

Assessment Systems and Remediation Procedures: Department of Counseling and Human Services

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Overview of the Department Assessment Systems

The Department of Counseling and Human Services at Canisius University has a multi-layered plan for systematic and continuous program evaluation and assessment of student learning. Interlocking processes assess program objectives, student outcomes and the effectiveness of the School Counseling and Clinical Mental Health Counseling programs. Student Learning and Program Evaluation is reviewed every year by the core faculty at our annual program improvement meeting. Data is reported in the yearly in a Comprehensive Summary of Program Evaluation and Assessment of Student Learning. Action Items for program improvement based on the data are developed.

Assessment processes include the following:

Components of the Plan:

A Transition System, which measures student's readiness and matriculation through the program.

Transition I: Admission into the Program

Data Collected before Admission:

- Application
- Transcripts
- Admissions Essay
- Letters of Recommendation

Transition II: Screening Battery and selected assignments from introductory courses.

Data Collected for Transition II:

- Results of the Screening Battery which is required no later than the first semester of study include an interview with the student's advisor.
- At least a score of 3 or better on the Transition II Assignments. These include:
 - a. Ethics Assignment from EDC 570 (Intro to Professional Counseling and Ethics)
 - b. 2nd Counseling Theory Paper from EDC 573 (Counseling Theory)
 - c. Depending on the Program:
 - i. EDC 567 (Principles of School Counseling) the Comprehensive School

Counseling Plan **OR**
 ii. EDC 568 (Principles of Mental Health Counseling) The Needs Assessment Assignment

The scores on these assignments are reviewed by the professor where the assignment is given. Should a student score below the minimum, a review of the student's progress is triggered. Scores from these assignments are collected and aggregated appearing in the Comprehensive Summary of Program Evaluation and Assessment of Student Learning. These are reviewed by the core faculty each year at our Program Improvement Meeting, which is held before or at the start of the next academic year.

Transition III: Performance in the Practicum

- Course (EDC 576 for School Counseling, EDC 577 for Mental Health Counseling).
- Students must maintain a B or better. Failure to achieve a "B" in the Practicum results in a review of the circumstances and possible remediation plan.

Data Collected for Transition III:

- Final Grades and Cooperating Counselor's Evaluations.

Transition IV: Determination of readiness to graduate.

- Data Reviewed for Transition IV
- An audit is done on student coursework

Retention through Transitions: Throughout student matriculation in the program there is attention to student needs beyond the delivery of knowledge and skill-based learning. When students are admitted to the program, they are assigned a Program Advisor, a Career Coach and a Financial Advisor. Advisors are available before admission, during the program, and after graduation. Program Advisors and Professors meet with students regularly and may encourage students to redo an assignment when an initial submission does not meet expectations. If a student's GPA falls below 3.0, the Associate Dean identifies the student, and the academic advisor meets with the student to discuss barriers and plan for future success. Although remediation procedures have the potential to lead to dismissal, philosophically the purpose of a remediation plan is to create a clear pathway to student success.

Students can directly access the support services at the University and when needed, professors refer students to the writing Lab in the Griff Center or to one of the other services provided by the Griff Center, which include success coaches, career development, student accessibility services, tutoring, mentoring, veteran services, a testing center, a laptop loaner program, and study spaces. Should a personal issue emerge in the classroom, a student may be proactively referred to the Counseling Center at the University.

Counseling Dispositions (Appendix III): Students are expected to demonstrate appropriate counseling dispositions throughout their degree program. Dispositions are assessed at three points in the program. Failure to demonstrate the expected dispositions may lead to an informal or formal remediation process.

Program Objectives, Key Performance Indicators, and Knowledge and Skill Measures

(Appendix IV): are reviewed every year and appropriate program modifications are made. See the most current Comprehensive Summary of Program Evaluation and Student Learning that is posted on our Department web pages.

Candidate Concerns Processes and Procedures

(See Candidate Concerns Report Form, Appendix I)

The professor, advisor or candidate may request an informal meeting at any time in order to discuss any concern(s) regarding the candidate's academic or professional behaviors. Possible solutions can be explored and enacted through informal processes and without additional formal process or procedure. Throughout the candidate concerns process and up to dismissal from the program, the student is able to explore educational and career alternatives with the program advisor. The following describes the process and procedures for handling candidate concerns which are not addressed in an informal manner.

If a candidate fails:

- to meet any of the criteria listed in the four transition points, or
- to meet critical course expectations, or
- to act in an ethical, mature, respectful, or otherwise professional manner as proscribed in the expected Dispositions for counseling students (See Appendix III).

Then:

The advisor or the professor will contact the Department Chair who may determine that the matter does not warrant action by the Candidate Concerns Committee OR determine that the matter should be referred to the Candidate Concerns Committee. If the chair determines that the matter does not warrant a meeting of the Candidate Concerns Committee, the Chair will communicate that decision to the person reporting the concern and to the student's advisor.

If the chair determines that the matter does warrant a meeting of the Candidate Concerns Committee s(he) will contact the chair of the CCC (the candidate's advisor) to convene a meeting with the student. The Candidate Concerns Committee consists of the student's program advisor and the appropriate Program Coordinator (School Program or Mental Health Program). In cases where the professor who initiates the Candidate Concerns Report is the Program Coordinator, the Department Chairperson will become the other member of the committee. If multiple roles exist that preclude assignment of the CCC as described above, the chair will determine the appropriate members and roles of the CCC.

The chair of the Candidate Concerns Committee will contact the candidate through email and schedule a meeting. If the candidate does not respond to the email notification within 5 business days or does not attend the meeting as required, a hold will be placed on the candidate's field experience placements until the candidate responds.

This action will be communicated via email to:

- the candidate
- the appropriate associate dean of the SEHS
- the candidate's academic advisor
- the person reporting the concern
- the appropriate department chair

A record of this action will be placed in the candidate's departmental file.

The Candidate Concerns Committee will:

- discuss the concerns report with the candidate

- determine an appropriate remediation plan (the chair of the Candidate Concerns Committee is responsible for evaluating whether the candidate has successfully met the conditions of the remediation plan)

The Remediation Plan will:

- be specific and measurable
- have specific due dates
- have specific consequences for not completing the conditions of the plan

The plan may include, but is not limited to:

- resubmitting selected assignments
- repeating courses
- repeating field placements before progressing in the program.

The candidate and the chair of the Candidate Concerns Committee will sign the Remediation Plan. Copies of the plan will be provided to:

- the candidate
- the appropriate associate dean of the SEHS
- the candidate's academic advisor
- the person reporting the concern
- the appropriate department chair

If the candidate refuses to sign the remediation plan, a hold will be placed with the registrar until the plan is signed.

If the candidate completes the plan as expected, the person responsible for the candidate's evaluation will indicate this in writing to the candidate and the chair of the Candidate Concerns Committee. **Copies will be sent to:**

- the appropriate associate dean of the SEHS
- the candidate's academic advisor
- the person reporting the concern
- the appropriate department chair
- the candidate's departmental file

If the candidate wishes to appeal the proposed Remediation Plan, s(he) may petition the appropriate department chair within five (5) working days of meeting with the Candidate Concerns Committee. The Department Chair will attempt to come to a mutually agreed-upon solution. If that is not possible, the department chair will refer the matter to the Associate Dean of Graduate Studies in the SEHS. The decision of the Associate Dean is final. In cases where the Department Chair is a member of the committee, the appeal will be made directly to the Associate Dean.

If the candidate fails to complete the plan satisfactorily:

- The person responsible for the completion of the plan will notify the chair of the Candidate Concerns Committee who will notify the Department Chair.
- The Department Chair will confer with the candidate's academic advisor and program coordinator (if applicable).

The department chair will either:

- revise or re-establish the remediation plan, **OR**
- dismiss the candidate from the program

Dismissal notice will be provided to the candidate in writing. **Copies of the letter will be sent to:**

- the appropriate associate dean of the SEHS and to the candidate's academic advisor for inclusion in the candidate's file

Appeal of a dismissal may be made to the Associate Dean of Graduate Studies within ten (10) days of the date of the dismissal notice. The decision of the associate dean is final.

In addition to the normal candidate concerns process, a candidate may be dismissed for a single breach of professional ethics/behavior. This decision is made by the Department Chairperson, the appropriate Program Coordinator and the student's advisor. An appeal may be made to the Associate Dean of Graduate Studies within ten (10) days of the date of the dismissal notice. The decision of the associate dean is final.

Student Complaint Process (See Student Complaint Form, Appendix V):

Should a student be unable to resolve a concern about their experiences in the program through direct, informal communication with the professor, the student's advisor, program coordinator or Department chairperson, the student may initiate a formal complaint. A formal complaint must be in writing and delivered to the student's advisor, program coordinator or Department chairperson. The advisor, program coordinator and the Department chairperson will consider the complaint and respond to the student in an appropriate manner (taking action to resolve the student's concern, providing written material, referral of the student, etc.). The Department Chairperson, the student's advisor and the Associate Dean will keep a record of the complaint and its resolution. If the student does not agree with the resolution of the concern, the student may appeal to the Associate Dean.

Appendix I:

Candidate Concerns Summary Report Form

(Copies of this document at whatever point in the process that the concern is resolved go to Candidate, Department Advisor, Chair, Associate Dean, Person initiating report)

To be completed by Chairperson of Department:

Date Concern Reported:

Student's Name:

Reported by:

Concern (check one): Academic

Professional Dispositions/Behaviors

To Candidate Concerns Committee

To File

Date:

To be completed by Chair of Candidate Concerns Committee (advisor):

Candidate Concerns Committee Members: _____

Meeting with candidate: Candidate Missed Meeting

Hold placed on Field Placement

Remediation Plan: Written Plan Developed

No plan was developed

Date:

Attach Remediation Plan

Results of Remediation Plan: Plan successfully Completed

Plan unsuccessful

Committee Chairperson's Signature:

Date:

To be completed by Chairperson of Department if remediation plan is not successful:

Candidate is Dismissed from Program

Date:

Other Action is taken

Please describe other action:

Appendix II: Remediation Plan Template

Remediation Plan Department of Counseling and Human Services

Student: _____ Date: _____

Reason(s) for Remediation Plan:

Remediation Plan and Expectations (including date for review):

Failure to Complete Plan and/or Meet Expectations:

I, _____ understand & accept this Remediation Plan
Date _____

Chair of the committee _____ Date _____

Appendix III: Counseling Dispositions

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| <p><u>1. Dignity and Respect for Self and Others:</u> Treats all people with respect as defined by emotionally controlled communication, and the absence of pejorative labeling. In addition, the student recognizes and practices self-care.</p> |
| <p><u>2. Embraces Diversity:</u> Seeks to understand all persons and cultures. Never behaves in a prejudicial or discriminatory manner to any group of people.</p> |
| <p><u>3. Professional Integrity:</u> Demonstrates personal responsibility in academic and professional endeavors; personal and professional maturity; honesty and congruence.</p> |
| <p><u>4. Ethical Behavior:</u> Always acts in an ethical manner as described in the current version of the Ethical Standards of the American Counseling Association.</p> |
| <p><u>5. Empathy:</u> Demonstrates empathy by recognizing and being able to verbalize the emotional and experiential realities of others.</p> |
| <p><u>6. Openness/Accepts feedback:</u> Accepts feedback in a constructive manner as demonstrated by professional and thoughtful consideration and subsequent modification of behavior without discounting the suggestions made by professors and fellow students.</p> |
| <p><u>7. Engagement/Communication:</u> Engages with other students and professors in a positive manner as experienced by students and professors.</p> |

Appendix IV:
Program Objectives, Key Performance Indicators and Measures of the Key Performance Indicators

| Program Objective | KPI | Measure 1 (knowledge) Assignments Named here and are described below this table | Measure 2 (skill) Measured through site supervisor evaluations |
|--|--|--|---|
| Demonstrates professional identity and ethical practice | Ethical Practice | Small Group Presentations/Panel Discussions of Three-Ethical Dilemma Case Studies & Three-Written Analysis of Case Studies (570) | School (EDC 576) Item B. 5 ----- MH (EDC 577) Item A. 6. |
| Demonstrates cultural sensitivity, a commitment to social justice, and promotion of diversity. | Culturally Informed Practice | Cultural Emersion ("Plunge") Project (EDC 579) | School (EDC 576) Item B. 3. ----- MH (EDC 577) Item A. 4. |
| Applies knowledge of human growth and development in individual, group, and family counseling. | Differential Practice according to Human Development | Life Stage Presentation (EDC 593) | School (EDC 576) Item A.2 ----- MH (EDC 577) Item C. 4. |
| Demonstrates the application of career development and career decision making theories within the career counseling process. | Uses Career Counseling Strategies | Career Paper (EDC 572) | School (EDC 576) Item E. 3. ----- MH (EDC 577) Item C. 5. |
| Demonstrates essential interview and counseling skills, based on knowledge of counseling theories. | Applies Counseling Theory | 2nd Case Study Paper (EDC 573) | School (EDC 576) Item D. 15. ----- MH (EDC 577) Item B. 12 |
| Demonstrates <u>leadership skills for group counseling</u> based on an understanding of the dynamics of group work including theories of group counseling | Effective Group Leadership | Group Conceptual Model Paper | School (EDC 576) D. 17 ----- MH (EDC 577) C. 7. |
| Demonstrates knowledge of assessment strategies used in counseling including an understanding of statistical concepts and cultural issues related to assessment | Uses Appropriate Assessments | Case Summary (EDC 571) | School (EDC 576) Item C. 1 ----- MH (EDC 577) Item C. 2 |
| Identifies research methods and statistical procedures used to study human behavior and uses appropriate data-based procedures for assessment of client outcomes and program evaluation. | Critical Use of Research | Critical Review (EDC 615) | Assignment Research Proposal --Both Programs (EDC 615) |
| Demonstrates the knowledge, skills, and practices necessary for effective professional work in the | Effective Work in Specialization | School = CSCP Assignment (EDC 567) ----- | School (576) Item A. 1. ----- |

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| student's specialization in counseling. | | MH = Needs Assessment Assignment (EDC 568) | MH (EDC 577) Item C. 3. |
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Appendix V: Student Complaint Form**FORMAL STUDENT COMPLAINT RECORD**

To be completed by Program Coordinator or Department Chairperson when student makes a written formal complaint...copies to Department Chairperson, Associate Dean and student's advisor

Candidate Name: ID #

Program Coordinator: Advisor:

Department Chairperson:

Initial Contact Date: Person contacted:

Type of Initial Contact: appt phone e-mail mail walk-in other
(Check one)

Date of Written Complaint:

Type of Meeting with Student: phone e-mail mail in-person other
(Circle one)

Nature of Complaint(s): (Attach copy of complaint to be reviewed by student's advisor, the program coordinator and the chairperson of the Department)

Action Taken:

Check all that are appropriate:

Meeting held within the Department – Describe outcome:

Follow up needed - Describe:

Complaint forwarded to:

Student referred to:

Closure reached Date _____

Describe: _____