

STUDENT REVIEW & RETENTION POLICY

Department of Counseling, Rehabilitation, & Student Development
The University of Iowa

PREFACE

The Department of Counseling, Rehabilitation, & Student Development, while preparing its students for different career ends, shares certain understandings about the preparation of practitioners in the helping professions. We take a serious view of our professional obligations to our graduate students-in-training, as well as the clientele served by those students. In an effort to facilitate students' professional development and ultimate completion of their program, we will conduct ongoing reviews of students. CRSD faculty have identified expected professional behaviors and are committed to assisting students in developing these behaviors, working through obstacles that may impede their development, and implementing plans for remediation when necessary. The ongoing review by CRSD faculty may lead to student retention, remediation, or release from the program. All applicants and students entering graduate study in CRSD are informed of this policy and of the Professional Development Review Form. After reviewing this policy with their advisor and prior to beginning their studies, students are expected to complete the attached Review and Retention Policy Consent Form. A signed copy of this consent form will be kept in the student's file.

RETENTION REVIEW POLICY

Students will be evaluated throughout their academic programs on the following three areas of functioning:

ACADEMIC PERFORMANCE -- As outlined by the Graduate College, each graduate student is expected to maintain at least a 3.0 cumulative grade point average.

PROFESSIONAL BEHAVIORS -- Each student is expected to demonstrate effective professional behaviors. These behaviors relate to the qualities of Professional Responsibility, Competency (including Multicultural Counseling Competency), Maturity, and Integrity, and are further specified in the attached Professional Development Review Form.

ETHICAL BEHAVIORS -- Each student is expected to demonstrate adherence to the ethical standards and code adopted by his or her academic program both in field experiences and in the classroom.

The attached Professional Development Review Form will be used by faculty as a guide in the review process.

OUTCOMES OF EVALUATION

We expect that all students admitted to graduate programs in the Department of Counseling, Rehabilitation, & Student Development will be successful. However, admission to a program does not guarantee continuation in the program. There are three possible outcomes of the review: (1) successful retention in the program; (2) remediation, as specified by the faculty and agreed to by the student; (3) dismissal from the program.

When the review indicates that student behavior does not meet acceptable criteria, the following process will be employed. Documentation of the process will be the responsibility of the faculty member involved. The student's advisor will be copied on all documentation. If, in his/her judgment, a CRSD faculty member believes the situation warrants action, the faculty member may determine which level of the process is appropriate. However, it is expected that in most cases the process will be followed as outlined below.

1. At the first level of action, an individual CRSD faculty member will meet with the student in question, express the specific concern(s), and seek to establish a plan to resolve the situation before further action would be necessary.

At that meeting (and any following meetings) the faculty and student will discuss the nature, severity, and possible consequences of the situation. Questions that may be posed may include:

- ✓ What are the behaviors of concern? How are those behaviors related to the goals of the program?
 - ✓ How, in what settings, and with whom have these behaviors been displayed?
 - ✓ Who or what was affected by the behaviors (e.g., agency, clients, learning community, faculty,)? Did the behaviors cause harm, and if so, to what extent?
 - ✓ What was the frequency of the behaviors in question?
 - ✓ Has the student been made aware of these behaviors before now, and if so, what was his/her response? Has the student acknowledged responsibility for and/or the seriousness of the behaviors?
 - ✓ How serious are the behaviors, in terms of ethical and professional breaches of expectations?
2. As a second level of action, the concerned CRSD faculty member will discuss the question of a student's progress/behavior/competence with the student's advisor. This can be an informal meeting that can include other affected faculty members. The goal would be to resolve the situation with the input of other faculty, if necessary, and to formulate a reasonable plan of action. During this process faculty will adhere to principles of minimal disclosure.
 3. If the informal approach developed at level two fails to accomplish the desired goal, a Retention Review Committee will be named by the DEO. This three-person committee, the majority of which will be faculty from the student's program, will determine if a more specific plan of remediation is necessary, or if the student should be retained in the program.

The Retention Review Committee will review the student's status in the program relative to the three areas of functioning stated above. The student will be provided the opportunity to present any appropriate information specific to the situation. The concerned faculty member will have an opportunity to elaborate on the nature of the concern, and the remediation process.

After the concerned faculty member and the student have been heard by the Committee, a decision will be made which may include one of the following:

- a. The concerns do not warrant further action, and the student will be allowed to continue in the program.
- b. Establishment of specific requirements for the remediation, the progress toward which will be monitored by the Retention Review Committee. The Committee will decide if and/or when the student has successfully completed the contract for remediation.
- c. The student may be terminated from the program and not allowed to enroll in further course work in the CRSD Department.

After determination of the Retention Review Committee, the DEO will be informed through written communication of the recommendation.

The DEO will consider the recommendation and make a determination of the student's status. The DEO will then inform the student in writing of the recommendation. The student retains all rights to and access to the UI grievance process as outlined in the College of Education Student Complaint Procedures outlined in the student handbook and available at <http://www.education.uiowa.edu/coedean/policies/>

After reading this document, students must read and sign the attached Review and Retention Policy Consent Form.

Review and Retention Policy Consent Form
(once signed, to be kept in student department file)

I, _____(student's name, printed), have read and understand the CRSD Student Review and Retention Policy and the Professional Development Review Form. I agree that the CRSD faculty has the right to monitor my academic, professional, and ethical behavior as long as I am a student in the Department. I understand my rights and responsibilities under this policy and I accept and agree to abide by its conditions.

Signature

Date

Adopted by the CRSD Faculty, (November, 2004)

PROFESSIONAL DEVELOPMENT REVIEW FORM

Student _____ Semester/Year _____

Faculty _____ Supervisor _____

Evaluation Criteria

N - No opportunity to observe
 0 - Never
 1 - Seldom
 2 - Frequently
 3 - Consistently

Professional Responsibility	N	0	1	2	3
1. The student relates to peers, professors, and others in an appropriate professional manner.					
2. The student is careful not to exploit or mislead other people during or after professional relationships.					
3. The student applies legal and ethical standards during the graduate program.					
Competence					
1. The student takes responsibility for compensating for her/his deficiencies.					
2. The student provides only those services and applies only those techniques for which he/she is qualified by education, training, experience, or supervision.					
3. The student demonstrates basic listening and attending skills and appropriate affect in response to clients.					
Maturity					
1. The student demonstrates appropriate self-control (such as anger control, impulse control) in interpersonal relationships with faculty, peers, and clients.					
2. The student personally and professionally demonstrates honesty and fairness.					
3. The student is aware of her/his own belief systems, values, needs, and limitations and how these affect her/his professional work.					
4. The student demonstrates the ability to receive, integrate and use/apply feedback from peers, relates to peers, professors, and others in an appropriate professional manner.					

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Integrity	N	0	1	2	3
1. The student respects the fundamental rights, dignity, and worth of all people.					
2. The student respects the rights of individuals to privacy, confidentiality, and choices regarding self-determination.					
3. The student respects cultural, individual, and role differences, including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, physical ability/disability, language, and socioeconomic status.					
4. The student behaves in accordance with the program's accepted code(s) of ethics/standards of practice.					

*Adapted from work created by faculty in the Southwest Texas State University Counseling Program and Mississippi State University

Comments and/or suggestions:

Faculty or Supervisor Signature: _____

Student Signature: _____