

Handbook of
Graduate Studies in Professional Counseling

South University

Columbia, SC
Montgomery, AL
Novi, MI
Richmond, VA
Savannah, GA
Tampa, FL
Virginia Beach, VA
West Palm Beach, FL

Introduction

We welcome you to South University and the Master of Arts in Professional Counseling Program!

The information presented in this handbook summarizes the current program procedures and regulations governing graduate work in the Professional Counseling program at South University through the Columbia, South Carolina; Montgomery, Alabama; Savannah, Georgia; and West Palm Beach, Florida campuses.

This Handbook is broad in scope and is intended to supplement and extend more general University-level requirements. We encourage you to utilize and become familiar with this material, as well as the South University Catalog and Student Handbook throughout your training in the graduate program. Beyond this, although this Handbook is designed to serve as a resource, it is not intended to replace the personal feedback and guidance we hope you will solicit from your faculty and student colleagues in the program. Questions pertaining to the information contained herein can also be directed to the Campus Program Director or Department Chair of Behavioral Sciences.

As this Handbook is an evolving document designed to provide the most up-to-date information, it is also a work in progress. We solicit your feedback in order to ensure that this document continues to provide current and helpful information for current and future students in the Professional Counseling program.

We are glad to welcome you as a member of the South University community and look forward to your development as a graduate student, Counselor, and productive member of the Profession.

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South University Institutional Mission

South University is a private academic institution dedicated to providing educational opportunities for the intellectual, social, and professional development of a diverse student population.

To achieve this purpose, the institution offers focused and balanced curricula at the associate's, bachelor's, master's and doctoral levels.

A broad-based core curriculum is offered, promoting critical thinking, effective verbal and written communication, and skills for life-long learning. Additionally, the University focuses on developing the requisites to pursue and appreciate knowledge. South University's approach to higher education and the resulting varied academic experiences provide students with the intellectual acumen and pragmatic approach necessary to create the foundation for personal and professional fulfillment. South University attempts to provide a comprehensive education that instills within its students a philosophy that values not only learning and professionalism but also contribution and commitment to the advancement of community.

Believing that qualified individuals should have the privilege of formal academic training, South University welcomes those who seek educational challenges. To this end, the University provides a learning environment, both on-campus and online, that helps students identify goals and the means to achieve them. With this philosophy in mind, students learn by interacting with a community of faculty, staff and administration dedicated to South University's academic purpose.

MASTER OF ARTS IN PROFESSIONAL COUNSELING
MISSION STATEMENT

The Master of Arts in Professional Counseling Program is designed to provide advanced and broad training for South University graduate students regarding theories, principles, and dynamic applications in the field of professional counseling. Students develop the skills necessary to engage in effective assessment and treatment practices, achieve competence for ethical, legal, and professional issues, and understand the significance and utility of research to the field. Faculty members are dedicated to maintaining high teaching standards, developing intellectual curiosity, advancing critical thinking, and engaging in service to the University, community, and profession. The program promotes an understanding and appreciation of individual and cultural diversity, instills an awareness of the need for ongoing education beyond graduation, and prepares those pursuing a doctoral degree in the field through granting the terminal master's degree. The primary goals of the program are:

1. To promote the development of broad and comprehensive knowledge of the field of professional counseling.
2. To promote critical/analytical thinking regarding concepts and applications in the field.
3. To promote a thorough understanding of mental health assessment and treatment.
4. To raise awareness of professionalism and issues impacting the profession.

University and Program Foundational Issues

Ethics

The Professional Counseling program subscribes fully to the professional ethics of the Counseling Field. All students are expected to read, become familiar with, and adhere to the ethical principles of the profession.

American Counseling Association (ACA) *Code of Ethics*:

<http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx>.

American Mental Health Counselors Association (AMHCA) *Code of Ethics*:

<http://www.amhca.org/code/>.

National Board of Certified Counselors (NBCC) *Code of Ethics*:

<http://www.nbcc.org/ethics2>

Disability, Impairment, or Emotional Distress

Students who are experiencing an impairment (temporary or otherwise) in their ability to function competently as a graduate student or counseling trainee are strongly encouraged to contact their faculty advisor, Program Director, or Department Chair for assistance or referral information.

It is important that at least one member of the faculty is aware of issues that may impact your academic, clinical or professional performance. It is also ethically necessary for a faculty member to determine whether a student's abilities are compromised in a significant manner that may meaningfully impact his/her professional conduct with the public. At times, students in the Professional Counseling Program may be interested in seeking psychosocial treatment for their own adjustment or mental health issues. In some cases, therapy will be recommended to students to help resolve issues that appear to interfere with personal or professional functioning.

Students experiencing a more extensive or ongoing disability (e.g., learning disability, a physical or mental health condition) that may impact academic, clinical, or professional performance should consult with the School Counselor or Dean of Student Affairs on campus. Reasonable accommodations can be made if a disability is documented.

Sexual Harassment

South University is committed to providing a learning environment that is free from intentional or unintentional sexual harassment, as defined below, or harassment on the basis of any protected classification including, but not limited to race, gender, color, religion, sexual orientation, age, national origin, disability, medical condition, marital status, veteran status or on any other basis protected by law. Such conduct is unprofessional, unproductive, illegal, and generally unacceptable. Consequently, all conduct of this nature is expressly prohibited, regardless of whether it violates the law.

Definition of Sexual Harassment

Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature where:

Such conduct has the purpose or effect of unreasonably interfering with an individual's academic performance or creating an intimidating, hostile, or offensive educational environment.

Examples of sexual harassment include, but are not limited to: unwanted sexual advances; demands for sexual favors in exchange for favorable treatment; verbal abuse of a sexual nature; graphic commentary about an individual's body, sexual prowess, or sexual deficiencies; leering; whistling; touching; pinching; assault; coerced sexual acts; suggestive, insulting or obscene comments or gestures; stalking; and displaying sexually suggestible objects or pictures. South University prohibits all conduct of this nature whether or not such conduct violates any applicable laws.

Other Forms of Harassment

Verbal abuse, insulting comments and gestures, and other harassing conduct are also forbidden under this policy when directed at an individual because of his or her race, color, sex, sexual orientation, familial status, age, religion, ethnic origin, or disability. It is the responsibility of each student to conduct themselves in a professional manner at all times and to refrain from such harassment.

The Professional Counseling program does not tolerate sexual harassment, verbal or physical abuse on the part of its faculty, staff, or students in any form.

Academic Integrity

South University is committed to nurturing the growth of intellectual reasoning, academic and professional values, individual ethics and social responsibility in its students. South University provides graduate programs taught through on-line, on-ground and blended programs that adhere to the principles of honesty and academic integrity. These principles apply to all learning modalities and are essential to ensuring and maintaining excellence in the quality of its instructional programs and facilitating the intellectual development of its students. Therefore, academic dishonesty in any form - written or non-written, media or technology - seriously compromises the mission of South University to provide quality programs and opportunities for the optimum development of all students.

Maintaining high standards of academic integrity is the obligation of all members of the South Community – students, faculty, and administration. The Academic Integrity Policy ensures the application of the highest academic standards and principles of conduct, honesty and truth. An individual's work (student, faculty or administration) must reflect that person's own efforts and achievements. Any collaboration of effort by an individual or groups of individuals must be acknowledged. Failure to acknowledge such

contributions constitutes an act of dishonesty and a misrepresentation of the individual's work.

The University maintains that all members of the academic community are expected to employ the highest standards of academic integrity in their work. Any violation of such may be subject to a penalty based on the infraction, which may include a reprimand, reduction in grade, failing grade, suspension, or dismissal from the University. For additional information, please see the Academic Integrity document in the Graduate Student Handbook Appendix.

Personal Growth

Students are highly encouraged to attend/experience counseling from the "client" perspective while enrolled as a student in the Master of Arts Program in Professional Counseling. Some students may also feel that the experience of therapy, as a client, may enhance their own training as a Counselor, but this is not a requirement of the Professional Counseling program at South University.

Program Background Information

Orientation and Advisement

All newly admitted graduate students are expected to attend an orientation meeting with the Department Chair or Program Director at the beginning of the initial term to discuss the degree program. Information reviewed at the orientation includes all major topics covered in the Professional Counseling Graduate Student Handbook.

Each student will meet with their Faculty Advisor once per term for academic advisement. Approximately 4 -6 weeks before the end of each term, students will need to schedule an appointment with their assigned advisor to register for classes in the upcoming term. Students should be prepared to discuss their current academic progress for the existing or most recent term in residence. Moreover, students should be ready to discuss their current clinical and professional development and goals for the upcoming term. This process is one which is valued as it will assist faculty in becoming more aware of each student's anticipated plans and goals.

Programmatic Expectations

School, programmatic, and faculty expectations of student's academic, clinical, and professional development are specifically stated throughout the graduate and student handbooks and included in the course syllabi. Students are strongly encouraged to plan their progress through the program in order to allow sufficient time to meet responsibilities to self, others, and the program. Students are responsible for knowing and following all school, departmental, and programmatic policies and procedures. In addition, students are expected to:

- Be dedicated to learning and be willing to put forth the effort necessary to achieve at the maximum capacities.
- Consistently meet deadlines. Students should plan to have regular contact with their academic advisor to maintain currency with changes in procedure, upcoming events, and academic milestones.
- Be self-motivated and seek assistance when it is needed or anticipated. To ask for help from classmates and faculty is not a sign of weakness but of intelligence.
- Take advantage of as many professional learning experiences as possible and to become active members of professional associations by joining, attending conferences, submitting program proposals, and volunteering for special projects.
- Have read all assignments before the appointed class and arrive to class prepared with questions and topics for discussion.
- Be cooperative and supportive of others in their efforts to learn; unhealthy and/or excessive competition among students is not valued and is destructive to morale and learning.

- Adhere to high standards of academic integrity and professional ethics. The American Counseling Association's (ACA) Ethical Code and "A culture of Honesty" – South University's policy and procedures on academic honesty apply to all students in the program.
- Dress, groom and behave in a professional manner at all times (see Student Attire section).
- Be loyal to the program and those associated with it. If a student has a problem or criticism of the program, other students or faculty, it should be dealt with within the program and directly with the persons involved.
- Refrain from gossiping about students and/or faculty associated with the program. Gossiping is unprofessional conduct and demeans all involved. Students are expected to confront persons with whom they have issues directly and in private.

Class Attendance

Students are expected to attend each class, to arrive 5 minutes before class begins and remain for the entire class session. Behaviors such as habitual tardiness or early departures from class will result in a meeting between the student and professor. Tardiness is a sign of disrespect for the instructor and your classmates. It also disrupts the learning environment. If after the professor's meeting with the student, issues still arise with regard to attendance, tardiness, or early departures, the issue may be referred to the Progress and Promotions Committee for review (see Progress and Promotions Policy section).

Students should understand that a large amount of material is covered in-depth each week in class and that missing even one class will most likely place the student somewhat behind in coursework. Should an absence be necessary, the student is responsible for obtaining all notes, activities, assignments, and other material missed due to absence. In the event of an absence on the day of an examination, the student must contact the professor to schedule a make-up. Make-up examinations are discouraged and will only be granted in certain instances (please refer to course syllabi for additional information).

Unauthorized Use of Program Resources

University and/or Program facilities (e.g., copiers, computers, long-distance line, supplies, and other resources) are to be used only for official Program business and then only when specifically authorized by the Program Director or Department Chair. Students may only use computer facilities for matters relevant to the academic requirements of their graduate program. Any use of the computer for personal matters is considered a theft of property and is punishable by law.

Email Accounts

At the beginning of the initial term of enrollment (or close to), students will be issued an email address from South University, an initial password, and the appropriate information

outlining the process of accessing email. Email is an important vehicle for communicating among students, faculty, practicum/internship supervisors and professional colleagues. **Students will receive important information via their South University email accounts.** Faculty and staff assume that students check their South University email accounts regularly (i.e., several times a week). Students should not expect that important information will be sent or received at non South University email accounts. Moreover, as the department regularly uses the web-based platform called E-companion for augmenting coursework, South University email addresses are automatically linked to this service.

Liability Insurance Coverage

Liability coverage is provided by South University for each graduate student regarding the performance of clinical duties necessary to complete the practicum/internship course requirements and associated responsibilities/duties of the Site. Students are also able to obtain additional liability insurance on their own by purchasing a separate policy through professional organizations (members only) and other private carriers. If there are questions regarding coverage, please contact your Program Director.

Interdisciplinary Courses

A student may wish to enroll in courses outside his/her program of study. Interested students should contact the appropriate Program Director for further information on eligibility and access to courses outside their area of study.

Seminars/Workshops

One of the purposes of the Master of Arts in Professional Counseling program is to aid its graduate students in the development of professional ethics and an understanding of the field locally, regionally, and nationally. As such, professional seminars may be held periodically (e.g., once per quarter) wherein an invited guest (i.e., member of the professional community) will speak about his or her own professional experiences in the field. The program values opportunities such as these not only for the information shared by the invited guests but also for the enriched exchange of information.

Student Attire

Inasmuch as South University prepares its students for all aspects of their chosen careers, it is imperative that students dress appropriately and professionally while either at the University or when representing the University regarding University sanctioned activities (i.e., clinical practice). It is a strongly held value of the University that professional attire contributes to an overall tone of professionalism and is one method of communicating the University's commitment to enhancing the professional opportunity of students. Professional dress and appearance also remain as one important presentation of quality to our various constituencies (public) in that it reflects first impression, image, and professionalism of the University and its students.

Each student shall be attired appropriately whenever he/she is in a clinical (client care) environment. Unless otherwise noted (by the clinical facility or Clinical Coordinator) the following acceptable attire is expected:

1. Men must wear an appropriate shirt and dress slacks.
2. Women must dress appropriately (e.g., dress pants with appropriate dress blouse, sweater, or jacket).

Each student shall be attired appropriately whenever attending classes or on campus.

Unacceptable attire for either the clinical or University environment include faded khaki slacks, faded cotton slacks, casual cotton slacks, Capri pants, leggings, spandex or stretch clothing, athletic clothing, jogging suits/sweat pants, t-shirts with offensive or distracting words, emblems or markings, work boots, flip flops, torn or cut-off clothing of any kind, clothing with holes or severely worn areas, backless, see-through, revealing clothing, or excessive jewelry of any kind.

Professional Licensure and National Credentialing

The length of the Professional Counseling program varies in accordance with the licensing requirements of the states in which the program is offered. As a result, the program may not meet the licensing requirements of all states. The student should contact the licensing board in the state in which they anticipate seeking licensure to determine the appropriate requirements. Students may also contact the campus Program Director for additional information regarding state licensure and national credentialing.

Professional Affiliation

Professional societies serve a critical function in the training and education of counselors, the dissemination of research in the field, and advocacy for the field of counseling and its consumers. Students who have joined professional societies typically report a high level of satisfaction with their decision. Students are strongly encouraged to join. Below are some of the important benefits of joining a professional organization.

Identity and Advocacy

The counseling profession is a diverse field and official affiliation with a professional organization can help students gain additional understanding and experience in the field from a regional and national level. Exposure to professional organizations can aid students in making a solid and beneficial connection to the field for years to come. Professional societies also serve a major function in advocating for the counseling profession. By joining these organizations, you are making it possible for the field to advocate for issues that are critical to our field.

Networking

Conventions offer a unique and significant opportunity for students to meet professionals from the region and other parts of the nation. Networking is useful not only for increasing the potential impact and visibility of your work, but also for establishing connections with professionals with similar interests in the field.

Information dissemination and discounted expenses

Most professional societies have several outlets such as newsletters, listserves, and websites to assist their members with the process of maintaining currency with important developments in the field. Membership in professional societies also provides the benefit of free or discounted journal subscriptions, substantial discounts on convention registration fees, and reduced continuing education fees. These features assist you with maintaining a close connection with the field as you progress on your career pathway.

Two representative organizations students may consider joining include the American Counseling Association (ACA; www.counseling.org) and the American Mental Health Counselors Association (AMHCA; www.amhca.org). Students may also obtain additional information from their Program Director.

Program Expenses

Students should be aware that during the process of graduate study they will incur additional expenses beyond tuition and books. Such expenses include professional dues, course material copies and class assignment resources, conference attendance costs, and background checks.

Endorsement

The Professional Counseling program at South University is designed to train Counselors who are competent to enter into and perform in appropriate work settings. Students requesting an endorsement are to directly address appropriate individual faculty. These requests will be addressed relevant to the specific endorsement being sought and the qualifications of the student requesting the endorsement. Decisions about the appropriateness of an endorsement for employment and/or professional credentialing will be based on the student's area of specialization, training and/or coursework. Under no circumstance will students be endorsed for employment outside their area(s) of demonstrated competence.

Recruitment of Diverse Students

The policy of the Professional Counseling program at South University is to seek and welcome applications from qualified persons representing a diverse society. The faculty believes that the training environment is enhanced by interaction among a diverse student body and faculty, and that counseling practitioners must be prepared to work in a society and world with clients from a wide range in background. The Department has made a commitment to integrate multicultural and diversity issues relevant to the field into the curriculum and program in order to ensure graduates of the program are well-trained.

Criminal Background Check

All applicants to and students officially enrolled in the Professional Counseling program are required to undergo a criminal background check. This requires that students sign a Consent form, which authorizes the system to receive any criminal information. This information will be evaluated on a case-by-case basis by the Admissions Committee, Progress and Promotions Committee, or any other appropriate authority for possible action.

Educational Background Information

As the need arises (i.e., before or following acceptance), South University reserves the right to request the student provide academic information regarding past institutions attended. Upon request, this information must be sent directly from the requested institution to South University.

Progress and Promotions Policy

Progress and Promotions Committee

The Progress and Promotions Committee (PPC) is responsible for administering the progressions policy inclusive of academic, clinical, and professional domains related to the Professional Counseling program. Committee membership includes three (3) faculty members from within or outside the Professional Counseling program (voting members), Program Director/Department Chair (ex-officio), and Dean of Academic Affairs (ex-officio). The Committee reviews the progress of each student no less than once per quarter (at the end of the quarter) and more frequently as determined.

The PPC's judgment regarding a student's suitability and fitness for continuation in the program includes, yet is not limited to, academic performance, attitude, clinical performance, professional development and standards of conduct appropriate for the field of counseling as outlined by the American Counseling Association (ACA) Ethical Standards (<http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx>).

At the end of each quarter, the PPC will recommend an appropriate action for each student based on his/her academic, clinical, and professional performance. These actions include progression to the next quarter, graduation, probation, continued probation, removal from probation, suspension, dismissal, or other actions. The PPC may recommend other actions including, but not limited to, adjustment of academic workload, remediation or repetition of coursework, and participation in academic and/or personal counseling sessions. Students will be notified in writing by the Academic Dean for any decision other than progression to the next quarter.

Academic, Clinical and Professional Progression

The following is a description of the minimum satisfactory progress requirements that must be met by any student enrolled in the Professional Counseling program (including specialty tracks):

1. Students must complete their program/track within a maximum time-frame of 150 percent of the normal published length of the program.
2. Students must maintain a cumulative grade point average of 3.0 or above (on a scale of 4.00).
3. Students must also take and pass the Comprehensive Examination which is administered toward the end of the program (see comprehensive examination section for additional information).
4. The student must complete each course within his/her program with a final grade of "C" or better. Failure to achieve a final grade of "C" or better requires the student to immediately repeat the course in question.

5. The student enrolled in any graduate course in Professional Counseling must pass the course with a final grade of “C” or better after two attempts or the student will be academically dismissed.
6. Students must meet ethical and professional standards as identified by the Professional Counseling program, the American Counseling Association (ACA), the American Mental Health Counselors Association (AMHCA) (as deemed appropriate by the program), and South University.
7. Students must not engage in conduct deemed illegal, under federal, state, or local laws or in violation of the rules and regulations of South University or in violation of the rules and regulations of the facility in which the conduct took place.

Probation

A student will be placed on probation in the following situations:

1. Failure to meet the minimum academic standards of the program (i.e., a cumulative GPA below 3.0).
2. Receipt of a letter grade lower than a “C” in any course
3. The student has failed to earn 67 percent of credits attempted on a cumulative basis.
4. Inadequate clinical performance
5. Breach of ethical, moral, or professional conduct

Note:

- No student can be put on academic probation more than one time.

Personal, Clinical, and Professional Conduct Standards

The South University Student Handbook defines a Code of Conduct that must be followed by all students. Failure to comply with general University policies may result in dismissal from the Program and University according to defined disciplinary procedures enforced by the Dean of Student Affairs. All disciplinary actions will be reported to the Progress and Promotions Committee and will be considered relative to the student’s suitability for continued participation in the Professional Counseling program and entry into the Professional Counseling profession. Each student shall be attired appropriately whenever he/she is in a clinical (client care) or South University environment. Failure to adhere to appropriate guidelines for attire can result in dismissal from clinical activity with a resulting penalty applied for absence. Please see the section labeled “Student Attire” in the Handbook of Graduate Studies in Professional Counseling for additional information.

In the practice of counseling, the safety and well-being of clients is first and foremost. The confidential acquisition and maintenance of client information are also of extreme importance. Students must always interact appropriately with clients (and their counterparts who are a party to the therapeutic environment) and maintain the confidentiality of all client records and information. Interacting appropriately with clients and conducting oneself professionally are required for continuation in the

program. Conduct can be reviewed and the privilege of working with clients can be withdrawn at any time. Inappropriate behavior and/or failure to maintain client data in an appropriate, confidential manner according to American Counseling Association (ACA) guidelines and the Health Insurance Portability and Accountability Act (HIPAA) <http://aspe.hhs.gov/admsimp/pl104191.htm> guidelines are grounds for immediate review and for possible dismissal from the Program.

A student's conduct can be reviewed at any time, including receipt of an unsatisfactory evaluation based on conduct or referral or a conduct issue to the Program Director or Department Chair. The Program Director shall take appropriate action based on the type and severity of the student's misconduct, including referral of the matter to the Chair of the Progress and Promotions Committee. The Program Director will inform the student of the Program's receipt of unsatisfactory evaluation or referral of conduct issue. The Program Director, in consultation with the Academic Dean and/or School Dean, will suspend the clinical activity of any student whose conduct is deemed illegal, under federal, state, or local laws or in violation of the rules and regulations of South University or in violation of the rules and regulations of the facility in which the conduct took place.

Specifics of Probation

Students on probation will receive a letter outlining the reason(s) for probation from the Academic Dean. Included in the letter will be correspondence from the Chair of the Progress and Promotions Committee inclusive of the information listed below in the context of a Remediation Plan.

Note: All letters and correspondence to the student will be copied to the Program Director and the Progress and Promotions Committee.

1. The consequences of being placed on probation and the expectations of the student during the probationary period (e.g., must demonstrate numeric improvement in GPA, must achieve a 3.0 by the end of the 1st or 2nd quarter of probation, conduct improvement or remediation).
2. Options for improving his/her academic, clinical, and/or professional performance which may include remedial courses (e.g., English, academic strategies), repeating courses, meetings with the professor(s), writing lab attendance, additional assignments, additional clinical hours or experiences, and meetings with the Program Director.
3. An identified process (as outlined by the PPC) to discuss specific benchmarks during the period of probation and the student's overall (i.e., academic, clinical, professional) standing in the program.
4. Student's agreeing to the terms identified by the Progress and Promotions Committee for probation will be allowed to continue in the program.

A student may only enroll for the course(s) authorized by the PPC while on probation. Students on probation continue to be eligible to receive financial aid.

Remediation

Remediation is deemed as an action plan and an opportunity for the student(s) to address issues of concern identified by the PPC while on probation. During this period, students are expected to actively engage in the remediation plan and should understand that remediation may delay the timetable for graduation from the Professional Counseling program. Decisions by the PPC will be made on an individual basis after considering all pertinent information. The PPC will base its decision on the student's academic record, meetings with the student, the student's faculty advisor, the Clinical Coordinator, Department Chair, and Program Director wherein appropriate.

Remediation Area Specifics

The PPC in consultation with the course Professor(s), Faculty Advisor, Program Director, and Department chair may recommend any of the following listed options or other options not listed herein:

Academic Probation

1. Students with a final course grade lower than a "C" will be required to repeat the course.
2. Any course receiving a grade lower than a "C" must be repeated within the specified time period as determined by the PPC. Students are responsible for all fees associated with repeating a course.
3. Students who fail to successfully complete the academic remediation plan provided by the PPC will be required to meet with the PPC in order to discuss their progress and standing in the program. In such instance, the PPC may recommend any of the following actions:
 - Continued probation
 - Continued probation with additional stipulations
 - Academic counseling
 - Personal counseling
 - Suspension from the Professional Counseling program
 - Dismissal from the Professional Counseling program

The grade earned from repeating a didactic course will be recorded on a student's transcript along with the original grade earned in the course. However, the grade earned upon completion of the course (when repeated) will numerically replace the original grade with regard to a student's overall GPA.

Clinical Course Probation

1. Students with a final clinical course grade lower than a “C” will be required to repeat the course. The PPC, in consultation with the Clinical Coordinator, Program Director, Department Chair, instructor of record in which the failing grade was received, may assign the clinical site and/or specify the clinical experiences of the subsequent placement.
2. Any clinical course receiving a course grade lower than a “C” must be repeated within the specified time period for remediation as determined by the PPC. Students are responsible for all fees associated with repeating a course.
3. Students who fail to successfully complete the clinical remediation plan provided by the PPC will be required to meet with the PPC in order to discuss their progress and standing in the program. In such instance, the PPC may recommend any of the following actions:
 - Continued probation
 - Continued probation with additional stipulations
 - Academic counseling
 - Personal counseling
 - Suspension from the Professional Counseling program
 - Dismissal from the Professional Counseling program

The grade earned from repeating a clinical course will be recorded on a student’s transcript along with the original grade earned in the course. However, the grade earned upon completion of the course (when repeated) will numerically replace the original grade with regard to a student’s overall GPA.

Professional Probation

1. Students who are found to have committed a breach of ethical, moral, or professional conduct will be required to undergo remediation to address the issue(s) in question. The PPC, in consultation with the Clinical Coordinator, Program Director, and/or Department Chair may specify the experiences deemed appropriate for remediation.

Specifically, remediation may involve attending personal counseling, meetings with the Program Director, meetings with the Chair of the PPC, meetings with the Department Chair and other areas as identified by the PPC. It is the student’s responsibility to initiate this process by contacting the Chair of the PPC following notification of probation and to create a written contract of the areas to be addressed, including intended goals. The contract must be approved by the Chair of the PPC and signed by both the student and the Chair of the PPC. Remediation for professional probation should occur immediately following the assignment of probation or as determined by the PPC.

2. Students who fail to successfully complete the remediation plan provided by the PPC will be required to meet with the PPC in order to discuss their progress and

standing in the program. In such instance, the PPC may recommend any of the following actions:

- Continued probation
- Continued probation with additional stipulations
- Personal counseling
- Suspension from the Professional Counseling program
- Dismissal from the Professional Counseling program

Removal from Probation and Reinstatement to Good Academic and Programmatic Standing

Academic

A student on academic probation is expected to achieve a 3.0 GPA or greater at the completion of the 1st quarter of probation, or at the very least to numerically increase his/her GPA and satisfy the conditions of the remediation plan. In the event a student does not achieve a cumulative GPA of 3.0 at the end of the first quarter of probation and/or satisfy the conditions of the remediation plan, the student may be placed on a second quarter of probation.

A student will be removed from academic probation and returned to Good Academic Standing upon meeting the requirements for satisfactory progress in the program and recommendation by the PPC (subject to verification by the Academic Dean). The requirement is defined as a cumulative GPA of 3.0 by the end of the second quarter of academic probation. In sum, the student must achieve a GPA better than 3.0 (in the first or second quarter of probation) and meet the requirements of the remediation plan in order to return to good academic standing.

Clinical and Professional

A student on clinical or professional probation is expected to adhere to and complete the terms identified by the remediation plan provided by the PPC (and communicated by the Academic Dean) in full. Following the completion of the identified terms, the PPC will meet to evaluate the student's progress during the identified probation period. Following, the student will be informed of the decision (via the Academic Dean) in person (or by phone) and by formal letter which may include continued probation, reinstatement to good standing, or dismissal. A copy of all formal correspondence will be placed in the student's file.

Academic Suspension and Re-entry

Students who fail to improve their GPA during the 1st quarter of probation may be suspended for a period of at least 6 months (i.e., the equivalent of 2 quarters). A suspension remediation plan, as developed by the PPC, identifying the recommended steps a student should undergo in order to address the academic issues will also be provided to the student via the Academic Dean. In order to return from academic suspension, a student must meet the identified conditions of the suspension remediation plan. If a student has not been enrolled in the Professional Counseling program at South

University for a year or longer, he/she must reapply to the program by undergoing the admissions process in its entirety.

Students who are re-accepted to the program following academic suspension, will be automatically placed on probation (for at least 1 quarter) and must repeat the course(s) in which he/she received a “C” or lower (identified as the 1st term of academic probation prior to the suspension) at the first opportunity the course(s) are offered as a condition of progression in the program.¹

These courses will count toward the maximum number of courses a student is allowed to repeat (as identified in the Course Repetition Section). Upon repeating these courses, a student must achieve a “B” or better in the course(s) to satisfy the conditions of re-enrollment/probation.

Clinical and Professional Suspension and Re-entry

Students who fail to meet the identified conditions of probation during the 1st or 2nd quarter will be suspended for a period of at least 6 months (i.e., the equivalent of 2 quarters). A suspension remediation plan, as developed by the PPC, identifying the recommended steps a student should undergo in order to address the clinical/and or professional issues will also be provided to the student via the Academic Dean. In order to return from clinical and/or professional suspension, a student must meet the identified conditions of the suspension remediation plan. If a student has not been enrolled in the Professional Counseling program at South University for a year or longer, he/she must reapply to the program by undergoing the admissions process in its entirety.

Students who are re-accepted to the program following clinical and/or professional suspension, will be automatically placed on probation (for at least 1 quarter) during which time they will be required to meet with the Chair of the PPC or the Program Director as outlined in the conditions for reacceptance. During this time, students may be required to undergo a remediation plan (e.g., repeating course in which a “C” or lower was received) in order to address certain conditions before being returned to Good Programmatic Standing. Formal correspondence during this period of time will become a part of the student’s file.

Academic, Clinical, and Professional Appeal Process

Students have the right to appeal the decision of the Progress and Promotions Committee (PPC). The procedure for appeals is as follows:

1. A student who would like to appeal academic, clinical, or professional suspension must do so in writing to the Chair of the PPC.
2. Written appeals must be received by the Chair of the PPC committee within 5 business days following notification of the PPC’s decision.
3. The Chair of the PPC will notify the PPC of the written appeal and schedule a meeting of the PPC.

¹ In the event the course is not offered at the campus of enrollment, the student will be expected to take the course via video conferencing by another campus offering the course.

4. The student will be notified of the PPC's decision no later than 15 days following the receipt of the written appeal.

In the event the appeal is not resolved at the committee level, the student may present an appeal (in writing) to the Dean of Academic Affairs on the Columbia, Montgomery, Savannah, and West Palm Beach campuses or to the Dean of the School of Health Professions on the Savannah campus. In the event the appeal is not resolved at the Dean of Academic Affairs or Dean of Arts and Sciences level, the student may present an appeal (in writing) to the Vice President for Academic Affairs.

Dismissal

A student may be dismissed from the Master of Arts in Professional Counseling program for failing to achieve satisfactory academic, clinical, or professional performance as identified by the preceding sections, failure to meet the conditions of an identified remediation plan, failure to meet the conditions of probation during the term of re-enrollment following suspension or upon recommendation by the PPC. Moreover, a student who fails to meet the requirements for satisfactory academic progress by the end of the completion of the second quarter of probation will be dismissed from the program.

In the event the PPC recommends dismissal, the Dean of Academic Affairs, Chair of the PPC and the Program Director will meet with the student and inform him/her of the Committee's decision. The Chair of the PPC will then send formal notification to the student, Dean of Academic Affairs or Dean of School of Health Professions, and the Vice President for Academic Affairs.

Grounds for Immediate Dismissal

A student may be dismissed from the Master of Arts in Professional Counseling program without being placed on probation if he/she meets any of the following criteria in one academic quarter:

1. Letter grade lower than a "C" in two or more courses
2. Violation of ethical or professional conduct
3. Misrepresentation of academic, professional, or personal credentials presented for consideration as part of the application process for the program.

Graduation

In order to graduate from the Master of Arts in Professional Counseling program, a student must:

- 1) Evidence a cumulative GPA of 3.0 or greater for all academic work required for the degree.
- 2) Successfully pass the Comprehensive Examination process.
- 3) Successfully remediate or repeat all courses in which a grade lower than a "C" was earned.
- 4) Successfully meet all conditions of a remediation plan(s) as provided by the PPC during periods of probation or suspension.

Course Repetition

In the event a student desires/needs to repeat a course, and the course is not offered that quarter at their campus, he/she may repeat the course via video teleconferencing if prior approval is provided by the Program Director. A student who chooses to repeat a course must do so with the understanding that the most recent grade earned for the course will stand as the earned grade.

A student may not repeat the same course more than twice in the time they are enrolled as a graduate student in the Professional Counseling program at South University. A student may not repeat more than a total of 4 courses during their time of enrollment in the professional counseling program with continuous enrollment. Continuous enrollment is defined as a period of time during which a student is enrolled in courses each quarter without a quarter in which the student is not enrolled in courses. A student may only utilize this option (i.e., repeating 4 courses) twice resulting in a maximum number of 8 courses a student may repeat during the time in which they are enrolled in the Professional Counseling program. A student who desires to repeat any course(s) must receive prior approval from the Program Director, Department Chair, or Progress and Promotions Committee.

Course Audits

Students who desire to audit a course may do so only with permission from the Program Director. For degree-seeking students, courses deemed acceptable for auditing only include courses not a part of the core requirements for the program and may not include more than 10% of the identified courses in the professional counseling curriculum or specialty tracks. Only students in good academic standing are allowed to audit courses. For non-degree seeking students, course audits must be approved by the Program Director.

Transfer of Credits Policy and Procedure

Graduate work completed at another institution will be reviewed for possible credit based on the following criteria/procedure:

1. The transferred course must be determined to be equivalent to the course listed in the South University catalog. This is usually accomplished by:
 - Reviewing transcripts,
 - Interviewing the student,
 - Evaluating course syllabi from the institution where it was offered and taken, if available,
 - Examining the original textbook, if available,
 - Determining if the course had the same or similar objectives by any other method.
2. Courses that may be transferred are subject to the following conditions:
 - A course may be transferred if the student has earned a grade of “B” or better.

- A course may be transferred if the credentials of the instructor who taught the course are comparable with the expected credentials of professors at the graduate level.
 - No more than 50% of the courses offered at South University may be replaced with transferred courses from another institution. The majority of credits earned toward a graduate degree in the Professional Counseling program must be earned at South University.
 - No course may be transferred if it was taken more than six (6) years prior to the transfer request. Changes in the field would suggest it would be prudent to retake some courses since the material previously learned may be outdated. This is especially true when the DSM is revised periodically.
3. South University reserves the right to reject any and all transfer credits from other institutions when it is determined that the quality of instruction is deficient or unsatisfactory as deemed by South University.
 4. If a transfer student is unable to maintain appropriate grade levels during the first quarter of matriculation at South University and is placed on academic probation, South University reserves the right to retroactively disallow any and all previously allowed transfer credits and require the student to retake the courses offered at South University.

Comprehensive Examination

Background

The comprehensive examination serves as one of the seminal experiences for students in the Master of Arts in Professional Counseling program prior to graduation. As the intent of the process is to formally test a student's knowledge, comprehension, and analytical capabilities amassed during matriculation in the program, the comprehensive examination experience is designed to meet or exceed programmatic, departmental, University, state licensing, and national accreditation expectations/standards.

The comprehensive examination process will take place on predetermined dates (over the course of two consecutive days) during the week of finals of the identified quarter. The dates will be announced at the beginning of each term the exam is offered.

Eligibility

Although it is not possible to account for every scenario, General Track (GT) students should expect to enroll for the comprehensive examination in their second to last quarter concurrent with Internship I (Columbia, Montgomery, Savannah) or Internship II (WPB). In any event, in order for a student to be eligible to sit for the exam, he/she must: 1) receive permission from the Program Director, and 2) have student status according to South University Academic Guidelines.

Cost

There is no cost to students who take the comprehensive examination during their first attempt. However, students who fail the examination on their first attempt must enroll in CNS 8001 (at the cost of 1 quarter hour) during their second attempt regardless of concurrent enrollment in other classes (e.g., Internship II or Internship III). Similarly, students who fail the comprehensive examination on their second attempt must enroll in CNS 8002 (at the cost of 1 quarter hour) during their third attempt regardless of concurrent enrollment in other classes. Note: The ability of a student to enroll in CNS 8001 or 8002 is subject to the remediation plan provided by the Progress and Promotions Committee (PPC).

Grading Policy

Students will receive feedback no more than two calendar weeks following the date of the second day of testing. Comprehensive exams will be graded by at least two examiners (one of which will be the Program Director and the second grader will be an active full-time or adjunct professor in the department of Professional Counseling). The comprehensive examination will be graded on a pass/fail basis. In order to pass the comprehensive examination process, students must achieve satisfactory ratings for both portions of the exam consisting of the multiple choice and clinical conceptualization components. Students are not required to pass both portions in the same quarter. Thus, should a student fail one portion of the comprehensive examination during their first attempt, they are only required to take and pass the portion which they did not pass during subsequent attempts (i.e., CNS 8001, CNS 8002).

On the *multiple choice portion*, a satisfactory rating is defined as a score no lower than 2 standard deviations (SD) below the achieved mean (reference score) for students taking the test.² During the first administration of the comprehensive examination (e.g., Spring 2007), the reference score will be comprised of scores achieved during the identified test administration. During the second administration of the comprehensive examination (e.g., Summer 2007), the reference score and standard deviation will be comprised of the average, observed scores from the identified quarters (e.g., Spring 2007 and Summer 2007). Each subsequent reference score and standard deviation used to determine pass/fail status will be comprised of: 1) scores from the current testing period and scores from the last term in which the test was administered. Unless otherwise noted, the criteria used will be campus based.

A satisfactory rating on the *clinical conceptualization components* exam is defined as a score of 70% or higher.

Comprehensive Examination Progression Policy

Students who fail to achieve a passing grade for the comprehensive examination on their first attempt will be referred to the Progress and Promotions Committee (PPC).

Subsequently, the PPC may determine that a student is eligible to enroll in CNS 8001 the following quarter or repeat coursework. A student who does not achieve a passing grade in CNS 8001 may subsequently enroll in CNS 8002. A student who fails to achieve a passing grade in CNS 8002 will be dismissed from the program without receipt of the Master of Arts degree in Professional Counseling.

Students must sit for the comprehensive examination within 12 months of the last course taken through the Master of Arts in Professional Counseling degree program at South University. In the event a student fails to meet this condition, he/she must: 1) reapply to the program according to the programmatic guidelines, and 2) complete additional coursework as outlined by the Program Director and department in order to qualify to sit for the exam.

Courses:

CNS 8001 Comprehensive Examination Review

Prerequisite: All 6000-level courses and Program Director permission

This experience is designed to serve as an intensive and formal re-examination of the knowledge and skills obtained/achieved by a student, to date, in the professional counseling program. The bodies of knowledge include Human Growth and Development, Social and Cultural Foundations, Helping Relationships, Group Work, Career and Lifestyle Development, Appraisal, Research and Program Evaluation, Professional Orientation & Ethics, Fundamentals of Counseling, Assessment and Career Counseling, Group Counseling, Programmatic and Clinical Intervention, and

² It is intended that each campus will serve as its own reference point. However, campuses with 3 or fewer students taking the multiple choice portion of the exam will utilize mean scores and standard deviations (SD) derived from the other three campuses that same term to determine student performance (i.e., pass/fail).

Professional Practice Issues. The examination is comprised of two major parts including: 1) a multiple –choice exam and, 2) Clinical Case Conceptualizations, which are administered on two consecutive days. Students must pass the failed portion(s) from the first attempt in order to advance in the program. This course is taken by students who did not successfully complete the requirements of the comprehensive examination on their first attempt and is taken on a pass/fail basis. Those desiring to take the comprehensive examination must have student status (as defined by South University) in order to enroll and sit for the exam.

1 quarter hour

CNS 8002 Comprehensive Examination Review

Prerequisite: CNS 8001 and Program Director permission

This experience is designed to serve as an intensive and formal re-examination of the knowledge and skills obtained/achieved by a student, to date, in the professional counseling program. The bodies of knowledge include Human Growth and Development, Social and Cultural Foundations, Helping Relationships, Group Work, Career and Lifestyle Development, Appraisal, Research and Program Evaluation, Professional Orientation & Ethics, Fundamentals of Counseling, Assessment and Career Counseling, Group Counseling, Programmatic and Clinical Intervention, and Professional Practice Issues. The examination is comprised of two major parts including: 1) a multiple –choice exam and, 2) Clinical Case Conceptualizations, which are administered on two consecutive days. Students must pass the failed portion(s) from the second attempt in order to advance in the program. This course is taken by students who did not successfully complete the requirements of CNS 8001 and is taken on a pass/fail basis. Those desiring to take the comprehensive examination must have student status (as defined by South University) in order to enroll and sit for the exam.

1 quarter hour

Graduate Student Evaluation Report (GSER)

Evaluation of Graduate Students

The faculty and University take care and consideration in choosing students for the program. Therefore, we see one of our primary responsibilities as helping students succeed in the program. The Graduate Student Evaluation Report (GSER) process is designed to provide feedback to students during their time in graduate school, to assist with development, and help them meet their career goals.

The progress each graduate student makes toward the degree will be formally evaluated every three quarters at the end of quarter three (3), quarter six (6), and quarter nine (9). The student and Faculty Advisor provide information on the activities of the student in the academic, clinical, and professional domains which is then reviewed and discussed by the program faculty. The student receives a rating and narrative feedback about their progress for each domain. The evaluation is designed to serve as a method of acknowledging accomplishments and providing constructive feedback. The results of the evaluation will be placed in the student's folder and the student will be informed by the Program Director of the results of the evaluation. The following factors will be considered in the evaluation:

1. Academic – All graduate students are expected to maintain a cumulative GPA of 3.0 or greater. For the 3rd quarter evaluation, the overall grade point average will consist of at least the first two quarters in residence. For the 6th quarter evaluation, the overall grade point average will consist of at least the first five quarters, while the 9th quarter evaluation will contain quarters one through eight. Evaluation in the academic area will also include the appropriate competencies as identified on the GSER.
2. Clinical Development – This area is comprised of several components reflective of the student's progress with regard to clinical development. Areas of focus include responsibility regarding client issues, clinical skill development, ethical behavior, interpersonal interactions with clients, self-exploration, intra-personal awareness, case management, response to supervision, as well as assessment, evaluation, and therapy skills. Evaluation in the clinical development area will also include the appropriate competencies as identified on the GSER.
3. Professional Development – This area is comprised of several components reflective of the student's activity outside the classroom. Identified activities for this area include attendance at program-sponsored seminars, participation at local, regional, or national meetings when possible, and availing oneself of appropriate resources that the Program and the profession provide for continued development. An additional area under this category includes the demonstration of professional behavior consistent with the established standards of ethical conduct, laboratory, practicum, and internship settings.

Evaluation in the professional development area will also include the appropriate competencies as identified on the GSER.

Failure to make satisfactory progress in these identified areas may lead to probation, suspension, remediation, or dismissal from the program (see the Progress and Promotions Policy for additional information).

Appendix

South University
Academic Integrity Policy
Graduate Programs

Revised: March, 2007

ACADEMIC INTEGRITY POLICY

INTRODUCTION

South University is committed to nurturing the growth of intellectual reasoning, academic and professional values, individual ethics and social responsibility in its students. South University provides graduate programs taught through on-line, on-ground and blended programs that adhere to the principles of honesty and academic integrity. These principles apply to all learning modalities and are essential to ensuring and maintaining excellence in the quality of its instructional programs and facilitating the intellectual development of its students. Therefore, academic dishonesty in any form - written or non-written, media or technology - seriously compromises the mission of South University to provide quality programs and opportunities for the optimum development of all students.

Maintaining high standards of academic integrity is the obligation of all members of the South University Community – students, faculty, and administration. The Academic Integrity Policy ensures the application of the highest academic standards and principles of conduct, honesty and truth. An individual's work (student, faculty or administration) must reflect that person's own efforts and achievements. Any collaboration of effort by an individual or groups of individuals must be acknowledged. Failure to acknowledge such contributions constitutes an act of dishonesty and a misrepresentation of the individual's work.

The University maintains that all members of the academic community are expected to employ the highest standards of academic integrity in their work. Any violation of such may be subject to a penalty based on the infraction, which may include a reprimand, reduction in grade, failing grade, suspension, or dismissal from the University.

NATURE OF ACADEMIC INTEGRITY

South University defines academic integrity as the complete, accurate, specific, and truthful representation of authorship, origin of ideas, mastery of material, and data, including access to and authorized use of resources.

The demonstration of academic integrity falls into four categories:

- *Mastery of material.* Students are responsible for the truthful representation of their mastery of material on tests or other academic exercises.
- *Representation of sources.* Students are responsible for the complete, accurate, specific, and truthful acknowledgement of the work of others, including, but not limited to, their words, ideas, phrases, sentences, or data.

- *Truthful submission of work.* Students are responsible for the truthful representation of data or other findings, projects, or other academic exercise.
- *Access and use of resources.* Students shall ensure that they protect their rights to access and use resources and shall engage only in authorized access and use of resources.

SUPPORT FOR ACADEMIC INTEGRITY

Faculty and administration are aware of and sensitive to the pressures exerted by students' peers and family, work environment, the academic process, and society in general. Faculty and administration of South University are committed to creating an environment in which academic integrity is supported and academic dishonesty is not tolerated. To that end, the University has taken steps to ensure that all members of the academic community are fully aware of the Academic Integrity Policy.

Faculty and Administration Support

Administration and faculty at South University have an obligation to support academic integrity by ensuring that all members of the University community understand:

- What constitutes academic integrity
- How to prevent academic dishonesty
- What penalties are imposed for academic dishonesty
- What consequences ensue as a result of such penalties
- What process is used to impose those penalties

Faculty are required to support the Academic Integrity Policy by discussing the value of integrity and by reporting academic dishonesty.

As the first line of support, faculty shall ensure that the Academic Integrity Policy is discussed to an appropriate extent in every class, with emphasis on the elements that pertain particularly to that class. Faculty shall distribute a syllabus in every class that, among other criteria and information, specifically defines the methods of evaluation of course work, including the percent to which each activity affects the final grade.

Syllabi must contain statements delineating academic honesty and classroom behavior expectations. A sample syllabus statement follows which may be used:

Academic Irregularity Policy

“South University students are expected to adhere to the principles of academic integrity in all situations and activities related to classroom performance. In so doing, students commit themselves to receiving credit for the effort and end product that is solely their own.

Students violate the academic integrity policy when they engage in any of the following activities (this is a partial list; a complete list can be found in the Student Handbook):

1. Plagiarism, copyright infringement, or the submission of someone else's work as their own.
2. Unauthorized communication (*e.g.* talking, eye contact, gesturing) with another student during an examination.
3. Unauthorized use of notes or other material during an examination.
4. Theft or unauthorized possession of examinations.
5. Unauthorized exit from and re-entry into an examination room.

Faculty observing academic infractions will adhere to the policies stated in the Student and Faculty Handbooks.

Any student who is found guilty of an academic infraction will be subject to penalties up to and including permanent dismissal from the University.

See the Student Handbook, the Dean of Students Affairs, your Professional Counseling Program Director, or the Chair of Behavioral Sciences for more information.

Faculty Resources

South University is committed to assisting faculty in promoting academic integrity in all aspects of the University's education program. In addition to resources listed below the University has also purchased the right to use Turnitin.com to assist faculty with checking the authenticity of work submitted by students. The web site is www.turnitin.com.

Student Support

Students shall actively engage in the academic process. In order to ensure compliance with the Academic Integrity Policy, at a minimum, students should:

- Represent their identity truthfully in all situations.
- Protect their materials, including papers, tests, and other academic exercises, from unauthorized access.
- Protect their access to resources, including computer passwords and library access codes, from unauthorized access.
- Respect the work of others by appropriately acknowledging their words, ideas, opinions, theories, data, programs, and other intellectual material.
- Report data or source information accurately.
- Refuse to participate in activities that violate the Academic Integrity Policy.

- Read, understand, and comply with the Code of Ethics and/or clinical code of their chosen profession.

For Instructors

<http://www.plagiarism.org/>

<http://www.wiu.edu/users/mfbhl/wiu/plagiarism.htm>

<http://www.web-miner.com/plagiarism>

<http://www.academicintegrity.org>, The Center for Academic Integrity

http://www.academicintegrity.org/2004_Conference/index.asp

"Bill Taylor (Oakton CC) has written a letter to students discussing his role as well as the students' roles in promoting academic integrity. A great place for ideas about how to talk to your classes about this issue."

http://www.academicintegrity.org/pdf/Letter_To_My_Students.pdf

For Students & Instructors

<http://www.indiana.edu/~wts/wts/plagiarism.html>

<http://www.indiana.edu/~wts/pamphlets.shtml>

<http://www.georgetown.edu/honor/plagiarism.html>

http://owl.english.purdue.edu/handouts/research/r_plagiar.html

<http://sja.ucdavis.edu/avoid.htm>

*compiled by and used with permission from Dr. Linda Knieps, Department of Psychology, Tennessee State University.

ACADEMIC DISHONESTY

Violations of the Academic Integrity Policy fall into the following categories: Cheating, Plagiarism, Fabrication, and Academic Misconduct. Violations of academic integrity must be reported by faculty, students, and administrators. To aid understanding of what constitutes academic dishonesty the following definitions are provided:

Categories of Academic Dishonesty

- *Cheating.* Cheating is an act of deception by which a student misrepresents his or her mastery of material on a test or other academic exercise. This includes unauthorized assisting, attempting to assist, or receipt of assistance on an exam. For example, copying from another student's work or allowing another student to copy one's own work is cheating.
- *Plagiarism.* Plagiarism occurs when a person represents someone else's words, ideas, phrases, sentences, or data as one's own work. For example, quoting another person directly without acknowledging the source is plagiarism.

Copying from the Internet

Students should be aware that material on the Internet may be protected by copyright. The fact that it is on the Internet does not mean it is "copyright free."

*Material on the Internet is included under the provisions of [135ZMC](#) and [135ZMD](#) of the Copyright Act, but there may be conditions on the site that indicate what you may do with it. Some Web sites give permission for the material to be copied for certain purposes (e.g. educational and non-commercial purposes). You should always check the Web site for any such statements. Additionally, **ALL** Internet materials used within student's assignments must be correctly cited and proper references provided. This includes: graphics, figures, tables, pictures, text, music or any other material that the student did not create.*

http://www.austlii.edu.au/au/legis/cth/consol_act/ca1968133/s135zmc.html

- *Fabrication.* Fabrication refers to the use of invented information or the falsification of research or other findings. For example, listing sources in a bibliography or other report that were not used in the paper or project is fabrication.
- *Academic Misconduct.* Academic Misconduct includes the alteration of grades, involvement in the acquisition or distribution of unadministered tests, unauthorized submission of student work in more than one class and collusion to commit any act of academic dishonesty. For example, unauthorized copying or duplication of copyrighted material, including computer programs, is academic misconduct.

Collusion, Fraud and Purchased Term Papers

- Collusion is the unauthorized collaboration with any other person in preparing work offered for credit. An example of collusion is purchasing a term paper from another student or from a term paper research company and submitting that paper as one's own.
- The concept of Collusion and Fraud also applies to work previously submitted in other courses at South University or any university. Unless permission is received in advance from the faculty member a student may

not submit work for one course that has been used to fulfill any academic requirement in another course at South University or any other institution.

ACADEMIC INTEGRITY POLICY (GRADUATE)

Honor Code and Honor Council of South University Graduate Schools

The honor code is a policy describing expectations of students with regard to academic integrity in all aspects of graduate educational programs at South University. The honor code of South University is set forth to guarantee that students subscribe to the highest levels of moral and ethical behavior. The Honor Council is intended to provide a forum for the investigation of alleged incidents of violation of the Honor Code and for recommending penalties that are appropriate and consistent with the violation. Unequivocal and documented incidents of violations of academic integrity exposed by faculty may be dealt with directly by the Department Chair, School Dean, and Vice President for Academic Affairs for South University without convening the Honor Council.

Each graduate program, due to their administrative structure and the lengths of their programs, may deviate slightly in the constitution of their particular honor council or in the nature of the flow of information. However, the fundamental concepts of definition of violations, reporting, investigation, hearing, and penalties are consistent throughout all graduate programs.

Article I - Name

The name of this Article shall be the Honor Council of the South University Graduate Schools.

Article II - Purpose

The purposes of the Honor Council are to:

1. Investigate and hear cases involving Graduate School students accused of academic dishonesty,
2. Act as a judicial body and establish the guilt or innocence of students, who have allegedly committed such violations,
3. Recommend the disciplinary action to be taken in all cases in which the Honor Council determines there has been a violation,
4. Work with the faculty, and the administration of all of the graduate programs in all matters regarding the administration of the Honor Code,

Article III - Authority

Student authority to request revision of the contents of any article resides with the Honor Council. Any revisions are subject to approval by the faculty, the Dean and the Vice President for Academic Affairs. The responsibility for the enforcement of the Honor Council's findings and recommendations lies with the Program Director and Department Chair.

Article IV - Membership

Section A. The Honor Council shall be assembled on an ad hoc basis. The Honor Council consists of five voting members, two student members at-large selected by the faculty one from the first year class and one from the second year class. An alternate member shall be chosen to replace a member that may be unavailable, recused or removed from the Council. The faculty will provide a list of nominees from which the two appointed students will elect three additional members from either class. Of the five members, three must be from the second year class and two from the first year class. To be a member of the Council, one must be in good academic and professional standing. Term of office shall last from the date of election until the particular incident is completely resolved unless decided otherwise by the Council. In all cases an alternate will be retained or elected.

Section B. The duties of the members are to:

1. attend all meetings of the Honor Council;
2. participate in and render objective judgment in discovery and trial procedures;
3. Assist in educating Graduate School students and faculty on the principles and practice of the honor code.

Section C. In the event of a vacancy in the Council, an alternate member chosen by majority vote of the Council from the faculty provided list, from the respective class where the vacancy exists will become an active member of the Council. The notification will occur within 7 days of the vacancy and will be made by the President of the Council (see Article V). If, for any reason, the President of the Council leaves office, it will be the Council's responsibility to replace his or her office. This should be done by a majority vote.

Section D. The Honor Council will have a Faculty Advisor appointed by the Department Chair. The Faculty Advisor is a non-voting Member of the Honor Council. The Faculty Advisor is recused should he or she have direct involvement in a case before the Council. The duties of the Faculty Advisor shall be to:

1. advise the Honor Council on procedural matters;

2. ensure that due process and equitable procedures are followed in all cases before the Honor Council and advise on matters of precedent;
3. inform accused students of the Council's protocol and procedures throughout the progression of a case;
4. notify the accused students of actions, hearings, verdicts and penalties as well as to generally act as a liaison between the Council and the accused student;
5. provide proper notification of any Council action to the appropriate administrative personnel and faculty;
6. ensure that appropriate documentation is completed by the Secretary for all hearings and other Council meetings.

The Department Chair shall also appoint a Faculty Alternate. In the event the Faculty Advisor is recused from a case, the Faculty Alternate will replace the advisor during the proceedings of that particular case.

Section E. The following exceptions may be made to participation of members in trial procedures:

1. If a special reason or potential conflict of interest exists, a member of the Honor Council may recuse himself or herself in a particular case. The wish of a Council Member to recuse one's self from a specific hearing should be reported to the President of the Council within 3 days of written notification of the case. This request should be made before any active participation occurs with the case.
2. If the Council President considers that, for some special reason or potential conflict of interest, one of the Council Members should not hear a particular case; he/she shall inform him/her accordingly. Should the decision of the President be disputed by the Council Member, this issue of recusal should be decided by a vote of the full Council following open discussion.
3. If the Council considers, for some special reason or potential conflict of interest, that the President should be recused in a particular case, the issue should be addressed with the President in a meeting of the Council. Should the President dispute the recusal, the issue should be decided by a vote of the full Council following open discussion.

Section F. Removal of an Honor Council Member for any reason not limited to but including issues of academic or professional integrity will be at the discretion of the Faculty Advisor and Faculty Alternate.

Article V - Officers

Section A. The officers of the Council shall consist of a President and a Secretary, chosen from among and by the Council Members.

Section B. Officers must have completed at least three quarters of the program or have past experience serving on the Honor Council.

Section C. The duties of the President shall be to:

1. preside over all meetings;
2. direct the processes of all trials;
3. represent the Honor Council in all appropriate affairs;
4. supervise the investigation of all cases;
5. ensure the integrity of all proceedings by strict adherence to the established procedures of the Honor Council.

Section D. The duties of the Secretary shall be to:

1. maintain written minutes of all Council meetings and hearings;
2. maintain a true and accurate record, by tape and in writing, of all trial proceedings;
3. prepare written communications from the Council regarding violations and Council actions;
4. prepare official written communications to the Faculty Advisor for distribution to appropriate persons regarding Council actions;
5. inform the members of the Council of all meetings through written communication;
6. promptly communicate in writing with all persons involved in cases.

For hearings, written minutes should be de-identified and assigned a specific case number.

Article VI - Meetings

Section A. A meeting of the Honor Council will be held immediately after appointment and after the selection of new members to acquaint members with their duties and responsibilities.

Section B. The President may call special meetings at any time either independently or at the request of any Council Member.

Section C. The time and place for all meetings shall be determined by the President and shall be as convenient as possible for all concerned. The meeting shall be held in a location where confidentiality can be ensured.

Section D. All members of the Council are expected to attend all meetings of the Council. Failure to do so may be considered neglect of office.

Section E. In the event that the Council must meet during regularly scheduled class time, the Members of the Council shall be excused from conflicting classes and clinical experiences to attend the meeting. The affected faculty or preceptor shall be notified in advance of this excused absence by the Department Chair.

Article VII - Instigation of Proceedings

Section A. All persons, including faculty having knowledge of or being witness to acts believed to be in violation of the Honor Code shall report in writing the fact, along with any physical evidence, to any Member of the Council or the Faculty Advisor within 72 hours of the alleged violation. Unequivocal and documented incidents of violations of academic integrity exposed by faculty may be dealt with directly by the Department chair, Dean, and Vice President for Academic Affairs for South University without convening the Honor Council.

Section B. When there is no physical evidence, a written affidavit about the observed violation by the witness(es) shall be required to begin an investigation and secure a conviction.

Section C. Failure to report violations will be considered a form of illegal aid covered under Article X, Section A.

Article VIII - Case Procedure

Section A. Cases shall be resolved within 30 days after they are reported.

Section B. The procedure for handling cases shall be as follows:

1. Within 5 days of receiving written information about a possible violation, the President of the Honor Council and two Council members chosen by lot shall

act as a pre-hearing review board to interview witnesses, review evidence, and make a decision regarding whether or not to bring the case before the entire Honor Council. If feasible, Members of the pretrial review board shall not be Members of the same class as that of the accused.

2. The pre-hearing review board shall decide by majority vote within seven days of receiving the case if there is sufficient evidence to proceed with a hearing. If the vote is negative in this regard, the case will be dropped. If the vote is positive, the case will be presented to the Council and a trial will be scheduled to begin within 7 days.
3. If the case is accepted, the Secretary will promptly notify the accused that he or she has been accused of a violation. The defendant shall be fully informed of the nature of the charges. Notification will be done orally and in writing. The accused shall be given a copy of the violation and written notice of his or her rights to appear before the Council, to testify on his or her own behalf, to present evidence and to call or question witnesses. If the Honor Council is using the accuser's testimony in determining the guilt or innocence of the accused, the student has the right to confront the accuser. The accused may at any time waive the right to a hearing by entering a plea of guilty to the charges.
4. The accused may choose another registered, degree-seeking student as his/her defense advocate. He/she shall also have the right to provide his/her own witnesses. Witnesses are strictly limited to persons with *direct* evidence or *direct* knowledge of the alleged offense. Character witnesses are excluded from providing testimony.
5. All persons involved shall promptly receive written notification to attend a hearing. The Secretary shall provide this notification. Each individual shall be bound not to reveal the details of any alleged violation of the Honor Code. Any disclosure by any participant about the case shall be considered a violation of the Honor Code.

Article IX - Hearing Procedure

Section A. Hearings of the Honor Council are closed unless the defendant requests they be open. If the proceedings are closed, all witnesses will be interviewed separately. The accused and any defense advocate will be present for all presentation of evidence and witness testimony. If the proceedings are open, all witnesses and the accused may be present simultaneously.

Section B. The procedure for conducting a trial shall be as follows:

1. Following a formal reading of the charges, the defendant is required to enter a plea before testimony is heard.

2. Each person giving testimony will be required to testify under oath. Both the Honor Council members and the defendant will be afforded an opportunity to question persons giving testimony.
3. The Council may allow the introduction of evidence other than testimony of witnesses if the Council determines that the evidence is relevant.
4. Proceedings of each hearing shall be recorded in writing and on audio tape and shall be labeled and signed by the Secretary and the President of the Council.
5. After hearing all testimony and reviewing all relevant evidence, the defendant, any defense advocate, and all witnesses will be excused for the Council deliberation.
6. The Council shall vote by secret ballot with the outcome determined by a simple majority.
7. The Honor Council Faculty Advisor shall verbally notify the defendant of the judgment of the Council. In cases of guilt the Faculty Advisor shall inform the defendant of the penalty. All communication must be done verbally and in writing within 2 working days of the final hearing. The faculty advisor shall provide a summary report along with specific outcomes of the Council's proceedings to the appropriate Department Chair and School Dean.
8. In cases in which the accused is adjudged not guilty, all transcriptions, except de-identified minutes, and tapes shall be destroyed immediately by the President and Secretary of the Honor Council. De-identified minutes shall be provided to the appropriate School Dean. In cases of guilt, the transcriptions and tapes shall be delivered by the Secretary and filed in a closed file in the office of the School Dean. The office of the School Dean shall maintain this file for a period of 10 years.

Section C. The decision rendered by the Council will be its final decision. If a confessed or convicted student continues to believe the penalty is inappropriate, the student may then appeal that decision of the Council to the School Dean.

Section D. In cases of a guilty verdict, the defendant may appeal the decision of the Council to the School Dean. The grounds for the appeal should be submitted in writing to the office of the School Dean by the defendant within 5 business days of written notification of the verdict and penalty. The School Dean may uphold or negate the recommendation of the Council following due consideration of the appeal. The decision of the School Dean is final.

Section E. Confidentiality and Notification:

1. The only individuals who will be informed of an *investigation* of the Honor Council will be the Council Members, the accused, the accuser(s), the witness(es), the Faculty Advisor to the Honor Council, the Department Chair and the School Dean.
2. The only faculty members who will be informed of the *outcome* of the Honor Council investigation will be the Faculty Advisor to the Honor Council, the Department Chair, the School Dean and the accused student's Faculty Advisor and the faculty accuser(s). The Chair of the Progress and Promotions Committee shall be notified when appropriate. The appropriate course program directors will be notified of grades assigned as an outcome of a conviction of violation of the Honor Code.
3. The Department Chair and the School Dean will be informed promptly in writing by the Faculty Advisor following the decision of the Honor Council.

Article X - Honor Code Violations

Section A. The following shall be deemed Honor violations and shall be the basis for reporting cases to the Council and for convictions by the Council:

1. Cheating on an academic work. For example:
 - Knowingly or intentionally give or receive, or otherwise utilize unauthorized assistance in connection with any examination, work submitted by the student for credit, or work performed as a required element of a course or clinic;
 - The use of or attempted use of any unauthorized material, aid or device prior to or during a test;
 - Knowingly using, buying, selling, stealing, transporting or soliciting, in whole or in part or the attempt to use, buy, sell, steal, transport or solicit the contents of an un-administered test that is expected to be administered;
 - Substituting for another student, or permitting another student to substitute for oneself, to take a test;
 - Obtaining or attempting to physically obtain a test without authorization prior to administration or attempting to obtain unauthorized or reserved information about a test prior to administration;

- Obtaining, replicating or attempting to replicate, without authorization, an administered secure examination, which has been designated for viewing only.
2. Committing an intentional act of lying, cheating or stealing.
 3. Knowingly provide incorrect information to another person about any matter with the intent that another student's academic performance be harmed as a result.
 4. Knowingly obstruct the attempts of another student to engage in academic activities with the intent that the other student's academic performance be harmed as a result.
 5. Recklessly place anyone at increased risk of injury or disease while the student is engaged in activities directly connected with patient care or academic activities.
 6. Knowingly make a material misrepresentation of the student's class rank, grade point average, or any other academic achievement or endeavor.
 7. Recklessly, and without prior authorization from the patient, disclose information about a patient, along with information suggesting the identity of that patient, to a person who is not, at the time of the disclosure, a member of the patient's health care team.
 8. Knowingly make a false report of an Honor Code violation.
 9. Knowingly obstruct the investigation or prosecution of an alleged Honor Code violation, including, but not limited to, giving false information or testimony to the Honor Council, the pre-hearing review board, or any person connected with the prosecution of an Honor Code violation. Or destroying, hiding, or fabricating evidence in an Honor Council proceeding.
 10. Academic indiscretion.
 11. Plagiarism or the appropriation of an author's work and the unacknowledged incorporation of that work in one's written work offered for credit or otherwise submitted or performed as a required element of a course or clinic.
 12. Fabrication, which is defined as the intentional or unauthorized falsification or invention of any information or citation in an academic exercise.
 13. Forgery, alteration, destruction, or misuse of School documents, medical records, prescriptions, physician's excuses, etc.

14. Attempted or actual theft of property of the School or of a member of the Institution's community or campus visitor.
15. Tampering with the election of any School recognized student organization.
16. Unauthorized possession, duplication or use of keys to any premises of the School, or unauthorized entry, or use of the premises of the School.
17. Conspiring, planning, or attempting to achieve any of the above acts.
18. Knowingly fail to report to a proper authority another student whom the student knows committed acts proscribed in Article X above.

*Any student who **knowingly or intentionally** provides illegal aid shall be considered as responsible as the student who receives it and will be dealt with by the Honor Council in the appropriate manner.*

Article XI - Penalties

- A. Section A. Upon conviction of a violation of the Honor Code or a plea of guilty, the Honor Council will make a recommendation of the penalty for violation of the honor code. The Honor Council shall have the option of the following penalties:
1. The standard penalty for violation of the Honor Code is permanent expulsion. The Student will receive a grade of Incomplete for all courses in which the student is enrolled at the time of the infraction.
 2. Depending upon the circumstances of the case, the Honor Council may recommend a penalty less severe than permanent expulsion in a report to the appropriate Department Chair and the School Dean. These penalties include, but are not limited to, the following:
 - a. Disciplinary probation for Honor Code Violation. The student may receive a grade of F (0.00) for a given course as well as a grade of Incomplete, Withdrawal, or Withdrawal Failing for one or more courses in which the student is enrolled at the time of the infraction.
 - b. A mandatory leave of absence from South University for approximately one academic year. The student will be permitted to return from a mandatory leave of absence at the commencement of the term for the courses in which the violation occurred.

- (1) The student will receive a grade of Incomplete for all courses in which he or she is enrolled at the time of infraction.
 - (2) Upon receipt of a mandatory leave of absence, the student cannot advance until he or she has completed the term in which the Incomplete grades were given.
 - (3) At the discretion of the Department Chair in consultation with the School Dean, the student may be required to enroll as a student in special standing for purposes of review or remediation prior to re-enrollment as a full-time student.
- c. Assignment of a grade of zero for a given examination or test.
 - d. Academic indiscretion – Administrative probation which shall carry the same restrictions as academic probation.

Section B. The penalty imposed may be appealed to the School Dean as outlined in Article IX,

Section C. In the case of an appeal the School Dean makes the final decision and reports the decision to the Vice President of Academic Affairs.

Article XII - Amendments

Section A. Amendments to the present statute may be proposed by the Honor Council or by Class Officers representing their respective student body. Such proposals shall be forwarded to the faculty for final approval when ratified by three-fourths of the members of the Honor Council at the next meeting following the proposal of the amendment.

Section B. Ratified amendments shall become effective thirty days after final approval by the faculty.

South University
Master of Arts in Professional Counseling
Practicum/Internship Performance Evaluation Form (PIPEF)

Student Name (Print): _____

Site Name: _____

Site Location (city): _____ Site Location (state): _____

Site Supervisor Name (Print): _____

South University Faculty Supervisor Name (Print): _____

Today's Date: _____

Evaluation Term (Please check the appropriate category):

___ Winter

___ Spring

___ Summer

___ Fall

Year of Evaluation: _____

Course (Please check the appropriate category):

___ Practicum

___ Internship I

___ Internship II

___ Internship III

Section 1: Student Progress Ratings

The student’s primary progress should be evaluated on the following standard criteria by circling the appropriate rating. Wherein possible, we also ask that students be evaluated on the provided optional criteria. Please refer to the attached definitions and rating key for guidance in assigning ratings.

<i>Standard Criteria</i>	<i>Unsatisfactory</i>	<i>Needs Improvement</i>	<i>Satisfactory</i>	<i>Good</i>	<i>Outstanding</i>	<i>Not applicable</i>
<i>1. Responsibility/Dependability</i>	<i>U</i>	<i>NI</i>	<i>S</i>	<i>G</i>	<i>O</i>	<i>N/A</i>
<i>2. Professional Interest & Development</i>	<i>U</i>	<i>NI</i>	<i>S</i>	<i>G</i>	<i>O</i>	<i>N/A</i>
<i>3. Time Management</i>	<i>U</i>	<i>NI</i>	<i>S</i>	<i>G</i>	<i>O</i>	<i>N/A</i>
<i>4. Work completion, Organizational Skills and documentation</i>	<i>U</i>	<i>NI</i>	<i>S</i>	<i>G</i>	<i>O</i>	<i>N/A</i>
<i>5. Ethical Behavior</i>	<i>U</i>	<i>NI</i>	<i>S</i>	<i>G</i>	<i>O</i>	<i>N/A</i>
<i>6. Professional Relationships</i>	<i>U</i>	<i>NI</i>	<i>S</i>	<i>G</i>	<i>O</i>	<i>N/A</i>
<i>7. Interpersonal Interactions w/ Clients</i>	<i>U</i>	<i>NI</i>	<i>S</i>	<i>G</i>	<i>O</i>	<i>N/A</i>
<i>8. Assessment and Evaluation Skills</i>	<i>U</i>	<i>NI</i>	<i>S</i>	<i>G</i>	<i>O</i>	<i>N/A</i>
<i>9. Therapy Skills</i>	<i>U</i>	<i>NI</i>	<i>S</i>	<i>G</i>	<i>O</i>	<i>N/A</i>
<i>10. Case Management Skills</i>	<i>U</i>	<i>NI</i>	<i>S</i>	<i>G</i>	<i>O</i>	<i>N/A</i>
<i>11. Response to Supervision</i>	<i>U</i>	<i>NI</i>	<i>S</i>	<i>G</i>	<i>O</i>	<i>N/A</i>
<i>12. General Overall Performance</i>	<i>U</i>	<i>NI</i>	<i>S</i>	<i>G</i>	<i>O</i>	<i>N/A</i>
<i>Optional Criteria</i>	<i>Unsatisfactory</i>	<i>Needs Improvement</i>	<i>Satisfactory</i>	<i>Good</i>	<i>Outstanding</i>	<i>Not applicable</i>
<i>Provides a brief introduction (purpose of interview)</i>	<i>U</i>	<i>NI</i>	<i>S</i>	<i>G</i>	<i>O</i>	<i>N/A</i>
<i>Provides ground rules for therapeutic process</i>	<i>U</i>	<i>NI</i>	<i>S</i>	<i>G</i>	<i>O</i>	<i>N/A</i>
<i>Clarifies own and clients’ expectations of counseling</i>	<i>U</i>	<i>NI</i>	<i>S</i>	<i>G</i>	<i>O</i>	<i>N/A</i>
<i>Communicates the attitude that the clients’ issues are of real importance</i>	<i>U</i>	<i>NI</i>	<i>S</i>	<i>G</i>	<i>O</i>	<i>N/A</i>
<i>Tone of voice conveys sensitivity to client feelings</i>	<i>U</i>	<i>NI</i>	<i>S</i>	<i>G</i>	<i>O</i>	<i>N/A</i>
<i>Speaks at a comfortable pace</i>	<i>U</i>	<i>NI</i>	<i>S</i>	<i>G</i>	<i>O</i>	<i>N/A</i>
<i>Demonstrates a good sense of humor</i>	<i>U</i>	<i>NI</i>	<i>S</i>	<i>G</i>	<i>O</i>	<i>N/A</i>
<i>Makes interpretations</i>	<i>U</i>	<i>NI</i>	<i>S</i>	<i>G</i>	<i>O</i>	<i>N/A</i>
<i>Collects data (etiology of identified problem)</i>	<i>U</i>	<i>NI</i>	<i>S</i>	<i>G</i>	<i>O</i>	<i>N/A</i>
<i>Assigns tasks within and outside session</i>	<i>U</i>	<i>NI</i>	<i>S</i>	<i>G</i>	<i>O</i>	<i>N/A</i>
<i>Creates appropriate boundaries</i>	<i>U</i>	<i>NI</i>	<i>S</i>	<i>G</i>	<i>O</i>	<i>N/A</i>
<i>Encourages clients to find their own solutions</i>	<i>U</i>	<i>NI</i>	<i>S</i>	<i>G</i>	<i>O</i>	<i>N/A</i>
<i>Asks for current feelings</i>	<i>U</i>	<i>NI</i>	<i>S</i>	<i>G</i>	<i>O</i>	<i>N/A</i>
<i>Focuses on process not content</i>	<i>U</i>	<i>NI</i>	<i>S</i>	<i>G</i>	<i>O</i>	<i>N/A</i>
<i>Uses role playing</i>	<i>U</i>	<i>NI</i>	<i>S</i>	<i>G</i>	<i>O</i>	<i>N/A</i>
<i>Responds to personal</i>	<i>U</i>	<i>NI</i>	<i>S</i>	<i>G</i>	<i>O</i>	<i>N/A</i>

<i>discomfort</i>						
<i>Uses own affect to elicit client affect</i>	<i>U</i>	<i>NI</i>	<i>S</i>	<i>G</i>	<i>O</i>	<i>N/A</i>
<i>Keeps interaction in the here and now</i>	<i>U</i>	<i>NI</i>	<i>S</i>	<i>G</i>	<i>O</i>	<i>N/A</i>

Section 2: Student Performance Ratings (Qualitative Evaluation)

Please use the space below or letterhead to provide additional comments regarding the student's performance (e.g., strengths, areas in need of improvement) or things you feel are not adequately reflected in **section 1**. Otherwise, please write "None" in this space if you have no additional comments. Please remember to sign your name below.

* Would you want this student to continue working at your identified Site? Why or why not?

Supervisor's signature: _____ Date: _____

Student's signature: _____ Date: _____

Section 3: Definitions

The following is provided to serve as a guideline for supervisors when rating students. The definitions are not meant to convey the idea that a student must demonstrate competency in every single aspect of the category. The intent is that the definitions are to provide a general set of behaviors relevant and indicative of the category title.

1. Responsibility/ dependability: Student arrives at and leaves Site, appointments, and meetings at proper times. Student is available when needed. Student makes certain that supervisors, team leaders, staff or relevant persons know whereabouts. Student keeps supervisors informed of both planned and unplanned leave. Attire is appropriate to client population and Site setting.

2. Professional interest and development: Student understands role at Site and in therapy and supervisory relationships. Student is receptive and responsive to feedback. Is open to “being a learner.” Is receptive to trying alternative approaches, interventions, etc. Establishes a working alliance with colleagues and follows through on commitments and assignments. Student is developing a competent professional identity appropriate to his or her level of training: integrates unique individual qualities with the standards and norms of the profession (i.e., understands the limits of counseling). Student demonstrates active participation in meetings, interactions, and supervision.

3. Time Management: Works appropriate number of hours per week. Is timely and independent in meeting obligations, completing projects, and initiating work with clients. Completes paperwork in a timely manner.

4. Work completion, Organizational Skills and documentation: Student organizes his or her workday within time frames and limitations. Paperwork and documentation is thorough and meets standards set by Site.

4. Ethical Behavior: Student safeguards all data and records and assures confidentiality of information entrusted to him or her. Maintains moral, ethical, and legal standards consistent with the prevailing conventions of the community such that personal behavior does not compromise the Site’s practices, the student’s practice, or the practice of colleagues. Generally follows the guidelines of ethical practice as set forth in the American Counseling Association’s Ethical Standards of Counselors.

5. Professional relationships: Student is skillful in interactions with staff and colleagues. Respects the needs and feelings of staff and colleagues and members of other professions. Respects the mission, prerogatives, and obligations of the Site. Is aware of and sensitive to ethnic, cultural, and individual differences of staff and colleagues.

6. Interpersonal interactions with clients: Student is able to establish rapport with clients. Student is able to obtain valid information from the client. Student is able to work with a variety of clients and problems, including differences in type and severity of problems, and differences in personalities and levels of development. Is aware of and sensitive to ethnic, cultural, and individual differences of clients. Student demonstrates warmth when interacting with clients. Student asks open-ended questions which facilitate client participation (information) and uses effective communication. Student is able to assist client with defining clients’ therapeutic needs (i.e., goals).

7. Assessment and evaluation skills: Student is able to assess and evaluate problems well. Student appropriately uses interview techniques, tests, or both for assessments. Provides accuracy and clear justification for methods used and conclusions drawn (within the scope of practice for Professional Counseling). Communicates assessment information to appropriate staff, both orally and in writing, in terms that can be understood. Formulates case conceptualizations and realistic treatment goals. Plans effective intervention strategies that are based on a sound functional analysis.

8. Therapy skills: Student selects treatments that are appropriate to clinical problems and that are within the realm of those customary and approved at the Site. Carries out treatment in a thoughtful and skillful manner. Student demonstrates flexibility in approach: varying in degree of activity, support, and structure in accordance with the

needs of the client. Able to assess effectiveness of treatment in some measurable manner and adjusts treatment strategies accordingly.

9. Case management skills: Student is able to network with others within and outside the Site (as required). Employs community agencies and services when indicated. Selects and/or arranges appropriate ancillary and follow-up services for clients. Facilitates utilization of other resources outside the therapeutic relationship.

10. Response to supervision: The student takes responsibility within the supervisory relationship. Student is prepared for supervision and participates in regular supervision meetings. Makes effective use of supervision time. Student indicates a readiness to accept instruction and guidance. Is responsive during supervision, communicates effectively, and is able to integrate supervisory feedback into future client sessions or professional functioning. Asks questions and offers alternatives in a spirit of wanting to learn in a cooperative effort. Seeks consultation for professional, ethical, or legal issues. Student is aware of the impact of the therapeutic process on themselves (personally) as it relates to their role (e.g., growth and development) as a therapist in training

Section 4: Rating Key

<u>Rating</u>	<u>Description of Student Progress Ratings:</u>
U	<u>Unsatisfactory:</u> Student is deficient in skill or principle and special efforts are needed to raise performance to an acceptable level.
NI	<u>Needs Improvement:</u> Student demonstrates an acceptable level of the skill or principle, but performance is inconsistent or there may be evidence of substandard execution of the principle, low motivation or minor irresponsibility. It is expected that the rating will improve with appropriate student effort.
S	<u>Satisfactory:</u> Student demonstrates basic mastery of the skill or principle. It is likely that the student’s performance may have been substandard on an occasion or two, yet these instances are balanced also by acceptable (or above average) performances. This rating is considered to be midrange and indicative of appropriate performance for students in training.
G	<u>Good:</u> Student demonstrates appropriate (basic) mastery of the skill or principle with several instances of above average performance. The student engages in the skill or principle with regularity.
O	<u>Outstanding:</u> Student consistently demonstrates outstanding performance in the skill or principle. This rating is to be considered exemplary and not just of acceptable or above average performance.

Student Name: _____ Program Start Date: _____ Assessment Date _____

Graduate Student Evaluation Report (GSER)

Evaluation of Graduate Students

The Graduate Student Evaluation Report (GSER) process is designed to provide feedback to students during graduate school, to assist with development and career goals.

The progress each graduate student makes toward the degree will be evaluated every three quarters at the end of quarter three (3), quarter six (6), and quarter nine (9).

3rd Quarter Assessment

6th Quarter Assessment

9th Quarter Assessment

The student and faculty advisor provide information on the activities of the student in the academic, professional, and clinical domains which is then reviewed and discussed by the program faculty. The student receives a rating and narrative feedback about their progress for each domain.

The evaluation is designed to serve as a method of acknowledging accomplishments and providing constructive feedback. The results of the evaluation will be placed in the student's folder and the student will be informed by the Program Director of the results of the evaluation. The following domains will be considered in the evaluation: Academic, Professional, and Clinical.

A Professional Counseling Student Assessment Questionnaire will be used for each domain in addition to other measurements relative to each domain and detailed below. The Professional Counseling Student Assessment Questionnaire is accepted by the clinical community as behaviors that a good, entry-level clinician should demonstrate. In addition to the behavioral criteria for students, the knowledge and competencies that are emphasized in classes are given the same strength in determining the students' ability to enter the Counseling profession. This evaluation is designed to serve as a method of acknowledging accomplishments and providing constructive feedback about the progress of the student across three constructs: academic, clinical, and professional development.

Student Name: _____ Program Start Date: _____ Assessment Date _____

1. Academic – All graduate students are expected to maintain a cumulative GPA of 3.0 or greater. For the 3rd quarter evaluation, the overall grade point average will consist of at least the first two quarters in residence. For the 6th quarter evaluation, the overall grade point average will consist of at least the first five quarters, while the 9th quarter evaluation will contain quarters one through eight. In addition to the quarterly reviews, the course competencies will be evaluated through a course objective rubric assessment process for pre-selected courses that cover each core area.

PROFESSIONAL COUNSELING STUDENTASSESSMENT QUESTIONNAIRE

Please review the “abilities” and the associated behaviors and rate the student according to whether you assess the student demonstrates appropriate behaviors across the three domains. The results of this survey are for measuring the student’s growth throughout this program. It also will identify areas that may need to be addressed.

Ability	Behavioral Criteria for Students Demonstration of these behaviors builds into the more involved behaviors expected of the entry-level clinician.	Scale of 1-5 CIRCLE one per line 1 reflecting low & 5 as high performance
ACADEMIC Commitment to Learning	Demonstrates a commitment to learning by: Identifying problems and accepting responsibility for finding solutions Formulating appropriate questions based on current research Demonstrating a positive attitude toward learning Offering own thoughts and ideas Applying new information to strengthen understanding Maintaining required Grade Point Average of 3.0	 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5
ACADEMIC Communication Skills	Demonstrates good communication skills by: Recognizing the impact of non-verbal communication (body language, eye contact) Maintaining composure and professional demeanor with all Effective communication (oral and written) with faculty, other students, and others relevant to their course of study Utilizing communication technology effectively Talking about difficult issues with sensitivity and objectivity	 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5
ACADEMIC Effective use of time and resources	Effectively uses time and resources. Demonstrates this by: Focusing on task at hand Prioritizing tasks to be completed Completing tasks within rational or directed time frames Using unscheduled time efficiently Performing multiple tasks simultaneously and efficiently	 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5

Student Name: _____ Program Start Date: _____ Assessment Date _____

<p>ACADEMIC</p> <p>Critical Thinking</p>	<p>Demonstrates critical thinking by: Raising relevant questions Considering all available information Articulating ideas Clearly explaining why selection of a particular solution or approach Exhibiting openness to contradictory ideas Justifying selected solutions to problems</p>	<p>1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5</p>
<p>ACADEMIC</p> <p>Use of constructive feedback</p>	<p>Demonstrates ability to use constructive feedback by: Actively seeking feedback and help Critiquing own performance realistically Demonstrating a willingness and ability to give & receive criticism and positive feedback Reconciling differences with sensitivity Acknowledging the need for frank, objective feedback from instructors, site supervisors, and mentors in the educational and clinical settings.</p>	<p>1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5</p>
<p>ACADEMIC</p> <p>Responsibility</p>	<p>Demonstrates responsibility by: Demonstrating dependability and punctuality to class and clinical settings Projecting a professional image to other students, faculty, clients, & others Following through on commitments Referring to available experts when necessary Accepting accountability for own actions</p>	<p>1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5</p>

Comments on Academic Domain:

Academic Rating: 1 2 3 4 5

Unsatisfactory (1-2) Satisfactory (3-4) Notable (5)

Student Name: _____ Program Start Date: _____ Assessment Date _____

2. Professional Development – This area is comprised of several components reflective of the student’s activity outside the classroom. Identified activities for this area include attendance at program-sponsored seminars, participation at local, regional, or national meetings when possible, and availing oneself of appropriate resources that the Program and the profession provide for continued development. An additional area under this category includes the demonstration of professional behavior consistent with the established standards of ethical conduct, laboratory, practicum, and internship settings.

PROFESSIONAL COUNSELING STUDENT ASSESSMENT QUESTIONNAIRE

The results of this survey are for measuring the student’s growth throughout this program. It also will identify areas that need to be addressed.

Ability	Behavioral Criteria for Students Demonstration of these behaviors builds into the more involved behaviors expected of the entry-level clinician.	Scale of 1-5 CIRCLE one per line 1 reflecting low & 5 as high performance
PROFESSIONAL Professional Behaviors	Demonstrates professionalism by: <i>Abiding by Code of Ethics</i> <i>Abiding by Course Syllabus requirements</i> <i>Abiding by Program guidelines and demonstrating professional behavior consistent with established standards of ethical conduct.</i> <i>Demonstrating accountability for own decisions and actions</i> <i>Membership in Counseling Organization (ACA, AMHCA, other)</i> <i>Attending program-sponsored seminars, participation at local, regional, or national meetings</i> <i>Availing oneself of appropriate resources that the Program and Profession provide for continued development</i> <i>Pursuing own Mental Health Assistance when needed</i>	1 2 3 4 5 NA 1 2 3 4 5 NA 1 2 3 4 5 NA 1 2 3 4 5 NA 1 2 3 4 5 NA 1 2 3 4 5 NA 1 2 3 4 5 NA
PROFESSIONAL Effective use of time and resources	Effectively uses time and resources. Demonstrates this by: <i>Focusing on task at hand</i> <i>Prioritizing tasks to be completed</i> <i>Completing tasks within rational or directed time frames</i> <i>Using unscheduled time efficiently</i> <i>Performing multiple tasks simultaneously and efficiently</i>	1 2 3 4 5 NA 1 2 3 4 5 NA 1 2 3 4 5 NA 1 2 3 4 5 NA 1 2 3 4 5 NA
PROFESSIONAL Critical Thinking	Demonstrates critical thinking by: <i>Raising relevant questions</i> <i>Considering all available information</i> <i>Articulating ideas</i> <i>Clearly explaining why selection of a particular solution or approach</i> <i>Exhibiting openness to contradictory ideas</i> <i>Justifying selected solutions to problems</i>	1 2 3 4 5 NA 1 2 3 4 5 NA 1 2 3 4 5 NA 1 2 3 4 5 NA 1 2 3 4 5 NA 1 2 3 4 5 NA

Student Name: _____ Program Start Date: _____ Assessment Date _____

PROFESSIONAL Responsibility	Demonstrates responsibility by:	
	Demonstrating dependability and punctuality to class and clinical settings	1 2 3 4 5 NA
	Projecting a professional image to other students, faculty, clients, & others	1 2 3 4 5 NA
	Following through on commitments	1 2 3 4 5 NA
	Referring to available experts when necessary	1 2 3 4 5 NA
	Accepting accountability for own actions	1 2 3 4 5 NA
PROFESSIONAL Stress Management	Practices effective stress management by:	
	Recognizing own stressors or problems	1 2 3 4 5 NA
	Maintaining own emotional health consistent with the use of intellectual abilities and the ability to employ sound judgment	1 2 3 4 5 NA
	Recognizing signs of distress in others and asking for help when needed	1 2 3 4 5 NA
	Maintaining professional demeanor in all situations	1 2 3 4 5 NA
	Prioritizing multiple commitments	1 2 3 4 5 NA
	Responding calmly to urgent or new situations	1 2 3 4 5 NA
	Tolerating inconsistencies in the learning environment	1 2 3 4 5 NA

Comments on Professional Domain:

Professional Rating: 1 2 3 4 5

Unsatisfactory (1-2) Satisfactory (3-4) Notable (5)

Student Name: _____ Program Start Date: _____ Assessment Date _____

3. Clinical Development – This area is comprised of several components reflective of the student’s progress with regard to clinical development. Areas of focus include responsibility regarding client issues, clinical skill development, ethical behavior, interpersonal interactions with clients, self-exploration, intra-personal awareness, case management, response to supervision, as well as assessment, evaluation, and therapy skills. These areas of clinical development will be evaluated with the *Assessment Tool: Personal Characteristics and Professional Identity*: Goal Statement: The professional counselor is strongly committed to the counseling profession and possesses personality characteristics that enable him or her to establish and ethically maintain a responsible relationship that helps facilitate client growth (Engels, D.W. & Associates, 2004) This assessment will be administered at the midterm and end of the practicum and each internship.

PROFESSIONAL COUNSELING STUDENT ASSESSMENT QUESTIONNAIRE

The results of this survey are for measuring the student’s growth throughout this program. It also will identify areas that need to be addressed.

Ability	Behavioral Criteria for Students Demonstration of these behaviors builds into the more involved behaviors expected of the entry-level clinician.	Scale of 1-5 CIRCLE one per line 1 reflecting low & 5 as high performance
CLINICAL Use of constructive feedback	Demonstrates ability to use constructive feedback by: Actively seeking feedback and help Critiquing own performance realistically Demonstrating a willingness and ability to give & receive criticism and positive feedback Reconciling differences with sensitivity Acknowledging the need for frank, objective feedback from instructors, site supervisors, and mentors in the educational and clinical settings.	<p>1 2 3 4 5 NA</p> <p>1 2 3 4 5 NA</p> <p>1 2 3 4 5 NA</p> <p>1 2 3 4 5 NA</p> <p>1 2 3 4 5 NA</p>
	Demonstrates good communication skills by: Recognizing the impact of non-verbal communication (body language, eye contact) Maintaining composure and professional demeanor with all Effective communication (oral and written) with faculty, other students, and others relevant to their course of study Utilizing communication technology effectively Talking about difficult issues with sensitivity and objectivity	<p>1 2 3 4 5 NA</p> <p>1 2 3 4 5 NA</p> <p>1 2 3 4 5 NA</p> <p>1 2 3 4 5 NA</p> <p>1 2 3 4 5 NA</p>
CLINICAL Effective use of time and resources	Effectively uses time and resources. Demonstrates this by: Focusing on task at hand Prioritizing tasks to be completed Completing tasks within rational or directed time frames Using unscheduled time efficiently Performing multiple tasks simultaneously and efficiently	<p>1 2 3 4 5 NA</p> <p>1 2 3 4 5 NA</p> <p>1 2 3 4 5 NA</p> <p>1 2 3 4 5 NA</p> <p>1 2 3 4 5 NA</p>

Student Name: _____ Program Start Date: _____ Assessment Date _____

CLINICAL	Demonstrates critical thinking by:	
Critical Thinking	Raising relevant questions	1 2 3 4 5 NA
	Considering all available information	1 2 3 4 5 NA
	Articulating ideas	1 2 3 4 5 NA
	Clearly explaining why selection of a particular solution or approach	1 2 3 4 5 NA
	Exhibiting openness to contradictory ideas	1 2 3 4 5 NA
	Justifying selected solutions to problems	1 2 3 4 5 NA
CLINICAL	Practices effective stress management by:	
Stress Management	Recognizing own stressors or problems	1 2 3 4 5 NA
	Maintaining own emotional health consistent with the use of intellectual abilities and the ability to employ sound judgment	1 2 3 4 5 NA
	Recognizing signs of distress in others and asking for help when needed	1 2 3 4 5 NA
	Maintaining professional demeanor in all situations	1 2 3 4 5 NA
	Prioritizing multiple commitments	1 2 3 4 5 NA
	Responding calmly to urgent or new situations	1 2 3 4 5 NA
	Tolerating inconsistencies in the learning environment	1 2 3 4 5 NA

Comments on Clinical Domain:

Clinical Rating: 1 2 3 4 5 Unsatisfactory (1-2) Satisfactory (3-4) Notable (5)

Student Name: _____ Program Start Date: _____ Assessment Date _____

Overall Rating of Academic, Professional, and Clinical Domains:

Academic Numeric Rating ___+ Professional Numeric Rating ___ + Clinical Numeric Rating ___ = Total _____
Average of the above Numeric Ratings = Total ___ divided by 3 = _____

- Unsatisfactory (average of 1-2)
- Satisfactory (average of 3-4)
- Notable (average of 5)

Comments on Performance across Academic, Professional & Clinical Domains:

Failure to make satisfactory progress in these identified areas may lead to probation, suspension, remediation, or dismissal from the program (see the Progress and Promotions Policy for additional information).

Signature of Faculty Assessor/Date

Masters Student/Date