Department of Counselor Education

Student Handbook
Dear Student:

Welcome to the Department of Counselor Education!

Our goal is to provide you with the coursework and clinical experiences that will prepare you to become effective professional counselors. As you progress through your degree program, you will gain the knowledge, skills, and experience needed for success in working with individuals across the life-span. You will have the opportunity to work with nationally recognized faculty, participate in research and service projects, and experience a wide-range of hands-on counseling and student development activities.

Our graduates go on to become Licensed Professional Counselors, Licensed Marital and Family Therapists, and Certified Professional School Counselors. You will find that your degree will open the door for you to make a difference in lives of clients and students.

This handbook should answer many questions and assist you in your planning. In addition, your faculty advisor is a key resource to help you with coursework and career planning.

We look forward to working with you and wish you success in your academic pursuits.

Sincerely,

The Department of Counselor Education Faculty
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Department Mission Statement

The mission of the Department of Counselor Education is to train graduate students to provide competent and ethical services as counseling professionals within a diverse society. Students are expected to acquire a comprehensive academic knowledge base, develop effective counseling skills, and demonstrate the personal and professional growth that will enable them to be highly skilled practitioners and leaders.

Four mission statements provide structure and purpose to the Department of Counselor Education. First, the Mission Statement of the College of Education provides the educational framework for the master’s degrees. Second, the Mission Statement of the American Counseling Association (ACA) defines Professional Counseling and identifies the role of the Professional Counselor in various settings. Third, the Mission Statement of the Association for Counselor Education and Supervision (ACES) specifies the art and science of educating Professional Counselors. Fourth, the Mission Statement of the Council for the Advancement of Standards (CAS) in Higher Education provides standards and guidelines for the professional education of student affairs practitioners. From these documents, the Department faculty members have identified three overall goals for students in the department’s programs. These are described in the paragraph below.

Upon completion of a degree program in the Department of Counselor Education, the student will have developed: 1) a knowledge base, grounded in scientifically-derived theory and practice, specific to the degree program chosen; 2) a repertoire of skills, grounded in scientifically-derived theory and practice, specific to the degree program chosen; and, 3) a sense of self and professional identity as a counseling professional. While each course and degree track identifies learning outcomes specific to the content or discipline, Department faculty members design their courses to enable students to progress towards these overall goals. This triadic approach to learning provides not only a model for students to follow during their degree programs, but also a framework for continuing education after graduation.

Program Mission Statements

Master of Science in School Counseling

The Master of Science in School Counseling Programs are designed to develop the competencies necessary for an individual to function as a counselor in school settings. They are structured to enable students to develop personal awareness of self as a counselor, knowledge of counseling and educational concepts, and skills in counseling school students. Included in the programs is an emphasis on developing assessment and research skills and using research findings in school counseling. The 51-credit program provides opportunities to meet the requirements for Pennsylvania School Counseling Certification in grades PreK through 12. The 60-credit School Certification and Licensure program meets the requirements to be a Pennsylvania Certified School Counselor and meets the academic requirements for the Pennsylvania Licensed Professional Counselor credential. Upon successfully completing the program and attaining qualifying scores on the Professional School Counselor PRAXIS examination, certification as a School Counselor is granted through the Pennsylvania Department of Education.

Master of Arts in Counseling

The mission of the Master of Arts in Counseling degree program is to provide a high quality graduate education for individuals pursuing careers in professional Counseling. The M. A. in Counseling offers educational opportunities and learning experiences that are structured to develop personal awareness of self as a counselor, knowledge of counseling and psychological concepts, and skills in counseling and mental health service delivery to individuals across the life span. This program is structured so that students specialize in one of two areas: 1) Mental Health Counseling, 2) Marital, Couples, and Family Counseling. Students completing this program meet the academic criteria for the Licensed Professional Counselor or Licensed Marital and Family Therapist credential.
Educational Objectives

Counseling Programs

The Educational Objectives for Department Counseling programs are aligned with the Council for Accreditation of Counseling and Counseling-Related Educational Programs (CACREP). The CACREP learning objectives are as follows:

**Professional Orientation and Ethical Practice**—studies that provide an understanding of all of the following aspects of professional functioning:

a. history and philosophy of the counseling profession;
b. professional roles, functions, and relationships with other human service providers, including strategies for interagency/interorganization collaboration and communications;
c. counselors’ roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or other trauma-causing event;
d. self-care strategies appropriate to the counselor role;
e. counseling supervision models, practices, and processes;
f. professional organizations, including membership benefits, activities, services to members, and current issues;
g. professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;
h. the role and process of the professional counselor advocating on behalf of the profession;
i. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients; and
j. ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.

**Social and Cultural Diversity**—studies that provide an understanding of the cultural context of relationships, issues, and trends in a multicultural society, including all of the following:

a. multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally;
b. attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students’ understanding of self and culturally diverse clients;
c. theories of multicultural counseling, identity development, and social justice;
d. individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies;
e. counselors’ roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and
f. growth of the human spirit, mind, or body; and
g. counselors’ roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination.

**Human Growth and Development**—studies that provide an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts, including all of the following:

a. theories of individual and family development and transitions across the life span;
b. theories of learning and personality development, including current understandings about neurobiological behavior;
c. effects of crises, disasters, and other trauma-causing events on persons of all ages;
d. theories and models of individual, cultural, couple, family, and community resilience;
e. a general framework for understanding exceptional abilities and strategies for differentiated interventions;
f. human behavior, including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior;
g. theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment; and
h. theories for facilitating optimal development and wellness over the life span.

Career Development—studies that provide an understanding of career development and related life factors, including all of the following:
   a. career development theories and decision-making models;
   b. career, vocational, educational, occupational and labor market information resources, and career information systems;
   c. career development program planning, organization, implementation, administration, and evaluation;
   d. interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development;
   e. career and educational planning, placement, follow-up, and evaluation;
   f. assessment instruments and techniques relevant to career planning and decision making; and
   g. career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy.

Helping Relationships—studies that provide an understanding of the counseling process in a multicultural society, including all of the following:
   a. an orientation to wellness and prevention as desired counseling goals;
   b. counselor characteristics and behaviors that influence helping processes;
   c. essential interviewing and counseling skills;
   d. counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling;
   e. a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions;
   f. a general framework for understanding and practicing consultation; and
   g. crisis intervention and suicide prevention models, including the use of psychological first aid strategies.

Group Work—studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society, including all of the following:
   a. principles of group dynamics, including group process components, developmental stage theories, group members’ roles and behaviors, and therapeutic factors of group work;
   b. group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles;
   c. theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature;
   d. group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness; and
   e. direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term.

Assessment—studies that provide an understanding of individual and group approaches to assessment and evaluation in a multicultural society, including all of the following:
   a. historical perspectives concerning the nature and meaning of assessment;
   b. basic concepts of standardized and non-standardized testing and other assessment techniques, including norm-referenced and criterion-referenced assessment, environmental assessment,
performance assessment, individual and group test and inventory methods, psychological testing, and behavioral observations;

c. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations;

d. reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information);

e. validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity);

f. social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations; and

g. ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling.

**Research and Program Evaluation**—studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation, including all of the following:

a. the importance of research in advancing the counseling profession;

b. research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research;

c. statistical methods used in conducting research and program evaluation;

d. principles, models, and applications of needs assessment, program evaluation, and the use of findings to effect program modifications;

e. the use of research to inform evidence-based practice; and

f. ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies.

**General Policies & Procedures**

**Academic Honesty Policy and Code of Conduct**

A cornerstone to the pursuit of graduate education is personal and academic integrity in an environment of trust. Any act that presents the works of another as one’s own, fabricates or falsifies data, and/or uses unauthorized materials or methods, breaks that trust and corrupts the very foundation by which the counseling professions are advanced. Kutztown University values academic integrity as core to its mission and has adopted an Academic Honesty Policy which defines acts of dishonesty and describes the process to confront and respond to acts as they may occur. Students are to understand that acts of academic dishonesty which occur in this class may lead to not only failure in the course but also removal from the graduate program. Students are also bound by the Code of Conduct which sets forth behavioral expectations.

In order for students to enter the program, the Academic Honesty statement in the New Student Agreement must be signed.

**UNIVERSITY SERVICES**

**Career Services**

The Office of Career Services offers numerous resources and services for both graduate students and undergraduates. These include a career resource center featuring materials on career planning, job search directories, and graduate school information; career programs and workshops presented by Career Services professionals; individual and group consultation to practice interviewing techniques, job search strategies, and career goals; on-campus interviewing conducted by potential employers; and computer-assisted career planning featuring “Focus” interactive software. In addition, College Central, our jobs and résumé database, is available to assist candidates in the job search process. For further information contact: Office of Career Services, 119 Stratton Administration Center, (610) 683-4067.

**Counseling Services**

Counseling professionals must be grounded in their own. The Office of University Counseling Services offers a range of counseling and psychological services to students, including individual
and group counseling, assessments, referrals, special programs based upon individual interest and need, and emergency referral services. Services are limited during the non-academic sessions. For further information, contact: Counseling and Psychological Services, 127 Beck Hall, (610)-683-4072.

**Disability Services**
Kutztown University does not discriminate in its admissions procedures on the basis of disability, nor is such information part of the student’s admission file. When appropriate, alternate teaching and testing accommodations will be available to students with documented disabilities; it is the student’s responsibility to request such accommodations directly from the instructor based on a letter of verification from the Disability Services Office.

Prior to application, students with disabilities are advised to investigate both the University’s ability to provide reasonable accommodations for their program of study and their own ability to undertake such studies. More detailed information may be obtained from: Office of Human Diversity, Disability Services, 215 Stratton Administration Center, (610)-683-4108.

**Emergency Services**
- **KU Alert Text Messages** - The mass text message warning system powered by e2campus is an opt-in program that allows you to register two cell phone numbers to receive emergency text messages.
- **KU Alert E-mail Messages** - Faculty, staff and students will be alerted by broadcast email messages from Kutztown University. Additionally, when registering for e2campus text messages above, users can register two additional email addresses to receive emergency messages.
- **Website Alerts** - Emergency messages will be posted on the Kutztown University website. Ongoing information updates during an emergency will be posted on the Current Safety Alert Information page.
- **Mass Notification System** - Notification via a pre-alert signal and voice alerts in select buildings and in select outdoor locations will be activated in appropriate emergency situations.

TO REPORT AN EMERGENCY, PLEASE CALL 610-683-4001

**Financial Aid**
If you are looking for assistance in funding your Kutztown University educational experience, the Financial Aid Office will be glad to review your options with you regarding loans, grants and scholarships. Kutztown University, Office Location: 209 Stratton Administration Center (610)-683-4077; Fax: (610)-683-1380.

**Health and Wellness Services**
Health Services requires all new graduate students to complete health record paperwork, which is mailed to them upon their acceptance to Kutztown University. Students who plan to enroll for less than nine credits each semester and do not intend to use clinical services may waive submission of the health record by completing an alternate form. All full-time matriculated graduate students at Kutztown University are required to submit a health record and required to pay a health service fee. During the fall and spring semesters, Health Services is open Monday through Friday 8:00 AM to 8:00 PM weekend hours are 10:00 AM to 6:00 PM. For further information about clinic services, call (610)-683-4082, Ext. 2.

**IT Help Center**
For assistance with student accounts and technology. M-F 8 a.m. to 4:30 p.m. 201 Stratton Administration Center, (610)-683-1511.

**Library Services**
The Rohrbach library offers many important resources and services for KU graduate students, many of which can be accessed from off-campus. For complete information on accessing library resources and services from
The library is located in the Rohrbach Building; Reference: 610-683-4165; Circulation: 610-683-4480.

Public Safety
Overall safety and security for the Kutztown University campus community are provided by the Department of Public Safety. In addition, this department enforces fire and traffic safety regulations. A dispatcher, located in the Public Safety Office in the basement of Old Main, is on duty 24 hours a day to take calls for the campus emergency number (610) 683-4001; or from the red emergency telephones located throughout the campus. The non-emergency number is (610)683-4002.

Registrar
The Office of the Registrar provides many services to KU students. The Registrar’s website is where you can find online forms for requesting a transcript, change of name and address, and more. You will also find explanations of KU academic policies including the attendance policy, Dean's List information and other pertinent policies. 115 Stratton Administration Building, 610-683-4485, http://www.kutztown.edu/registrar/default.asp

Student ID Cards
The KU card is an official Kutztown University photo ID card. In addition to identifying the relationship to Kutztown University, the card provides access to campus events and activities, residence halls/other buildings, meal plans, flex dollars, Bear Bucks, and library. ID cards are available in the McFarland Student Union Building.

Tuition Payments
The Bursar's Office is responsible for tuition assessment, invoicing of charges, accepting payments, disbursing aid released from Financial Aid, processing deferment requests received, collections management, Bursar's Office, 225 Stratton Administration Center, (610) 683-4133

Weather Emergencies
Students are advised to consult with the individual Course instructor or review the Course syllabus for a plan of action should the University remain open during severe weather conditions. The Course instructor may notify students of a weather emergency closing though email or D2L. The Kutztown University Severe Weather Emergency Hotline is: 610-683-4649. All local news stations are notified if the University closes due to weather emergencies.
PART II

Orientation
Advisement

Registering for classes
Transfer credits
Change of Program
Orientation
Orientation to the Counselor Education Department is mandatory and attendance is required prior to or at the beginning of your first semester. Orientation dates and information will be included in the New Student Agreement letter.

Advisement
Upon admission to the Department of Counselor Education, students are assigned an academic advisor. Students are recommended to meet with their advisor once per semester for course planning. Students are advised to select classes by following the curriculum outlined in the student’s particular degree program. A suggested list of tasks is as follows:

STUDENT ADVISEMENT CHECKLIST

☐ WEBSITE AND HANDBOOK - Thoroughly read and familiarize yourself with the COU Department Website and student handbook.

☐ RETURN NEW STUDENT AGREEMENT LETTER AND A COPY OF THE MANDATED CHILD ABUSE CERTIFICATE AND REGISTER FOR TASKSTREAM

☐ E-MAIL - Secure KU e-mail address. Check this account on a daily basis.

☐ D2L - Secure KU D2L account.

☐ ORIENTATION - Attend Counselor Education Department’s mandatory orientation.

☐ REGISTRATION – Begin course planning by following the curriculum guide for your Program/Track. Register for classes on-line. Maintain contact with your advisor to assure proper scheduling of classes.

☐ CLEARANCES – For School Counseling Students only. Upon admission Secure Act 34 Criminal History Report, Act 151 Child Abuse History Report, TB Test, Act 114 FBI Federal Criminal History Record, Act 24 Arrest/Conviction Report and Professional Liability Insurance*. All background checks must be completed prior to the first semester of study in the program. This paperwork must be uploaded to TaskStream.

*Professional Liability insurance is free with your ASCA or ACA membership.

☐ CANDIDACY - Meet with your advisor to apply for Candidacy (between 12 and 24 credits).

☐ COMPLETION OF CORE I - Complete all Core I Courses prior to COU580 (Practicum) registration.

☐ PRACTICUM AND INTERNSHIP ORIENTATION - Attend a mandatory orientation meeting (held the Spring semester before doing the practicum course).

☐ PRACTICUM INTENT FORM – Please complete the Practicum Intent form and submit by date indicated on the form.

☐ PRACTICUM - Secure a practicum site and obtain advisor approval. Practicum registration forms, contract, and malpractice insurance are due by the third Monday in October for guaranteed spring registration.

☐ COMPREHENSIVE EXAM – During your practicum semester, you will receive an email containing application instructions.

☐ INTERNSHIP – Secure an internship site and obtain advisor approval. Internship contracts are due the last Monday in April prior to the internship semester.

☐ PRAXIS – School counseling students must take the Professional School Counselor PRAXIS examination in order to receive Pennsylvania Department of Education’s Certification.

☐ CERTIFICATION - Apply for certification. All students who graduate from School Counseling programs are eligible for certification as a School Counselor.

☐ GRADUATION - Submit application for graduation through MyKU. If School Certification only, submit Declaration of Intent to Certify form for the College of Education.
Registering for Classes

In most cases graduate registration may be accomplished using the “MyKU” link. The schedule of graduate courses is available from the Office of the Registrar each semester and can also be viewed on the web at the Registrar’s Office home page.

All newly-admitted graduate students are eligible for registration two weeks following the incumbent graduate student registration start date. After the first semester of enrollment, students of regular and conditional admission status become eligible for incumbent graduate registration, (i.e., first access to course selection.)

Professional Credits Registration
Professional credit status individuals who are interested in registering for COU or CPY Courses must be approved by the Department. Graduate Admissions will contact the Department regarding the student’s interest. No more than 9 credits may be taken under Professional Credit status. The course(s) being requested must still have seats open and have no prerequisites.

Registration for Practicum and Internship
The Department registers students for COU 580 (Practicum) and COU 590 and COU 594 (Internship/Field Experience). Students cannot register for COU 580, COU 590 and COU 594 through MyKU.

Independent Study Registration
Independent Study (I.S.) offers a graduate student the opportunity to pursue an area of interest that is not offered in regular courses. In cases of documented need and upon submission of a detailed outline for the student’s proposed Independent Study, the student may submit a request for an I.S. course. This request form may be obtained in academic departments. Similar to Individualized Instruction courses, these requirements apply:

1. approval signatures of the instructor for the proposed I.S. course, the appropriate departmental chairperson, the dean of the college in which the course is taught, and the Graduate Dean must be secured on the request form; this process is the responsibility of the graduate student
2. once signed by all parties, the request form must be submitted to the Office of the Registrar at the time the student registers for the semester in which the I.S. will occur
3. the academic department of the course proposal must have an Independent Study course listed among its offerings in the Graduate Catalog (some departments choose not to offer this option)
4. Independent Study is not a guaranteed right; through the approval process, the University exercises the option to allow or not to allow the I.S. course in each case. The Graduate Dean does not approve I.S. request forms that do not have the approval of the proposed instructor, the chairperson of the appropriate department, and the college dean.

The course number for an Independent Study is COU 581.

Individual Instruction Registration
In cases of documented need (e.g. student will not be able to graduate at the end of the semester in which the II is proposed), graduate students may request a course be taken by Individualized Instruction (II). Approval signatures must be obtained from the instructor for the I.I. course, the chairperson of the respective department, the Dean of the college in which the course is taught, and the Graduate Dean. The responsibility for obtaining these signatures, and for submitting the form to the Graduate Office at the time of registration for the semester in which the I.I. will occur, rests with the student. Individualized instruction is not a guaranteed right of any graduate student, and the option to offer or not to offer any course as I.I. is established entirely by the four approving signatures on the request form. The final approving authority is the Graduate Dean, who also makes final approval for any undergraduate courses taken by graduate students. The Graduate Dean does not approve any I.I. requests that do not have the approval of the proposed instructor, the chairperson of the appropriate academic department, and the college dean. Students are to request I.I. only when they are unable to enroll in the course at the regularly offered time slot because of special circumstances. I.I. courses are not available to professional credits students.
The course number for an Individual Instruction course is the same number as the existing course.

**Transfer Credits**
Students wishing to take a course(s) at another institution and have the credits transferred back to Kutztown University are required to meet with their advisors for pre-approval of the course(s). Students should be aware that no more than 1/3 of their total degree credits can be completed at another institution and counted as transfer credit. The Request to Transfer Graduate Credit can be found on the Graduate Studies Office website.

**Change of Program**
In order to request a Change of Program, the student must schedule a meeting with their advisor for approval, complete a Change of Program Request Form, and prepare a brief explanation detailing the reasons for the change request. The explanation should include:

a) The initial career goals and the factors and influences leading away from this initial choice

b) The factors and influences leading to the new career goals

c) Specific plans for completion of the new program, especially in terms of course load, internship year, and intended date of graduation

Program changes requested in a particular semester are effective the following semester. In addition, because these program changes are essentially "new additions" to the new program, registration may be delayed for the registration period in which the program change takes effect.
PART III

Evaluation of Student Progress
Candidacy
Practicum and Internship
Practicum and Internship Sites
Comprehensive Examination
Evaluation of Student Progress

Each semester, student progress is evaluated in both academic and dispositional domains. The faculty of the Department of Counselor Education reserves the right to terminate the training or supervision of any candidate who does not show himself/herself to be capable of achieving an acceptable standard of personal and/or professional behavior as outlined in the Department Policy on Evaluating Student Progress as a Professional.

Academic Progress

Graduate Course Repeats, Grading, GPA and Dismissal: Information regarding the policy addresses graduate course repeats, grading, gpa and dismissal are available on the Graduate Studies website. This policy is ACA-038.

Incomplete Grades — Graduate students receiving a grade of “I,” incomplete, in a graduate course have one calendar year from the date of the end of that semester to complete missing assignments or requirements that resulted in the incomplete. All grades of “I” are converted to grades of “F” if not changed within the grace period of one year. It is the sole responsibility of the student to address all matters concerning the change of the grade of “I.” A conversion “F” is computed in the QPA exactly as a regular “F.”

Grade Appeal Policy

The purpose of the grade appeal policy is to provide a process for a redress of grievance between a student and a faculty member concerning a final grade for a course taken at Kutztown University.

1. The student shall first discuss the matter with the faculty member directly involved in an attempt to resolve the matter.
2. If there is no resolution with the faculty member, the student shall discuss the matter with the chairperson of the faculty member’s department, or, if the department chairperson is the person who gave the grade, with the dean of the respective college, who shall attempt to resolve the matter after consideration of the evidence.
3. If there is no resolution through the department chairperson, the student shall discuss the matter with the dean of the respective college, who shall attempt to resolve the matter after consideration of the evidence.

For further information on the university grading policy refer to Kutztown University Policy ACA-047.

Academic Dismissal

1. First Notice: Upon receipt of the first grade in a graduate course below "B," the graduate student shall receive a "letter of academic warning” from the Dean of the Graduate School with copies forwarded to the student's graduate advisor(s) and/or departmental chair(s).
2. Second Notice: Upon receipt of the second grade below "B," the graduate student shall receive a "letter of academic probation" from the Dean of the Graduate School. In those cases where the student receives more than one grade below "B" in a single semester, the student shall be immediately placed on "academic probation,” with no notice of "academic warning.”
3. Dismissal: Upon receipt of the third grade below "B," the graduate student shall be dismissed. The letter of academic dismissal shall be written by the Dean of the Graduate School with copies and/or appropriate notification being sent to the university registrar, the graduate student's advisor(s), and departmental chair(s). This dismissal shall occur upon receipt of the third grade below "B”, even in those cases where the second and third grades below "B” shall have occurred in the same academic semester.
Student Dispositions Evaluation

I. **Preamble.** As concerns that conduct of a Master's degree student in counseling which is pertinent to counselor professionalism- the current policy and procedure document is intended to supplement Article 4: Due Process, and Article 5: Judicial System as set forth in Chapter One, Document on Student Rights and Welfare, ([The Key, 2010-2011](#)).

II. **Purpose.** A broad range of factors influence counselor practice, from the development of a sound knowledge base to personal qualities fundamental in relationship development. Ongoing evaluative feedback is an essential component of Counselor Education degree programs. Assuring the due process rights of counseling professionals-in-training while simultaneously protecting the welfare of clients and potential clients is the intent of this policy. The following guidelines have been constructed in accordance with counselor education professional standards of practice and in light of relevant nationwide research on counselor education graduate student remediation and retention.

III. **Scope.** All students enrolled in counseling graduate programs

IV. **Evaluative Elements:** Criteria considered in evaluation Counselor Education students include problematic behavior in any of the following nine areas:
   - Openness to New Ideas and Feedback
   - Cooperation with Others
   - Self/Other Awareness
   - Acceptance of Responsibility
   - Expression of Feelings and Thoughts
   - Attention to Ethical, Legal, and Academic Standards
   - Initiation and Motivation
   - Respectfulness
   - Cultural Sensitivity

Note: Please refer to the Student Academic Performance Evaluation Rubric for the criteria by which students are evaluated and for descriptive behaviors or attitudes. Please find the SAPER in the Appendix.

V. **Evaluative Arenas and Procedures.** Students will be evaluated by the counselor education faculty for professional competency in all academic, practicum, and field experience courses. An evaluation of each student will also be conducted by the faculty advisor at the time of the student’s candidacy and by the faculty supervisor during a student's field experience.

In the event of unsatisfactory student performance, a Student Academic Performance Evaluation Report (SAPER), will be filed. The first step is for the student to meet in person with the faculty issuing the SAPER in order to discuss the reported issue(s) and to collaboratively construct an agreement to address the issue(s). The student’s faculty advisor and/or the department chairperson may attend this meeting. It is to be anticipated that the majority of unsatisfactory performance concerns will be remediated through agreements between the student and the issuing faculty. The student shall be given the opportunity to agree with the proposed remediation or to issue a response or rebuttal. In the event that the student gives consent to the remediation plan, s/he will sign the SAPER and the issuing faculty, in consultation with the student’s advisor or other faculty, as needed, will monitor the remediation process.

**Remediation of Unresolved Problematic Student Behavior:** In the event that a student contests the findings of the SAPER, a departmental review will be instituted. In addition, problematic student behavior not addressed by a SAPER report may come to the attention of faculty that will warrant departmental review.

In the event that a mutual understanding is not reached, the faculty will follow remediation policy
Remediation, Retention and Dismissal Policy

I. Development of Remediation Plan: In the event of unresolved problematic student behavior, a committee of the Counselor Education faculty will create a behaviorally focused remediation plan based on the criteria of the Student Academic Performance Rubric. This plan will incorporate the following elements:
   a. Identification of the problematic behaviors—identify deficits and state behavioral competencies to be achieved
   b. Establishment of remediation activities—specify tasks for student to accomplish in order to meet competencies
   c. Integration of formative feedback—provide ongoing opportunities to discuss progress and concerns related to remediation plan
   d. Determination of individuals who will participate in the plan—identify faculty members who will be involved in remediation activities and supervision
   e. Establishment of timelines for accomplishing plan—specify timetable to accomplish remediation tasks and to achieve behavioral competencies
   f. Inclusion of right of appeal—indicate to student of their right to appeal the remediation plan and not sign the document
   g. Provision for immediate dismissal—inform student that other legal, ethical, or policy violations may supersede the remediation plan and warrant immediate dismissal from the program, according to University policy.
   h. Documentation and signatures—student to sign the plan in the event that she/he demonstrates understanding of the plan and gives her/his consent for the plan to be implemented.

II. Remediation Activities: In accordance with counselor education standards of practice, remediation activities may include, but are not limited to the following: personal counseling to address particular issues; meet with faculty advisor, course instructor, or site supervisor; write a substantive essay addressing relevant topics; attend professional development workshops; complete additional coursework.

III. Due Process: Students will be given a written copy of the remediation plan. Students have 14 days to present a written rebuttal statement if challenging the decision. They are entitled to request a personal appearance before the committee within this time, and shall be apprised of their date to appear before the committee no later than 7 days prior to the meeting. Student failure to request a meeting with faculty, or respond in writing to a recommendation within 14 days are assumed to accept the decision. In the event of a student rebuttal, the committee shall be required to reconsider their original decision in accordance with the original steps. Reconsideration decisions shall be communicated in writing in accordance with the original steps. This reconsideration decision is final.

IV. Evaluating Remediation Efforts: Within fourteen (14) days of the expiration of time granted for remediating deficits (or sooner at the student's request), the committee shall evaluate the student’s status. The student's efforts to address the committees' recommendations for remediating deficits successfully should be given primary consideration during this evaluation. If the committee decides to accept the student's remediation efforts as satisfactory, formal notification by the department, signed by the department chair, shall be made regarding the department's decision. The committee’s decision after the first appeal is considered final within the purview of this document. All copies of notification and remediation plans will be forwarded to the Dean of the College of Education and, when appropriate, to the Dean of Student Services.

V. Dismissal: The Department of Counselor Education reserves the right to terminate any student from the program who fails to meet remediation guidelines within the specified time frame in accordance with University policy. The Department also reserves the right to immediately terminate
any student in the event of serious legal, ethical or policy violations committed by that student. This right supersedes any remediation agreements then in effect with that student in accordance with University policy.

Admission to Candidacy

Advancement to candidacy signifies that the student has met the dispositional and academic requirements to advance from student to degree candidate. At this point, the student has demonstrated sufficient preparation to pursue a master’s degree, and this is formally recognized by Department faculty.

Students may apply for candidacy upon completion of 12 credits and before completion of 24 credits. If students anticipate the transfer of graduate credits from another institution, this should be accomplished before applying for candidacy. Application for Candidacy forms may be obtained on the Department of Counselor Education website as well as in the Department.

I. Requirements for admission to candidacy

1. The student must have a minimum of a 3.0 in all graduate courses completed at Kutztown University.
2. All grades of “I” must be resolved and recorded.
3. Successful completion of between 12-24 hours of graduate coursework.
4. A maximum of twenty-four (24) graduate credits may be earned before candidacy is attained.
5. Students who have not attained candidacy by the time twenty-four (24) graduate credits have been earned may not register for additional courses as a matriculated student in the degree program.
6. Students must successfully meet the criteria for professional competency as outlined in the Policy and Procedures for Evaluating Counselor Education Students.

II. Procedure

1. Upon completion of twelve (12) graduate credits at Kutztown University, the student confers with his/her advisor and completes the “Application for Candidacy.”
2. The student’s advisor signs and submits the “Application for Candidacy” to the program committee for approval. (If the application is not approved, the process ends here.)
3. The Department Chairperson signs the “Application for Candidacy” form and forwards it to the Dean’s office.
4. The Dean admits the student to candidacy and reports the action to the Graduate Council.
5. If the application is not approved, a departmental committee will notify the student of reasons and outline a plan for how the student should proceed with the goal of remediation.

Practicum and Internship

As students enter the field, Practicum and Internship are an essential time to evaluate student progress. All degree programs in the Counselor Education Department include a practicum and internship requirement. Practicum takes place during the Spring semester after all Core I classes are completed. Internship takes place during the subsequent Fall and Spring Semesters.

Practicum and Internship sites are generally located by the student after careful consideration of professional goals and the type of internship experiences designated by the degree program. The Clinical Coordinator serves as a resource to suggest practicum and internship sites.

Counseling Practicum Requirements

Students must complete supervised practicum experiences that total a minimum of 100 clock hours over an academic term. Each student’s practicum includes all of the following:
1. At least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills.
2. Weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the practicum by a site supervisor who is working in consultation with a program faculty member.
3. An average of 1 1/2 hours per week of group supervision that is provided on a regular schedule throughout the practicum by a program faculty member.
4. The development of program-appropriate audio/video recordings for use in supervision or live supervision of the student’s interactions with clients.
5. Evaluation of the student’s counseling performance throughout the practicum, including documentation of a formal evaluation after the student completes the practicum.

Counseling Internship Requirements
The program requires completion of a supervised internship in the student’s designated program area of 600 clock hours, begun after successful completion of the practicum. The internship is intended to reflect the comprehensive work experience of a professional counselor appropriate to the designated program area. Each student’s internship includes all of the following:

1. The internship experience requires 600 clock hours.
2. At least 240 clock hours of direct service, including experience leading groups.
3. Weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the internship, usually performed by the on-site supervisor.
4. An average of 1 1/2 hours per week of group supervision provided on a regular schedule throughout the internship and performed by a program faculty member.
5. The opportunity for the student to become familiar with a variety of professional activities and resources in addition to direct service (e.g., record keeping, assessment instruments, supervision, information and referral, in-service and staff meetings).
6. The opportunity for the student to develop program-appropriate audio/video recordings for use in supervision or to receive live supervision of his or her interactions with clients.
7. Evaluation of the student’s counseling performance throughout the internship, including documentation of a formal evaluation after the student completes the internship by a program faculty member in consultation with the site supervisor.

Note: Even though the internship requirement is for six (6) credits, students are permitted to register for only three (3) credits per semester.

A link to School Counseling Practicum and Internship Partner School Sites are available on the Department website’s Table of Contents page for the Handbook.

A link to MA Practicum and Internship Partner Sites are available on the Department website’s Table of Contents page for the Handbook.

Comprehensive Examinations
As a culminating experience for counseling degree programs in the Department of Counselor Education, counseling degree candidates are required to complete a Comprehensive Examination. The objectives of this culminating experience are:

1. To help the candidate synthesize and integrate his/her program of study.
2. To determine the degree to which pre-established, basic competencies have been acquired.
3. To determine the depth and breadth of general knowledge and the degree of integration of such knowledge.
4. To determine the candidate’s skills in communicating knowledge.
5. To assess the quality of the graduate training programs.
During their Internship year, Counseling degree candidates take the National Counselor Preparation Comprehensive Examination. This exam is given once per year. The date and other information will be sent to students through their Kutztown University email. In order to take the Comprehensive Exam, students must be in good standing (GPA 3.0) with no Incompletes.

**School Counseling Students**: School Counseling students are eligible to receive the Educational Specialist Certificate. The required test for this Certification is the Praxis Professional School Counselor test.

**Letters of Recommendation and Written Endorsements**
Letters of recommendation are considered by the Department of Counselor Education faculty at Kutztown University to be letters of endorsement for continued education, employment, professional credentials or professional awards. Such letters are not automatically provided. Students may ask individual faculty members for such endorsements. Faculty members reserve the right to refuse these requests.
PART IV

Graduating & Certification
Professional Organizations
Graduation & Certification

Graduation

Applications for Graduation are available on MyKU.

Certification

Initial School Counseling Certification. Upon successful completion the School Counseling Program, or specified certification courses, and qualifying scores on the PRAXIS Professional School Counselor examination, students are eligible for certification as a Pennsylvania Certified School Counselor. All instructions and links are available on the College of Education website. To apply for certification: Go to the KU College of Education website. On the left side of this page you will see: Teacher and School Counselor Certification Process.

Subsequent School Counseling Certifications. For students who already have a Master’s degree, an “Intent to Certify” form is necessary to process the additional school counseling certification. This can be found on the College of Education website in the Post-Baccalaureate section.

Counselor Licensure - Licensed Marital and Family Therapist


Pennsylvania Counselor Licensure Board. State Board of Social Workers, Marriage and Family Therapists and Professional Counselors, P.O. Box 2649, Harrisburg, PA 17105-2649, 717-783-1389
Email: st-socialwork@state.pa.us

Professional Organizations

Pennsylvania Counseling Association (PCA). PCA is a state branch of the American Counseling Association and part of the North Atlantic Region. An important part of the mission of PCA is to represent and promote professional counseling in Pennsylvania and to provide leadership and professional development for our state’s professional counselors.

Pennsylvania School Counselors Association (PSCA). The Pennsylvania School Counselors Association is a professional organization, which represents School Counseling in Pennsylvania. The PSCA Mission Statement: The Mission of the Pennsylvania School Counselors Association is to expand the image and influence of professional school counselors, to promote professional and ethical practice, and to advocate for equity and access for all students.

American Counseling Association (ACA) ACA is the world's largest association representing professional Counselors in various practice settings. The ACA Student membership now includes free liability insurance to ACA student members enrolled and engaged in a master's degree Counseling curriculum at a post-secondary institution. Coverage is solely while performing Counseling services (e.g. practicum and internship) related to such curriculum.
American School Counselor Association (ASCA) Promotes professional school Counseling; encourages interest in activities that affect personal, educational and career development of students and works with parents, educators, and community members to provide a positive learning environment. The ASCA Student membership now includes free liability insurance to ASCA student members enrolled and engaged in a master's degree Counseling curriculum at a post-secondary institution.

American Association for Marriage and Family Therapy (AAMFT) Leads the way to increasing understanding, research and education in the field of marriage and family therapy, and ensuring that the public’s needs are met by trained practitioners.

American Mental Health Counselors Association (AMHCA) Represents mental health Counselors in public or private practice and many behavioral health settings, advocating to protect their right to practice, with special reference to the issues of public policy and managed care on the national and state levels.

Association for Counselor Education and Supervision (ACES) Emphasizes the need for quality education and supervision of Counselors for all work settings.
### Openness to New Ideas and Feedback

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<td>Including but not limited to these behaviors or attitudes:</td>
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<td>• Was usually dogmatic about own perspective and ideas</td>
<td>• Was often dogmatic about own perspective and ideas</td>
<td>• Was usually open to discussion of perspectives other than own</td>
<td>• Solicited others' opinions and perspectives about own work</td>
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<td>• Ignored/discouraged/ was defensive about/activity rejected constructive feedback</td>
<td>• Showed variable ability to accept feedback in nondefensive manner</td>
<td>• Accepted constructive feedback without defensiveness</td>
<td>• Invited Constructive feedback</td>
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<td>• Showed very little or no evidence of incorporating constructive feedback in order to change own behavior</td>
<td>• Showed slight and/or variable evidence of incorporating feedback in order to change own behavior</td>
<td>• Showed generally acceptable evidence of incorporating feedback in order to change behavior</td>
<td>• Showed strong and consistent evidence of actively incorporating feedback in order to change behavior</td>
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### Cooperation with Others

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<td>Including but not limited to these behaviors or attitudes:</td>
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<td>• Showed very little or no engagement in collaborative activities</td>
<td>• Minimally engaged in cooperative activities</td>
<td>• Engaged in collaborative activities on a par with peers</td>
<td>• Worked proactively and energetically in collaborative activities</td>
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<td>• Actively undermined goal achievement in collaborative activities through aggressive resistance/subgrouping/inappropriate input</td>
<td>• Passively undermined goal achievement and/or failed to demonstrate active commitment to goals of collaborative activities</td>
<td>• Generally accepted goals of collaborative activities and worked to meet them</td>
<td>• Strongly supported group goals and offered creative and appropriate input into collaborative activities</td>
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<td>• Displayed no effort at problem solving and/or active hostility when solutions were proposed</td>
<td>• Displayed minimal effort at problem solving and/or passivity in face of proposed solutions</td>
<td>• Displayed satisfactory effort at problem solving and satisfactory commitment to proposed solutions</td>
<td>• Initiated problem solving efforts and actively sought out consensus to resolve conflict</td>
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<tr>
<td>• Rejected compromise in collaborative activities and was wholly absorbed in own needs and goals</td>
<td>• At times rejected compromise and was often absorbed in own needs and goals</td>
<td>• Accepted but rarely initiated compromise and was generally able to balance own needs and group goals</td>
<td>• Worked actively to initiate compromise and offered creative and appropriate solutions to mediate between own needs and group goals</td>
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### Self/Other Awareness

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<td><strong>Including but not limited to these behaviors or attitudes:</strong></td>
<td><strong>Demonstrated limited awareness of own motivation and characteristic attitudes and behaviors</strong></td>
<td><strong>Demonstrated general awareness of own motivation and characteristic attitudes and behaviors</strong></td>
<td><strong>Demonstrated advanced awareness of and insight into own motivation and characteristic attitudes and behaviors</strong></td>
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<td>• lacked awareness of own motivation and characteristic attitudes and behaviors</td>
<td>• Evidenced variable concern for impact of own behavior on others and/or was frequently inaccurate in analyzing impact of own behavior</td>
<td>• Was concerned about how own behavior impacted others and evidenced generally accurate analysis of own behavior</td>
<td>• Demonstrated strong concern for how own behavior impacted others and insightfully analyzed impact of own behavior on others</td>
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<td>• lacked concern about the impact of own behavior on others</td>
<td>• Demonstrated limited ability to consider other points of view and/or demonstrated low motivation to consider other points of view</td>
<td>• Demonstrated general ability to consider other points of view and adequate motivation to do so</td>
<td>• Demonstrated strong ability to consider other points of view and strong motivation to do so</td>
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<td>• Severely lacked ability to consider other points of view and/or actively rejected other points of view</td>
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### Acceptance of Responsibility

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<td><strong>Including but not limited to these behaviors or attitudes:</strong></td>
<td><strong>Minimally admitted to mistakes and cx minimally examined own contributions to problems</strong></td>
<td><strong>Generally admitted mistakes and examined own role in problem situations when directed</strong></td>
<td><strong>Independently monitored own mistakes and own role in problem situations</strong></td>
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<tr>
<td>• Refused to admit mistakes and/or refused to examine own contributions to problems</td>
<td>• Made statements and/or behaved in such a way as to shield self from blame or extricates self from problem situations</td>
<td>• Was generally able to honestly, accurately, and nondefensively describe problem situations with help and supervision</td>
<td>• Independently analyzed own role and invited constructive critiques</td>
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<td>• Gave selective information, or embellished the truth to shield self from blame or extricate self from problem situations</td>
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<td>• Consistently blamed others for problems</td>
<td>• Often blamed others and/or was inconsistent in considering own contributions to problems</td>
<td>• Was generally able to avoid uncritically blaming others for problems</td>
<td>• Reframed problem situations as opportunities for professional growth and development</td>
</tr>
<tr>
<td>• Consistently blamed others for problems</td>
<td>• Consistently blamed others for problems</td>
<td>• Reframed problem situations as opportunities for professional growth and development</td>
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<tr>
<td>• Showed no willingness to examine own role in conflict and/or displayed hostility when own role in conflict was pointed out</td>
<td>• Showed low motivation to examine own role in conflict and/or displayed resistance when own role was pointed out</td>
<td>• Examined own role in conflict when directed to do so and able to self-critique own role with assistance</td>
<td>• Independently examined own role in conflict and able to offer self-critique without assistance</td>
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### Expression of Feelings & Thoughts

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<td>Including but not limited to these behaviors or attitudes:</td>
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<td>• Showed no evidence of willingness and ability to articulate own feelings &amp; thoughts; acted out negative feelings &amp; thoughts rather than articulating them</td>
<td>• Showed variable willingness and ability to articulate own feelings &amp; thoughts; showed limited range inarticulating own feelings &amp; thoughts</td>
<td>• Showed general willingness and ability to articulate the full range of own feelings &amp; thoughts</td>
<td>• Showed advanced skill and facility in articulating own feelings &amp; thoughts</td>
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<tr>
<td>• Showed no evidence of willingness and ability to recognize and acknowledge the feelings &amp; thoughts of others</td>
<td>• Showed variable willingness and ability to recognize and acknowledge the feelings &amp; thoughts of others; was sometimes inaccurate in estimation of the feelings &amp; thoughts of others</td>
<td>• Showed general willingness and accurate ability to acknowledge the feelings &amp; thoughts of others</td>
<td>• Showed advance skill and facility in acknowledging the feelings &amp; thoughts of others</td>
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<td>• Expression of feelings &amp; thoughts were inappropriate to the setting</td>
<td>• Expressions of feelings &amp; thoughts were questionably appropriate to the setting</td>
<td>• Expressions of feelings &amp; thoughts were generally appropriate to the setting</td>
<td>• Expressions of feelings &amp; thoughts were highly appropriate to the setting</td>
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<td>• Was actively resistant to discussion of feelings &amp; thoughts in individual settings</td>
<td>• Was passively resistant to discussions of feelings &amp; thoughts in group or individual settings</td>
<td>• Was appropriately willing to discuss own feelings &amp; thoughts in group or individual settings</td>
<td>• Was highly skilled and motivated in discussing own feelings &amp; thoughts in group or individual settings</td>
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### Attention to Ethical, Legal, and Academic Standards

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<td>Including but not limited to these behaviors or attitudes:</td>
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<td>• Clearly violated applicable professional ethical standards</td>
<td>• Demonstrated deficits in ethical judgment, insight, or behavior</td>
<td>• Demonstrated satisfactory ethical judgment, insight, and behavior</td>
<td>• Demonstrated advanced ethical judgment, insight, and behavior</td>
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<tr>
<td>• Clearly violated applicable professional legal standards</td>
<td>• Demonstrated deficits in judgment, insight, or behavior in regards to professional legal standards</td>
<td>• Demonstrated satisfactory judgment, insight, and behavior in regards to professional legal standards</td>
<td>• Demonstrated advanced judgment, insight, and behavior in regards to professional legal standards</td>
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<tr>
<td>• Clearly violated applicable academic honesty policy or academic code of conduct</td>
<td>• Demonstrated deficits in judgment, insight, or behavior in regards to academic honesty or academic code of conduct</td>
<td>• Demonstrated satisfactory judgment, insight, and behavior in regards to academic honesty or academic code of conduct</td>
<td>• Demonstrated satisfactory judgment, insight, and behavior in regards to academic honesty or academic code of conduct</td>
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### Initiation and Motivation

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<td>Including but not limited to these behaviors or attitudes:</td>
<td>• Usually missed deadlines and/or attended few classes</td>
<td>• Missed an unacceptable number of deadlines and/or classes</td>
<td>• Generally met attendance requirements and deadlines</td>
<td>• Fully met all attendance requirements and deadlines</td>
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<td></td>
<td>• Rarely participated in class activities</td>
<td>• Infrequently participated in class activities</td>
<td>• Often participated in class activities</td>
<td>• Enthusiastically participated in class activities</td>
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<td>• Often failed to meet minimal expectations in assignments</td>
<td>• Met only the minimal expectations in assigned work</td>
<td>• Met and occasionally exceeded expectations in assigned work</td>
<td>• Frequently exceeded assigned expectations in assigned work</td>
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<td>• Displayed little or no initiative and/or effort in meeting course/program/graduate school requirements</td>
<td>• Displayed minimal initiative and/or effort in meeting course/program/graduate school requirements</td>
<td>• Displayed reasonable initiative and/or effort in meeting course/program/graduate school requirements</td>
<td>• Displayed exceptional initiative and/or effort in meeting course/program/graduate school requirements</td>
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### Respectfulness

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<td>Including but not limited to these behaviors or attitudes:</td>
<td>• Displayed verbal and/or nonverbal behavior that was blatantly disrespectful, devaluing, and/or demeaning to course instructor</td>
<td>• Demonstrated verbal and/or nonverbal behavior that could be interpreted as disrespectful to course instruction</td>
<td>• Was respectful to course instructor</td>
<td>• Was highly respectful &amp; tactful to course instructor</td>
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<td>• Displayed verbal and/or nonverbal behavior that was blatantly disrespectful, devaluing, and/or demeaning to peers</td>
<td>• Demonstrated verbal and/or nonverbal behavior that could be interpreted as disrespectful to peers</td>
<td>• Was respectful &amp; tactful to peers</td>
<td>• Was highly respectful &amp; tactful to peers</td>
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<td></td>
<td>• Displayed verbal and/or nonverbal behavior that was blatantly disrespectful, devaluing, and/or demeaning to university faculty/staff, offsite supervisors, or others affiliated with program</td>
<td>• Demonstrated verbal and/or nonverbal behavior that could be interpreted as disrespectful to university faculty/staff, offsite supervisors, or others affiliated with program</td>
<td>• Was respectful to university faculty/staff, offsite supervision, or others affiliated with program</td>
<td>• Was highly respectful and tactful to university faculty/staff, offsite supervisors, or others affiliated with program</td>
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<td>Cultural Sensitivity</td>
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<td><strong>1. Insensitive</strong></td>
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<td>Including but not limited to these behaviors or attitudes:</td>
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<td>• Acted with prejudice toward those of different race, culture, gender, or sexual orientation than self</td>
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<td>• Displayed blatant disregard for human dignity and intrinsic worth</td>
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<td><strong>2. Minimally Sensitive</strong></td>
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<td>• Was occasionally insensitive toward others different than self</td>
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<td><strong>3. Sensitive</strong></td>
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<td>• Was generally sensitive to diversity</td>
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<td>• Made statements and/or displayed behavior that questioned own commitment to human dignity and intrinsic worth</td>
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<td><strong>4. Highly Sensitive</strong></td>
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<td>• Demonstrated advanced skill and sensitivity to diversity</td>
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<td>• Displayed superior skill in advancing human dignity and intrinsic worth</td>
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