Assessment Systems:
Department of Counseling and Human Services
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**Overview of Department Assessment System**

Candidates are assessed through a systemic evaluation process that includes a detailed evaluation of student learning outcomes of the program curriculum and CACREP standards. The assessment system of the Department is aligned with the assessment system of the School of Education and Human Services. Assessment data are systematically analyzed for program improvement.

The multi-dimensional assessment system includes the following:

A. **Candidate Learning & Performance related to the SEHS Goals & Transition Points:** Candidate performance on selected outcome measures are aligned with the Learning Goals of the SEHS. Successful performance on transition assignments and transition activities is required for continued matriculation through the program.

Portfolios of selected assignments are kept and evaluated throughout candidates’ program of study. Summary data are reviewed and reported to the School of Education and Human Services (SEHS). This process aligns with the Transition and Assessment System for the SEHS and CAEP standards. Surveys are part of this review and include an exiting survey of candidates (conducted each semester), regular surveys of graduates and regular surveys of employers.

B. **CACREP Standards and Learning Outcomes:** An on-going review of representative outcome measures for each core and specialty area including both knowledge based outcomes and skill/performance based outcomes. Dispositions of candidates are also assessed. Candidates performance on the Counselor Preparation Comprehensive Exam (CPCE) provides a comparison of our candidates with counseling students in other counselor education programs. Results are included in program reviews.

A. **SEHS Learning Goals & Transition Points**

Candidate readiness and progress is evaluated throughout the program utilizing a series of assessments at set transition points, which are designed to ensure that students (candidates) in the Department of Counseling and Human Services acquire the appropriate knowledge, skills, and dispositions to be successful professionals in the field of counseling. CACREP standards and the Academic framework of the SEHS inform the knowledge, skills and dispositions that are the basis of the curriculum. There are 4 transition points in the Department of Counseling and Human Services. These transitions can be considered matriculation guidelines. Transition point assessments are aligned with the objectives of the counseling programs.
**Transition Point I** (Admission to the Program)

Applicants must be admitted to the Graduate School in Education and Human Services by meeting all admissions requirements. Applicants must have a baccalaureate degree and a minimum of 3.0 undergraduate grade point average. Applicants must provide all required information including two letters of recommendation and a write a short essay self-assessing the candidate’s potential for success in forming effective culturally relevant interpersonal relationships. In addition, candidates must complete a self-assessment of dispositions expected of all counseling candidates. Applicants falling below 3.0 can be considered on a case by case basis and may be required to provide additional information including results of the Graduate Record Exam (GRE). The Department of Counseling and Human Services Admission Committee reviews all applicants.

**Transition Point II** (Prior to Clinical Practice)

Candidate Screening - In order to become eligible for the practicum (field experience) candidates must take the Counseling Candidate Screening Battery and be interviewed by a full-time faculty member. The purpose of this procedure is to determine the appropriateness of the candidate for matriculation in the program. It is possible to be prevented from continuing in the program or taking Practicum based on the results of the screening process. The Screening Battery and Interview *should be taken before candidates begin classes*, however, it is permissible to take the screening within the first semester of studies. It is possible for students to be advised to discontinue studies should the screening reveal a profile inappropriate for the counseling profession. The screening process consists of a short autobiography, an empathy test, the Minnesota Multiphasic Personality Inventory II and an interview with the candidate’s adviser. No candidate will be allowed to take Practicum before the interview is completed. Although the screening process is designed to identify serious personal attributes that would prohibit successful pursuit of a career in counseling, it is possible that other concerns may arise from the screening process. In such cases, a candidate may be asked to seek personal counseling as a condition of enrollment or be advised to take some other course of action. Any recommendation to discontinue studies in the counseling program is always made by a committee. In addition to the screening, a portfolio review is conducted after candidates have completed EDC 570 Introduction to Professional Counseling and Ethics, EDC 573 Counseling Theory, and the appropriate program specialization course either EDC 567 Principles of School Counseling or EDC 568 Principles of Mental Health Counseling. Specific assignments from these classes are placed in the candidate’s portfolio and assessed as part of this transition point. The required assignments include the following:

1. EDC 570 Intro/Professional Counseling & Ethics – Ethical Analysis Presentation
2. EDC 573 Counseling Theory – A Case Study that applies counseling theory
3. EDC 567 Intro/School Counseling – Design of a Comprehensive School Counseling Plan
4. EDC 568 Intro/Mental Health – Community Needs Assessment/Service Plan
**Transition Point III** (Counseling Practice and Skill—After Clinical Practice)

All candidates are assessed at the end of the Practicum experience regarding the candidate’s readiness for continuation in the program. Candidates are evaluated according to the following:

1. An over-all grade of “B” or better must be given by the cooperating counselor on the candidate’s final field evaluation. In addition, the candidate must complete the Practicum course with an over-all grade of “B” or better. In situations where a cooperating counselor prohibits a student from completing a field placement, it will be considered equivalent to being fired from a job and may be cause for discontinuation in the program. It will automatically trigger a review by the Candidate Concerns Committee. Should a candidate be unable to secure a placement based on concerns raised by the cooperating counselor during a preliminary interview, a remediation plan may be initiated. It is possible that a candidate would not be connected to another placement based on the nature of the concerns raised leading to dismissal from the program.

2. A personal reflection on progress and experiences as a counselor-in-training. The candidate is asked to reflect on achievement of program objectives and meeting of CACREP standards.

**Transition Point IV** (Program Completion)

Candidates must successfully complete the Counselor Preparation Comprehensive Exam. At the start of the semester when a candidate intends to graduate, the candidate electronically files a “Graduation Application” https://app1.canisius.edu/gradapplication/?TARGET=https%3A%2F%2Fapps.canisius.edu%2Fgradapplication

This procedure triggers a review of the candidate’s program of studies. A successful review leads to graduation.

**B. CACREP – Knowledge/Skills Outcomes and Dispositions**

**Knowledge & Skills**

Selected measures are utilized to measure CACREP Core and Specialty Standards in the following manner:

**A. Professional Identity/Ethical Practice**

1. Knowledge:
   (Into 570) Ethics Assignment – Small Group Analysis and Presentation – Rubric

2. Skill:
Practicum Evaluations
a. School (EDC 567) Item B. 6. Demonstrates ability to adhere to professional ethical standards as well as state and federal legal requirements.
b. MH (EDC 577) Item A. 6. Demonstrates ability to adhere to professional ethical standards as well as state and federal legal requirements.

Counselor Preparation Comprehensive Exam
a. Professional Orientation and Ethical Practice

**B. Social and Cultural Diversity**
1. Knowledge:
   (Soc&Cult 579) Cultural Immersion Plunge Assignment - Rubric

2. Skill:
Practicum Evaluations
School (EDC 567) Item B. 4. Recognizes and exhibits the ability to work with diversity issues of clients, as well as cultural factors that influence client issues.
MH (EDC 577) Item A. 4. Recognizes and exhibits the ability to work with diversity issues of clients, as well as cultural factors that influence client issues.

Counselor Preparation Comprehensive Exam
a. Social and Cultural Diversity

**C. Human Growth and Development**
1. Knowledge:
   (Lifespan 593) Life Stage Presentation – Rubric

2. Skill:
Practicum Evaluations
School (EDC 567) Item A. 2. Demonstrates knowledge of child and adolescent developmental issues in counseling and how developmental awareness relates to a comprehensive developmental counseling program.
MH (EDC 577) Item C. 4. Recognizes developmental issues across the lifespan and incorporates appropriate strategies in the treatment of client issues.

Counselor Preparation Comprehensive Exam
a. Human Growth and Development

**D. Career Development**
1. Knowledge:
   572 Career Paper – Rubric

2. Skill:
Practicum Evaluations
School (EDC 567) Item E. 3. Facilitates the educational and career development of all students.
MH (EDC 577) Item C. 5. Incorporates consideration of work and career in case conceptualization, diagnosis and treatment.

Counselor Preparation Comprehensive Exam
a. Career Development

E. Helping Relationships
1. Knowledge:
   573 Assignment (2nd Case Study - Rubric)
2. Skill:

Practicum Evaluations
School (EDC 567) Item D. 15. Demonstrates the ability to use counseling theory and strategies to ameliorate client issues as well as to help students identify strengths, and cope with environmental and developmental problems.
MH (EDC 577) Item B. 14. Demonstrates the ability to use counseling theory and strategies to ameliorate client issues.

Counselor Preparation Comprehensive Exam
a. Helping Relationships

F. Group Work
1. Knowledge:
   574 Assignment - Group Conceptual Model Paper – Rubric
2. Skill:

Practicum Evaluations
School (EDC 567) D. 20. Able to effectively lead counseling groups by using appropriate selection procedures, choice of group model, establishment of “rules” and facilitation of group processes.
MH (EDC 577) C. 7. Able to effectively lead counseling groups by using appropriate selection procedures, choice of group model, establishment of “rules” and facilitation of group processes.

Counselor Preparation Comprehensive Exam
a. Group Work

G. Assessment
1. Knowledge:
   571 Case Summary Assignment – Rubric
2. Skill:

Practicum Evaluations
School (EDC 567) Item C. 1. Able to formally and informally assess students’ strengths and needs while accounting for diverse backgrounds and abilities.
MH (EDC 577) Item C. 2. Exhibits knowledge of the process involved in and conducting intake and initial interviews with mental health clients for the purpose of assessment and case assignment and management.

Counselor Preparation Comprehensive Exam
a. Assessment

H. Research
1. Knowledge:
   615 Assignment - Critical Review of Research Article - Rubric
2. Skill:
   615 Assignment Research Proposal – Rubric???

Counselor Preparation Comprehensive Exam

I. Mental Health Counseling
1. Knowledge:
   568 Assignment (Needs Assessment)

2. Skill:
   577 Practicum Evaluations

MH (EDC 577) Item C. 3. Demonstrates working knowledge and skills in the process of therapy as it applies to crisis intervention and brief, intermediate, and long-term intervention strategies.

J. School Counseling
1. Knowledge:
   567 Assignment (CSCP)

2. Skill:
   576 Practicum Evaluations

School (EDC 567) Item A. 1. Demonstrates knowledge of national and state models for comprehensive developmental counseling programs.

Dispositions in the Department of Counseling and Human Services

There are 7 dispositions, described below, that are expected and measured for all students in the counseling programs. There are three formal assessments of dispositions. The first is a self-assessment done by the student as part of the admissions process. The professor in the Pre-Practicum course (EDC 575) conducts the second formal assessment. The third formal assessment is conducted at the end of the Practicum by the professor teaching and supervising the Practicum (EDC 576 or EDC 577).
Dispositions:

1. **Dignity and Respect for Self and Others**: 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.
2. **Embraces Diversity**: Seeks to understand all persons and cultures. Never behaves in a prejudicial or discriminatory manner to any group of people.
3. **Professional Integrity**: Demonstrates personal responsibility in academic and professional endeavors; personal and professional maturity; honesty and congruence.
4. **Ethical Behavior**: Always acts in an ethical manner as described in the current version of the Ethical Standards of the American Counseling Association.
5. **Empathy**: Demonstrates empathy by recognizing and being able to verbalize the emotional and experiential realities of others.
6. **Openness/Accepts feedback**: 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.
7. **Engagement/Communication**: Engages with other students and professors in a positive manner as experienced by students and professors.

**Causes for Remediation Procedure**

1. **Academic**
The college requires that graduate candidates’ GPAs be monitored to meet the minimally acceptable target of a 3.0. If a candidate does not meet the college required GPA each semester, he/she is placed on probation. If the candidate’s GPA falls below a 3.0 for a second semester in a row, the candidate is dismissed from the program. A remediation plan may be initiated if a student demonstrates a risk of failing below a 3.0 in a course or in the student’s over-all GPA.

2. **Dispositions**
Failure to demonstrate any of the dispositions in academic or professional activities may result in immediate removal from the program. Dispositional concerns that may prohibit a candidate’s success in the field are not considered confidential and may be discussed among faculty members and College administrators. A review by a faculty committee will immediately commence should any concern about dispositions arise during the course of study, which may lead to a remediation plan. A remediation plan is initiated if a rating of two or below is assigned on any of the disposition assessments. A review and possible remediation plan is also triggered if a professor indicates that a student fails to demonstrate one or more of the dispositions or if two or more students report that a candidate does not demonstrate a disposition.

3. **Transition Points**
If candidates fail to meet any of the criteria listed in the transition points, a review by the Department’s Candidate Concerns Committee (CCC) will be initiated. A plan for remediation is developed by the Candidate Concerns Committee (See Appendix II). If remediation is deemed satisfactory, candidates are allowed to progress in the program. If the terms for satisfactory remediation are not met, the candidate will not be allowed to continue in the program.

**Candidate Concerns Processes and Procedures**

The professor, advisor or candidate may request an informal meeting at any time in order to address 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 not addressed in an informal manner.

If a candidate:
  1) fails to meet any of the criteria listed in the four transition points, or
  2) fails to meet critical course expectations, or
  3) fails to act in a manner that reflect the dispositions of the program, or otherwise acts in an unprofessional manner

The advisor or the professor will complete a Candidate Concerns Report Form and submit it to the Department Chair to be referred to the Candidate Concerns Committee. Upon the receipt of a Candidate Concerns Report, the Department chair will either:
  1) determine that the matter does not warrant action by the Candidate Concerns Committee OR
  2) 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 (s)he will communicate that decision to the person reporting the concern, keep a copy of the report and give a copy 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 candidate. 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.

The chair of the Candidate Concerns Committee will contact the candidate and schedule a meeting.

*If the candidate does not attend the meeting as required a hold will be placed on the candidate’s field experience placements until the candidate complies. A hold will also be put on registration for all classes. This action will be communicated to:*
   a) the candidate
   b) the appropriate associate dean of the SEHS
   c) the candidate’s academic advisor
   d) the person reporting the concern
   e) the appropriate department chair
   f) the candidate’s departmental file

The Candidate Concerns Committee will:
1) discuss the concerns report with the candidate
2) 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:
1) be specific and measurable
2) have specific due dates
3) have specific consequences for not completing the conditions of the plan

The plan may include, but is not limited to: resubmitting selected portfolio artifacts or reflections, repeating courses, and 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:
   a) the candidate
   b) the appropriate associate dean of the SEHS
   c) the candidate’s academic advisor
   d) the person reporting the concern
   e) the appropriate department chair
   f) the candidate’s departmental file

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:
a) the appropriate associate dean of the SEHS
b) the candidate’s academic advisor
c) the person reporting the concern
d) the appropriate department chair
e) 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:
1) The person responsible for the completion of the plan will notify the chair of the Candidate Concerns Committee who will notify the Department Chair.
2) The Department Chair will confer with the candidate’s academic advisor and program coordinator (if applicable).

The department chair will either:
1) revise or re-establish the remediation plan, OR
2) dismiss the candidate from the program

Dismissal notice will be provided to the candidate in writing. Copies of the letter will be sent to:
   a) the appropriate associate dean of the SEHS
   b) 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 egregious 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 III):**

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 adviser, 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 adviser,
program coordinator or Department chairperson. The adviser, 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 adviser 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 the resolution to the Associate Dean.
Appendix I:  
Candidate Concerns Report Form

DEPARTMENT OF COUNSELING AND HUMAN SERVICES  
REPORT OF CANDIDATE CONCERNS  
(copies of this document at whatever point in the process that response is completed go  
to Candidate, Department Advisor, Chair, Asso. 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 ☐  
Date: ________  
Committee Chairperson’s Signature: ________________________________

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

Academic Advisor ___________________________ Date

Program Coordinator ___________________________ Date
Appendix III:
Student Complaint Form

DEPARTMENT OF COUNSELING AND HUMAN SERVICES
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
(Circle 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:

_____ Material Dissemination to Student _________________________________

_____ Follow up needed - Describe: _________________________________

_____ Complaint forwarded to: _________________________________

_____ Student referred to: _________________________________

_____ Closure reached  Date: _________

Describe: _________________________________

__________________________________________________________________
Appendix IV:
FLOW CHART OF CANDIDATE CONCERNS PROCESS (Detail found in preceding full text)

Professor, Advisor, Supervisor initiates process by completing the Candidate Concerns Report Form & delivers it to Chair

Report Form goes to 1. Candidate Concerns Committee via Advisor or 2. File – both Chair and Advisor - inform Initiator of non-action

Committee = Advisor & Program Coord. (Chair if Advisor is Program Coord)
- Meet w/ candidate
- If Remediation Plan, copies to Candidate, Advisor, Chair, Asso Dean, Initiator of the concern (if appeal of plan – appeal to Chair, next to Asso. Dean)

Successful Plan? - copy report to Candidate, Advisor, Chair, Asso. Dean, Initiator of concern

Failed Plan - Chair dismisses candidate or revises plan with advisor – Appeal to Asso. Dean
### APPENDIX V

**Transitions in the Graduate Programs for Counseling**

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<th>Transition Point</th>
<th>Assessment Methods</th>
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<td>Entrance into Program</td>
<td><strong>Checked by Graduate Admissions &amp; Department’s Admissions Committee</strong></td>
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<tr>
<td></td>
<td>- Bachelor’s Degree (minimum 3.0 GPA), essay, two letters of recommendation, Dispositions Self-Assessment</td>
</tr>
<tr>
<td>Prior to Clinical Practice</td>
<td><strong>Courses in which transition performance is checked:</strong></td>
</tr>
<tr>
<td></td>
<td>- EDC- Counseling Screening Process</td>
</tr>
<tr>
<td></td>
<td>- EDC 570 Intro to Professional Counseling &amp; Ethics</td>
</tr>
<tr>
<td></td>
<td>- EDC 573 Counseling Theory</td>
</tr>
<tr>
<td></td>
<td>- EDC 567 Principles of School Counseling – School Counseling Program</td>
</tr>
<tr>
<td></td>
<td>- EDC 568 Principles of Mental Health Counseling – Mental Health Counseling Program</td>
</tr>
<tr>
<td>After Clinical Practice</td>
<td><strong>Courses in which transition performance is checked:</strong></td>
</tr>
<tr>
<td></td>
<td>EDC 576 Practicum Portfolio Review– minimum score on “universal reflection” must be rated as “Target” or “Acceptable”</td>
</tr>
<tr>
<td>Program Completion</td>
<td>Checked by Associate Dean:</td>
</tr>
<tr>
<td></td>
<td>- GPA 3.0</td>
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<tr>
<td></td>
<td>- Successful program completion</td>
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