. Counseling and Helping Relationships
6. Group Counseling and Group Work
7. Assessment and Testing
8. Research and Program Evaluation

**School Counseling Specialty Areas:**
1. Foundations
2. Contextual Dimensions
3. Practice

The program is designed to foster student growth and development in each of these areas through coursework and over 800 hours of field-based experiences in practicum and internship. Further, the coursework and field experiences are guided by the ASCA National Model which provides the framework for comprehensive, data-driven school counseling programs in prek-12 schools.
School Counseling Faculty

Charlene Alexander, Ph.D.

Research interests:

Teaching interests:

Dr. Alexander is the Associate Provost of Diversity in the Office of Diversity and Inclusion.

Jungnam Kim, Ph.D.
University of Maryland, College Park, 2012

Research interests: parent empowerment; intersection of race/ethnicity, income, and language on parent empowerment; school bonding and college readiness in enhancing students’ academic achievement.

Teaching interests: school counseling; practicum; introduction to school counseling; internship; organization of the guidance curriculum; research; parent education, engagement, empowerment, and involvement.

Theresa A. Kruczek, Ph.D.
Ball State University, 1991

Research interests: child and adolescent survivors of child sexual abuse; treatment outcome; prevention; child mental health risk and resiliency factors; family systems and school issues.

Teaching interests: family systems; child and adolescent counseling; pediatric psychology; school issues.

Dr. Kruczek is the Director of the Counseling Practicum Clinic and the Interim Department Chairperson for the Department of Educational Studies.

Renae D. Mayes, Ph.D.
The Ohio State University, 2013

Research interests: gifted education; special education; urban education; students of color in K-12 schools; school counselors and school counselor educators of color.

Teaching interests: practicum and internship; counseling exceptional children; introduction to school counseling; multicultural counseling; organization of guidance programs; supervision.

Dr. Mayes is the Director of the School Counseling program.
Commitment to Social Justice, Advocacy, and Diversity

School counseling as a profession addresses social justice, equity, and diversity that exist in schools and communities. School counselors readily acknowledge that inequities and systemic barriers exist in preK-12 schools that impact students’ academic, career and personal/social development. As such, school counselors are charged to ensure the success of all students by playing a role as leaders, systemic change agents and advocates to remove barriers and provide systemic prevention and intervention activities that bring about equity in schools.

The School Counseling Program at Ball State is committed to meet this call for school counselors. Thus, social justice and advocacy are at the core of the training experience and are a common thread in every class. As such, students are trained to develop leadership and change agents in schools, advocating for students and school policies as well as programs that enhance a positive and culturally responsive climate and promote students’ academic, career, and personal/social development. Not only are students engaged in coursework regarding social justice and advocacy, they are provided a wealth of experiences in prepractice, practice, and internship to take their classroom learning and put it into practice.

The School Counseling Program at Ball State is also committed to diversity within the students and faculty. We are proud to support students and faculty with diverse backgrounds and identities and believe that diversity within the program strengthens our growth and development. There are also campus resources available to students, faculty, and the department for continued support and professional development. These include but are not limited to:

- The Multicultural Center
- The Rinker Center for International Programs
- The University Counseling Center
- Multicultural Student Organizations (Asian American Student Assoc., Black Student Assoc., Latino Student Union, Spectrum)
- Student Veterans Organization
- The Office of Disability Services
- The Office of Institutional Diversity
Program of Study++

All of the following courses:
CPSY 600 Introduction to School Counseling (3)
CPSY 606 Pre-practicum Interviewing Skills (3)
CPSY 607 Appraisal Methods in Counseling (3)
SPCE 600 Education of Exc Children (3)
CPSY 614 Career Counseling, Assessment, and Intervention (3)
CPSY 621 Theories and Techniques of Counseling (3)
CPSY 644 Practicum in Counseling (3)
CPSY 646 Advanced Practicum (3)
CPSY 653 Research in Counseling Psychology and Guidance (3)
CPSY 685 Organization of the Guidance Program (3)
CPSY 688 Process and Techniques of Group Counseling (3)
EDPSY 603 Psychology of Human Development (3)
CPSY 695 Field Internship in Counseling^^ (in a school setting) (6)

One of the following courses:
CPSY 631 Introduction to the Study of Personality (3)
* CPSY 636 Psychopathology (3)

One of the following courses:
* CPSY 678 Theories and Techniques of Counseling the Culturally Different (3)
EDMUL 670 Social and Cultural Minorities in American Education (3)
EDMUL 660 Multicultural and Multiethnic Education in American Schools (3)

One of the following courses:
* EDCUR 610 Elementary School Curriculum (3)
* EDCUR 620 Secondary School Curriculum (3)
* EDCUR 630 Junior High and Middle School Curriculum (3)
EDSEC 695 Dynamics of the Secondary School Classroom (3)
EDSEC 534 Discipline: Improving Student Behavior in Secondary Schools (3)
* EDEL 626 Discipline and Classroom Management: Some Practical Approaches (3)

**Highly Recommended Elective Courses**
CPSY 609 Counseling Ethics (3)
CPSY 624 Program Development and Evaluation (3)

* Strongly recommended

++ Students are required to maintain membership in at least one professional school counseling association (e.g. American School Counselor Association, Indiana School Counselor Association, etc.) for the duration of the program.

^^ Students are expected to submit a proposal to the annual ISCA conference (proposals due in May before the start of internship) as well as attend a minimum of one school counseling
conference during their internship. Conference registration will be provided to the instructor as verification of this requirement.

Upon completion of the program, students must apply to and be recommended by the Teachers College Educational License Office in order to receive a standard-grade license for school counselor, issued by the Indiana State Department of Education.

**Additional Courses Required for MH Licensure in Indiana**
- CPSY 605 Introduction to Clinical Mental Health Counseling (3)
- CPSY 636 Psychopathology (3) (If not taken during program)
- CPSY 695 Field Internship in Counseling (6)
- EDPSY 641 Statistical Methods in Educational and Psychological Research (3)

**Mental Health Licensure in Indiana**
Students completing the school counseling masters program have the option of adding on a third year to complete the requirements necessary for clinical mental health licensure in Indiana. This includes a 600 hour year long internship (for licensure students will need to complete 900 hours). Students may wish to graduate at the end of the school counseling program and complete these courses as a non-degree seeking student. Non-degree seeking students are not eligible for financial aid. As an alternative, students may complete the requirements for both the school counseling program and clinical mental health licensure and officially graduate at the end of the third year. This option is eligible for financial aid. If you are interested in adding the clinical mental health licensure courses, please schedule a time to meet with the Graduate Admissions Coordinator, (Ms. Barb Irvin; cpsy@bsu.edu) to develop your program of study.

**PrePracticum, Practicum, & Internship**
As a part of the program, students are expected to complete training experiences in preK-12 schools. In the first year, students will have a prepracticum and practicum experience at the elementary school level. In prepracticum, students will spend 5 hours a week in an elementary school where they will learn and practice foundational counseling skill and shadow a professional school counselor. In practicum, students will continue in the elementary school for 10-12 hours a week (200 hours total, spring and summer semesters) and engage in professional school counseling through individual and group counseling, classroom guidance, collaboration with parents and teachers, and additional school counseling activities. In the second year, students will have a year-long internship experiences at the secondary level (middle or high school). Students will be at a school for 20 hours a week (600 hours total, fall and spring semester) and engage in the full role of professional school counseling. In prepracticum, practicum, and internship, students will have both individual and group supervision from qualified doctoral students, site school counselors, and school counseling faculty.

**School Counseling Portfolio Requirement**
Students are required to complete the development of their school counseling, standards based, digital portfolio started in their first year in the program. Students must upload a link to their electronic portfolio in rGrade at Decision Point 5, before graduation. Your portfolio must be organized around the ASCA School Counseling Competencies Standards with accompanying artifacts to support knowledge and skill development. For each section outlined below, students must provide a rationale supported by current research/school counseling literature. All artifacts
should represent student growth and work. Your portfolio will be based on the ASCA School Counselor Competencies, additionally; the portfolio must include the following:

- Your design (wish list) of a school counseling center and rational for that design (e.g. developmental; comprehensive, budget etc.);
- A school transition plan (home to school, elm-Middle; middle-high; school-work) and 1 page rationale for the transition plan you selected;
- A school safety plan which demonstrates the potential impact of crises, emergencies, and disasters on students, educators, and schools, and the skills needed for crisis intervention, including school and community collaboration models for crisis/disaster preparedness and response.
- An academic achievement plan that identifies various forms of needs assessment for academic, career, and personal/social development.
- Plans to close the achievement gap, promote student academic success, and prevent students from dropping out of school.
- A conflict mediation program demonstrating your understanding of the various peer programming interventions (e.g., peer mediation, peer mentoring, peer tutoring) and how to coordinate them. Demonstrate your use of peer helping strategies in the school counseling program.
- Referral Procedures: Demonstrate your use of referral procedures with helping agents in the community (e.g. mental health centers, businesses, service groups) to secure assistance for students and their families.
- Leadership: Knows the qualities, principles, skills and styles of effective leadership. Knows strategies of leadership designed to enhance the learning environment of schools.
- Role of the School Counselor: Understands the school counselor’s role in student assistance programs, school leadership, curriculum, and advisory meetings.
- Identification of grants to support your professional school counseling program;
- Presentation of school-counseling-related educational programs for use with parents and teachers (e.g., parent education programs, materials used in classroom guidance and advisor/advisee programs for teachers; and
- A comprehensive evaluation plan with examples of needs assessment and surveys.
- You must provide a one page (minimum) reflection of the ASCA School Counselor Competencies: I. School Counseling Programs, II. Foundations, III. Delivery, IV. Management and V. Accountability.

**GPA Requirements for Graduate Students**

All university graduate students must maintain a 3.0 grade-point average after completing 9 semester hours of courses; students will be placed on probation if this average is not maintained. Departmental retention policies include the following requirements for counseling and dual majors: passing an ethics exam; a grade of B or better in practicum, internship courses; and satisfactory completion of the school counselor portfolio.

**Transfer Credit**

With the approval and recommendation of the program director and approval by the dean of the Graduate School, graduate work taken for credit at other accredited institutions may be
transferred in partial fulfillment of degree requirements. The transferred credits must meet stipulations that include but are not limited to:

- a minimum student G.P.A. of 3.0 on all graduate work at the other institutions;
- a minimum grade of B (B− does not transfer) on courses considered for transfer; and
- completion of hours within the six years allowed for completion of advanced degrees at Ball State.

A master’s degree candidate may transfer up to 9 semester hours from other regionally accredited institutions if the director of the program and the Graduate School deems the courses appropriate for the planned program. Graduate level course work completed before completing the baccalaureate degree cannot be used toward a graduate degree (see Graduate Catalog).

**Endorsement Policy**

Students may request an endorsement (i.e., a verbal or written recommendation) from program faculty in order to gain employment or credentials. Students and graduates of the Ball State School Counseling Program will be endorsed by counseling faculty only for positions or credentials for which they have been adequately prepared. Students should seek endorsement only for employment and credentials that are appropriate given their training, coursework and supervised experience. Before giving an endorsement, faculty will first check student records (e.g., GPA, program requirements, graduation status) to ensure that students and graduates are only endorsed for employment or credentials for which they have been adequately trained.

**Time Allowed**

After a student has been admitted to a degree program, all requirements for the degree are to be met within six years of the date of admission to the program. Special cases will be submitted to the Graduate Education Committee for consideration and action. In general, the program director has jurisdiction, but the Graduate Education Committee serves as the board of appeal.

**Graduate Assistantships**

A limited number of graduate assistantships are available in the Department of Educational Psychology. Students are encouraged to apply for assistantships in other offices on campus. Graduate assistant positions may have individual applications or may simply require a résumé and cover letter. Applicants are responsible for pursuing positions in other areas. Students must be admitted to a degree program before they can be awarded assistantships. Tuition for students with assistantships is waived for the calendar year, but 12 semester fees are assessed. The stipends for assistantships may vary but typically pay between $5,000 and $7,000 for the academic year.

**Course Loads for Graduate Assistants**

Students receiving assistantships are not permitted to take more than 15 semester hours of credit during any semester or 6 semester hours during any summer term, except as approved by the dean of the Graduate School.
School Counseling Licensure

In order to be recommended by the licensing officer at Ball State for the initial practitioner license as a school counselor in Indiana, students must complete a Master’s degree in school counseling or related area, and successfully meet the standards for school services personnel and the specialty standards for school counselors.

These requirements include:

- Successful completion of 51 semester hours of graduate work beyond the bachelor’s degree. Generally this requires two years of course work including summers. Undergraduate course work may not be substituted for required classes. Specific courses and a recommended sequence of study are provided in the program of study.

- Satisfactory development of knowledge, professional skills, and dispositions as determined at the required decision points.

- Satisfactory completion of professional school counseling portfolio

Additional Requirements for ‘initial’ licensure

In addition to the Ball State licensing office recommendation, the following items need to be submitted with application to IN. Department of Education for the initial school counseling license:

- A passing score on the Indiana Core School Counselor Assessment
- CPR/Heimlich/AED Certification
- Suicide Prevention Training
Transition to Department of Educational Psychology

As of July 1, 2016, the School Counseling track in Counseling has joined the Department of Educational Psychology. The clinical mental health and rehabilitation counseling track remain in Counseling Psychology, Social Psychology and Counseling (previously Counseling Psychology and Guidance Services [CPSY]). The Department of Counseling Psychology, Social Psychology and Counseling have joined the College of Health as of July 1, 2016.

This transition brings with it incredible opportunities for the school counseling track including becoming a stand alone program and greater collaboration with Educational Psychology, School Psychology, and Teacher Education programs, we also realize that this may also bring some unforeseen challenges. Please bear with us as we make this transition. Should you have any questions or concerns, please contact your advisor.

Course Enrollments & Program of Study
For the 2016-2017 SY, contact the CPSY graduate admissions coordinator, Ms. Barb Irvin, at cpsy@bsu.edu for questions about your program of study. For course enrollment permissions, contact CPSY Administrative coordinator, Ms. Mary Graham, at megraham@bsu.edu.

Mailboxes
Student mailboxes will remain in the CPSY main office, TC 605 for the 2016-2017 SY.

Funds for Travel and Research
Graduate students can request Departmental funds for research; up to $200. To request, send Dr. Sharon Paulson an email and cc Mindy Wagner. Students may also apply for research and travel funds through the ASPIRE (Student Research and Hollis); Lyell Bussell Memorial Scholarships Funds.

Emails
It is expected that you will access your Ball State email account on a regular basis. This email is linked to all you activities at Ball State including registrar office, bursar office, financial aid office, and departmental or program communications. Instructors will also use this email for course related communication.
Admission Requirements and Procedures

Graduate School Requirements
Candidates must be admitted for graduate study by the Graduate School before the department can recommend admission into the program. Applicants must meet the Graduate School’s admission policies, including a 2.75 overall grade-point average (on a 4.0 scale) in undergraduate course work from all universities attended, or a 3.0 G.P.A. in the second half of undergraduate course work. Consult the current Ball State University Graduate Catalog for further information. Admission by the Graduate School does not guarantee admission into the program.

School Counseling Program Requirements
Applicants must have completed either 15 semester hours or 24 quarter hours of undergraduate psychology and/or education courses, with at least an overall G.P.A. of 3.0 in these courses, for their application to be eligible for consideration. Educational, social, counseling, or general psychology courses are acceptable. Any exceptions to this requirement must be approved by the director of the school counseling program.

Application Materials
- Departmental application (mail directly to the department address)
- Three letters of recommendation (letters are to be uploaded through the online Graduate School Application)
- Scores on the GRE General Test (sent directly from GRE Testing Service to the Graduate School)
- Notification of admission from the Graduate School or Center for International Programs

Application Procedures
All degree applicants must submit separate application materials to the university’s Graduate School and the Department of Educational Psychology. The programs offered by the department are selective-admissions programs and require additional application materials. Application materials may be submitted to both offices at the same time; the Graduate School, however, must complete its admission process before the department may offer admission.

Application Deadlines: March 1 and June 15
Applications are evaluated by the department twice a year, in the spring and summer. Incomplete applications are ineligible for review unless they are completed by the next evaluation deadline. It is the applicant’s responsibility to ensure that all required materials are postmarked and received by the department by the deadline. Applicants should contact the department before the deadline to check on their application status. Applications to the rehabilitation track are evaluated as soon as they are completed. It is strongly recommended that application be made to the Graduate School a month before the departmental deadline. Applicants who have complete applications in the department but have not been admitted by the Graduate School before the deadline will not be evaluated by the department.

International Candidates
Applicants from other countries and applicants who live in the United States but are not American citizens must be admitted by the Center for International Programs, not the Graduate School, before they are eligible for admission to the department. International students must meet all of the university’s admission requirements for foreign students. Contact the Center for International Programs at (765) 285-5422 for an application. Applicants must complete all application materials required by both the department and the center, and mail all materials directly to the Center for International Programs. Applicants should allow sufficient time (2 months) for the International Center to process the application and determine eligibility for admission before the program deadlines of March 1 or June 15. Contact the Center for International Programs at (765) 285-5422 or see their Web site at www.bsu.edu/international for an application.

An acceptance by the Center for International Programs and all departmental application materials must be received by the program by March 1 or June 15.

**Non-degree Candidates**

There are typically no application deadlines for non-degree candidates. Non-degree status applies to those who already hold a standard school services license for counseling and wish to pursue the professional school services license. This status also applies to those who already have master’s degrees in counseling or related fields and want to take coursework (without earning a second master’s degree) that will make them eligible for the standard school services license. These candidates are evaluated individually and should submit a letter of request and transcripts to the master’s program director, who will determine eligibility. These candidates may be asked to submit complete application materials to the department for further evaluation.

**Taking Program Coursework before Admission**

Applicants who have not yet been admitted by the department may enroll in program courses for only one semester before admission to a degree program; however, only nine semester hours may apply toward the program if the student is admitted. Taking coursework before admission does not guarantee acceptance into the programs. Departmental permission is required to register. A completed departmental application must be on file before this request is approved.
Rationale and Procedures

This document has been developed to delineate the procedures used by the Masters training program to (a) evaluate student performance, (b) respond to problematic or inadequate student performance, and (c) ensure that due process is accorded all parties during the evaluative and review process.

The document is divided into seven sections:


I. Introductory Remarks

The faculty of the school counseling Masters Degree training program in the Department of Educational Psychology has the responsibility to assess the progress of each student. The primary purpose of this assessment is to facilitate academic, professional, and personal growth as well as provide feedback in a timely manner. This document is not intended to address issues of student impairment that fall under the purview of the Americans with Disabilities Act. In cases in which an ADA impairment is identified or suspected the affected student would be directed to the Office of Disability Services to document the impairment and the appropriate accommodations.

II. Definition of Academic/Professional Problematic Behavior

For purposes of this document, problematic behavior is defined broadly as an interference in academic/professional functioning that is reflected in one or more of the following ways:

A. An inability and/or unwillingness to acquire and integrate academic/professional standards into one’s repertoire of academic/professional behavior.

B. An inability and/or unwillingness to acquire and integrate academic/professional skills in order to reach an acceptable level of competency.

C. An inability and/or unwillingness to adaptively manage personal stress, psychological dysfunction, and/or excessive emotional reactions that interfere with academic/professional functioning.
Evaluative criteria that link this definition of problematic behavior to particular academic/professional behaviors are incorporated in the specific evaluation for academic/professional courses and through student’s clinical supervision. Evaluations are completed at several intervals (e.g. ongoing supervision) during each student’s Masters training.

While it is a professional judgment as to when a student’s behavior rises to the level of potential remediation rather than just being problematic (i.e. behaviors, attitudes, or characteristics which, while of concern and requiring remediation, are not perceived to be unexpected or excessive for professionals-in-training), problems typically become require remediation when they include one or more of the following characteristics:

A. The student does not acknowledge, understand, or address the problem when it is identified.
B. The problem is not merely a reflection of a skill deficit that can be rectified by academic or didactic training.
C. The quality of services delivered by the student is sufficiently negatively affected.
D. The problem is not restricted to one area of academic/professional functioning.
E. A disproportionate amount of attention by faculty/training personnel is required to address the student’s problems.
F. The student’s behavior does not change as a function of feedback, remedial efforts, and/or time.
G. The problematic behavior has ethical or legal ramifications for the department.
H. The student’s behavior when representing the department negatively affects the public view of the department.

Adapted from:

III. Due Process: General Guidelines

Due process ensures that decisions made about student’s progress in the program are not arbitrary or personally based and requires that programs identify specific evaluative procedures that are applied to all students and has appropriate appeal procedures available to the student so he/she/they may challenge the program’s action. General due process guidelines include:

A. Presenting students, in writing, with the program’s expectations related to academic/professional functioning;
B. Stipulating the procedures for evaluation, including when and how evaluations will be conducted. Such evaluations should occur at prescribed intervals and are constituted by course grades, the content exam, and individual evaluations from practicums and internships;
C. Articulating the various procedures and actions involved in making decisions regarding problematic behavior;
D. Communicating, early and often, with students about any suspected difficulties;
E. Instituting a remediation plan for identified inadequacies, including a time frame for expected remediation and consequences of not rectifying the inadequacies within that time;
F. Providing a written procedure to the student that describes how the student may appeal the program's action.
G. Ensuring that students have sufficient time to respond to any action taken by the program;
H. Using input from multiple professional sources when making decisions or recommendations regarding the student’s performance; and
I. Documenting, in writing to all relevant parties involved, the action taken by the program and its rationale for such action.

IV. Guidelines for Student and Training Program Responsibilities

The masters training offered by the School Counseling Program in the Department of Educational Psychology offers essential academic and practical experiences that foster the goal of developing a “well-rounded” professional school counselor. As a result, there are several general expectations and responsibilities of all students regarding their academic/professional performance in attaining program goals as well as their individual personal goals. Likewise, there are general responsibilities that the program assumes in assisting the student to attain an acceptable level of academic/professional competency. These expectations and responsibilities are identified below:

A. Training Program’s Expectations and Responsibility of Students

The expectation of the students are divided into three major areas: 1) knowledge of and conformity to relevant academic/professional standards, (2) acquisition of appropriate academic/professional skills, and (3) appropriate management of personal concerns and issues as they relate to academic/professional functioning.

B. General Responsibilities of the Training Program

The faculty of the training program is committed to providing an environment to assist students in integrating personal values and attitudes, functioning as individuals, and meeting their academic/professional goals. The faculty will provide students with information regarding academic/professional standards and guidelines as well as information regarding relevant legal regulations that govern the practice of counseling. In addition, departmental standards are provided to students in the program handbook.

V. Initial Procedures for Responding to Inadequate Performance by a Student

The review process may be initiated by any faculty member, including course instructor, assistantship supervisor, research supervisor, practicum/clinic supervisor, thesis chair, or any member who evaluates a student’s performance as “inadequate for a student-intraining” in an area of academic/professional standards, academic/professional competency, or personal functioning. This evaluation of “inadequate for a student-intraining” will be communicated to the
school counseling program faculty. If a student receives a rating of “inadequate for a student-in-training” in any of the major categories of evaluation, the following procedures will be initiated:

A. **The school counseling program faculty** will meet to discuss the rating and determine what action needs to be taken to address the issues reflected by the rating.

B. The student will be notified in writing that such a review is occurring and the school counseling program faculty will receive any information or statement from the student related to his/her/their response to the rating. The student may attend the meeting in his/her/their own defense.

C. In discussing the inadequate rating and the response, if available, the school counseling program faculty may adopt any one or more of the following resolutions:
   1. Take no further action.
   2. Issue an “acknowledgment notice” to the student which formally acknowledges:
      a. that the committee is aware of and concerned with the rating;
      b. that the rating has been brought to the attention of the student; and
      c. that the school counseling program faculty will work with the student to rectify the problem or skill deficits addressed by the rating.
   3. Put the student on “probation” which defines a relationship such that the school counseling program faculty actively and systematically monitors for a specified length of time the degree to which the student addresses, changes, and/or otherwise improves the behavior associated with the inadequate rating. The probation is a written statement to the student and includes:
      a. the actual behaviors associated with the inadequate rating;
      b. the specific recommendations for rectifying the problem;
      c. the time frame for the probation during which the problem is expected to be ameliorated; and
      d. the procedures designed to ascertain whether the problem has been appropriately rectified and the consequences for compliance/noncompliance.
   4. Recommend termination from the program.

D. The Director of school counseling program will then meet with the student to review any specified conditions. The student may choose to accept the conditions or may choose to challenge the action.

### VI. Situations in Which Grievance Procedures are Initiated

There are two situations in which grievance procedures can be initiated: (1) When the student challenges the action taken by the school counseling program faculty or (2) when the school counseling program faculty are not satisfied with the student’s action in response to its action and there is a continuation of inadequate performance. If a student believes the grievance involves illegal discrimination, then the student should contact the Office of General Counsel and/or other relevant university offices (e.g. Office of Disability Services, Ombudsperson’s Office, Dean of Students).

A. If the student challenges the action taken by the committee as described previously, he/she must inform the Director of School Counseling Program in writing of such a challenge within seven (7) business days of the faculty’s decision.
1. The Director of Masters Degree Program in Counseling will convene the school counseling program faculty. The student retains the right to hear all facts with the opportunity to dispute or explain his/her behavior.

2. A review hearing will be conducted in which the challenge is heard and the evidence presented.

3. The school counseling program faculty will submit a report to the student, the Director of School Counseling Program, and the Department Head within five (5) business days of the hearing completion which will include recommendations for further action. Decisions of the committee will be made by majority vote.

4. Further action will follow departmental and university grievance guidelines.

B. If the school counseling program faculty determines that there has not been sufficient improvement in the student’s behavior to remove the inadequate rating under the conditions stipulated, the school counseling program faculty will communicate this in writing to the student. The school counseling program faculty may then recommend:
   1. Continuation of the probation for a specified time.
   2. Suspension whereby the student is not allowed to continue engaging in certain designated academic/professional activities until there is evidence that the behavior in question has improved.
   3. Termination from the program.

Within five (5) business days of the receipt of the committee’s determination, the student may respond to the action by (1) accepting the action or (2) challenging the faculty’s action.

A. If a challenge is made, the student must inform the Director of School Counseling Program in writing of such a challenge within seven (7) business days of the faculty’s decision. The student must also include a statement concerning why he/she/they believes the faculty’s action is unwarranted. A lack of response by the student will be interpreted as complying with the faculty’s sanction.

1. If a challenge is made, the Director of School Counseling Program will convene the school counseling faculty. The student retains the right to hear all facts with the opportunity to dispute or explain his/her behavior.

2. A review hearing will be conducted in which the challenge is heard and the evidence presented.
   a. The school counseling faculty will submit a report to the student, the Director of School Counseling Program and the Department Head within seven (7) business days of the hearing completion, which will include recommendations for further action. Decisions of the committee will be made by majority vote.
   b. Further action will follow departmental and university grievance guidelines.

VII. Remediation Considerations
It is important to have meaningful ways to address problematic behavior once it has been identified. Several possibilities and perhaps concurrent courses of action designed to remediate problematic behavior include but are not limited to:

A. Increasing academic/professional supervision, either with the same or other faculty members;
B. Changing the format, emphasis, and/or focus of academic/profession supervision;
C. Recommending and/or requiring personal therapy in a way that all parties involved have clarified the manner in which therapy contacts will be used in the student evaluation process;
D. Reducing the student’s clinical or other workload and/or requiring specific academic coursework; and/or
E. Recommending, when appropriate, a leave of absence.

When a combination of the interventions mentioned in this policy do not, after a reasonable time period (as pre-determined by the student and school counseling faculty), rectify the problematic behavior, or when the student seems unable or unwilling to alter his/her/their behavior, the training program may need to take more formal action, such as:

A. Giving the student limited endorsement, including the specification of those settings in which he/she/they could function adequately;
B. Recommending and assisting in implementing a career shift for the student; and/or
C. Terminating the student from the program.

All of the steps mentioned in this policy must be appropriately documented and implemented in ways that are consistent with due process procedures.