

## **OHIO UNIVERSITY COUNSELOR EDUCATION**

### **Assessment, Review, Remediation, and Retention Procedures**

Assessment is a central component of counselor education and supervision. Student assessment is mandated as part of program accreditation by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The Counselor Education (CE) faculty serves an important gate-keeping function to the community at-large, necessary for the protection of the clients students serve both during the program and upon graduation; as well as to assist students in developing as counseling professionals. To fulfill this function, the CE faculty conducts regular and systematic assessment of student academic progress, professional dispositions and professional behavior throughout the program.

#### **Formative Assessment**

Formative assessment is ongoing and iterative throughout the program and includes **empirical assessment**, based on comprehensive program accreditation criteria as measured by the Counseling Competencies Scale (2012, 2015); and **observational assessment** by program faculty and other stakeholders.

##### **A. Empirical assessment:**

The CCS evaluates *counseling skills and therapeutic conditions*, and *counseling dispositions and behaviors*. Examples of CCS *skills and therapeutic conditions* items include, but are not limited to: ratings on nonverbal skills, the use of reflection questions in counseling, demonstrating empathy, and focusing the counseling session. CCS *dispositions and behaviors* items include but are not limited to: ethics, record keeping, multicultural competencies, and openness to feedback. The CCS is administered at regular intervals throughout the program, including as part of the theories and techniques course, the group counseling course, the practicum course, and at least once per internship course. Sections of the CCS may be adapted for use in other courses at the discretion of the instructor (e.g. multicultural counseling course).

Regular academic progress (e.g. Grade Point Average; GPA) is also part of empirical assessment. Students who earn a “C” or lower in a course are referred to the CE faculty for an Advisor-initiated Individual Student Review and are required to retake the course as a part of the remediation process. The CE program does not allow more than two attempts to successfully complete (i.e., “B-” or above) any course. Note that the [Ohio University Graduate Catalog](#) standards of work, stipulate: “If a student’s GPA falls below 3.0, they will be placed on academic probation for one semester. If their GPA is still below 3.0 at the end of their probationary semester, they will be dismissed from their current graduate program(s).”

##### **B. Observational Assessment:**

Beyond academic and experiential coursework, the CE faculty reserves the right and obligation to assess and determine whether observed student behaviors are appropriate for the counseling profession. Student behaviors inside and outside the classroom are considered within the context of appropriateness for the profession of counseling, and are guided by the Code of Ethics of the American Counseling Association (ACA), American School Counselor Association (ASCA), Commission on Rehabilitation Counselor Certification (CRCC), and other professional counseling bodies related to licensure and certification; as well as program, department, college

and university policies. Interpersonal functioning as it relates to students' current and future competence in the field of counseling is relevant to assessment of students. Observations and evaluations of academic and experiential performance as well as interpersonal functioning are conducted by CE faculty, site supervisors, and doctoral supervisors. In addition, the faculty may consider feedback on student behavior and interactions offered by peers, CE faculty, other Patton College faculty, or relevant parties. A systematic review of each student enrolled in the program is conducted each semester until the student graduates from the program in addition to designated time for student review during regular CE program meetings.

### **Student Review, Remediation and Retention Processes**

Student assessment is an ongoing process throughout the program. The CE Student Review is the procedure through which assessment information is considered by CE faculty to determine whether students are adequately progressing or not; and if not, what should be done differently. The CE faculty engages in several forms of student review, described below. ***It is important to note that the below forms of review are not sequential and may be engaged at any time as ongoing assessment and evaluation of students is necessary in the CE program.***

#### **A. Semester Progress Review of All Students:**

Each fall and spring semester (usually around the semester midpoint) a review and evaluation of the measured and observed progress of every student enrolled in the CE program is conducted. In addition, the faculty may raise concerns about students before or after the Semester Progress Review of All Students as needed during faculty program meetings. The Semester Progress Review of All Students focuses on academic and experiential elements of student progress, as well as interpersonal functioning within the context of the profession of counseling. Feedback from faculty and supervisors regarding interpersonal functioning and appropriateness of interpersonal functioning for the profession of counseling is considered. Examples of possible concerns regarding interpersonal functioning include boundary issues, standards of care, ability and willingness to accept feedback, substance abuse, aggressiveness, and adherence to ethical codes.

During the semester students are identified as: (a) making satisfactory progress or (b) making inadequate progress. For the purposes of the CE program, inadequate progress is defined as engaging in unethical practices or behaviors; engaging in academic dishonesty; experiencing psychological or interpersonal difficulties which interfere with performing as a counselor and/or counselor in training; demonstrating interpersonal functioning that is inappropriate for the counseling profession, or other concerns as raised by faculty. Based on the concerns raised, faculty collectively decide whether identified students should have an Advisor-initiated Individual Student Review (letter B below) or whether a Faculty-initiated Individual Student Review is required (letter C below). Following the Semester Progress Review of All Students, students receive email communication informing them of the occurrence of the Semester Progress Review of All Students and their level of progress, defined as making (a) satisfactory progress, or (b) inadequate progress with the requirement for an Advisor-initiated Individual Student Review or a Faculty-initiated Individual Student Review.

#### **B. Advisor-initiated Individual Student Review:**

An Advisor-initiated Individual Student Review is conducted when the advisor or faculty have

determined a student is making inadequate progress. The Advisor-initiated Individual Student Review includes a face-to-face Professional Development Meeting with the advisor. During this meeting, the advisor verbally shares concerns with the student. Examples of suitable concerns for a Professional Development Meeting might include any pattern of tardiness, performance related shyness, signs of low motivation, or poor academic performance. The advisor and student discuss strategies for student success and identify resources beneficial to the student as a part of remediation. The Professional Development Meeting is documented by the advisor in the form of a summary note. Comments made by the student, specific issues for the student to address, and advisor and/or faculty recommendations are included in the written summary. The student, advisor and program coordinator each sign this summary and retain a copy. The advisor checks in on the student's progress as a part of the advising role. During CE program meetings, the advisor reports to faculty on the student's progress. If remediation is not successful, the CE faculty conducts a Faculty-initiated Individual Student Review to employ further remediation efforts.

NOTE: The difference between an Advisor-initiated Individual Student Review and another advising meeting is a matter of professional discretion by the faculty member, which takes into account whether a pattern of behavioral concerns exists, and whether that pattern falls under a domain of problematic behavior as identified through accreditation, professional codes of ethics, and/or department, college, and university policies.

### **C. Faculty-initiated Individual Student Review:**

Students may be required to meet with the entire CE faculty in a Faculty-initiated Individual Student Review. Usually such a review is conducted when there are substantial concerns regarding a student's academic progress or when a student's personal or interpersonal behavior inhibits professional development and effectiveness. During this meeting, specific concerns are shared verbally and the student has the opportunity to provide input. The department chair is informed and consulted when a Faculty-initiated Individual Student Review is conducted. An overview of the Faculty-initiated Individual Student Review meeting is shared with the student in writing by the CE program coordinator.

Following a Faculty-initiated Individual Student Review, the CE faculty identify recommendations for either a remediation plan, or in cases of extreme severity which are considered beyond remediation; expulsion from the program. A remediation plan, if warranted, is prepared by the student's advisor with input from the CE faculty, consisting of a summary of the problem behaviors which led to the review; specific, measurable, and attainable goals; designated timeframes to achieve these goals. The student has input in the development of the plan. After a Faculty-initiated Individual Student Review, the advisor conducts a conference with the student and verbally reviews the remediation plan, including information regarding grievance procedures and the university Ombudsperson. The student is required to respond in writing that they have received the written remediation plan from the CE program coordinator, have had a verbal discussion with their advisor, and indicate whether they agree to or do not agree to follow the remediation plan within the specified time frame. The advisor of the student monitors compliance with the remediation plan by checking in regularly with the student and other parties who may be involved in the remediation. During CE program meetings, the advisor reports to faculty on the student's progress. Students who do not respond, cooperate, or comply with a remediation plan, or who do not make sufficient progress on a remediation plan may be prevented from registering for additional coursework. If remediation is not successful, the CE faculty meets to discuss retention

at an Individual Student Retention Conference. If remediation is not warranted, meaning the student behavior is at a level of severity which merits, in the opinion of the CE faculty, expulsion without the opportunity for remediation, the Faculty-initiated Individual Student Review meeting may transition to an Individual Student Retention Conference and will be documented as such.

#### **D. Individual Student Retention Conference:**

This is the last meeting held in cases where students have not complied with remediation or have not made sufficient progress in remediation. Possible outcomes are retention of the student with additional remediation, suspension from the program, additional or repeated coursework, physical or psychological evaluation and/or interpretative summary of treatment, or expulsion from the program. The CE program coordinator, the student's advisor, the department chair, and at least two other faculty members must be present at this conference. If expulsion is recommended, the matter is referred to the Credential Review and Candidate Progress Board (CRCPB). The Dean is informed of this decision in writing by the program coordinator.

#### **Suspension or Termination Decisions**

Suspension or termination of a student from the program is considered if remediation plans are not carried through. In the case where suspension or termination of a student from the program is considered, the following procedures are followed:

1. The student is informed of the decision to suspend or expel the student in writing by the CE program coordinator and is given an opportunity to respond in writing. Additionally, the department chair and Dean are notified. Information regarding grievance procedures and the Ombudsperson are provided to the student at this time.
2. A recommendation is made to the Gladys W. and David H. Patton College of Education Credential Review and Candidate Progress Board (CRCPB) by the CE program faculty only after the student has had an opportunity to respond to faculty concerns.
3. The Gladys W. and David H. Patton College of Education CRCPB reviews and conveys to the program coordinator and department chair a written decision. The department chair informs the student in writing of the CRCPB decision.

NOTE: If a student is terminated from the program while enrolled in the Counseling Practicum or Internship Course and the student is registered with the State of Ohio CSWMFT board as a Counselor Trainee, the Faculty will notify the State of Ohio Counselor, Social Worker, Marriage & Family Therapist Board of the student's termination from the program.

#### **Due Process**

The CE faculty are guided by the Code of Ethics of the American Counseling Association and codes of ethics of other professional counseling associations, as well as University, College, and Department policy. Students have the right to due process throughout the CE program's Assessment, Review, Remediation, and Retention procedures. This includes the right to appeal any decision made by faculty that impacts the student and the right to seek guidance from the university ombudsperson.

## **Review by the Credential Review and Candidate Progress Board (CRCPB)**

The CRCPB is the college-wide official body which oversees students' progress through the various programs in The Patton College of Education. Originally designed to monitor the progress of teacher education candidates, the board has expanded oversight to all programs in the college, including the CE program.

### **Academic Grievance Procedure**

A student may grieve academic matters not involving grade changes. These issues may include course content and instructor behavior. Before pursuing such a grievance, students should familiarize themselves with the importance of academic freedom to the educational environment of the university. Ohio University supports the idea that protecting academic freedom at the institution is the responsibility of students and faculty alike. Ohio University takes the position that academic freedom protects faculty and students' research and scholarship activities as well as material introduced in the classroom and must be assured during the academic appeal process. However, instructors are expected to show proper judgment in the classroom and should avoid persistently intruding material which has no relation to their subject.

A statement defining academic freedom which is based on language supported by the Association of American Colleges and Universities can be found above. Students should familiarize themselves with this statement before deciding whether to pursue a grievance related to an academic matter.

If a student wishes to grieve an academic matter that is not protected by academic freedom as defined above, the student should first seek resolution of the matter with the instructor. If resolution is not reached, the student should take his or her grievance to the department chair or school director. If resolution cannot be reached at that level, the student should consult the Dean.

The student should be aware that they may contact the [Ombuds Office](#), Baker University Center Room 501, 740-593-2627, for advice and counsel at any time during the academic grievance processes described above.

Source: [http://www.ohio.edu/students/handbook/policies/index.cfm#CP\\_JUMP\\_323433](http://www.ohio.edu/students/handbook/policies/index.cfm#CP_JUMP_323433)

### **Non-Academic Grievance Procedure**

Students who wish to grieve a non-academic issue may communicate their concerns in writing to CE program coordinator followed by the department chair. If resolution cannot be reached at that level, the student should consult with the Dean's office in the Patton College. The Patton College Professional Ethics Committee or the Patton College Credential Review and Candidate Progress Board (CRCPB) might be involved in cases where a grievance has been filed.

***Final determinations regarding student grievances on academic or non-academic issues will take place at the level of the Dean's office in the Patton College.***

## **University Resources**

Students may wish to consult with the following Ohio University offices:

The Office of Institutional Equity:

Phone: 740-593-9132

Website: <http://www.ohio.edu/equity/>

The Office of the Ombudsperson:

Phone: 740-593-2627

Website: <http://www.ohio.edu/ombuds/>

Ohio University Human Resources

Phone: 740-593-1636

Website: <http://www.ohio.edu/hr/>