



Governors State University Counseling Program Comprehensive Assessment Plan

Governors State University

Mission

Governors State University is committed to offering an exceptional and accessible education that prepares students with the knowledge, skills, and confidence to succeed in a global society.

Vision

GSU will create an intellectually stimulating public square, serve as an economic catalyst for the region, and lead as a model of academic excellence, innovation, diversity, and responsible citizenship.

Core Values

- Invest in Student Success through a commitment to mentoring and a deliberate university focus on student achievement of academic, professional, and personal goals.
- Provide Opportunity and Access to a first-class public education to residents of our surrounding communities and all those traditionally underserved by higher education.
- Serve as an Economic Catalyst for the citizens of the State of Illinois and our larger Midwest region, so that our communities grow and flourish.
- Prepare Stewards of our Future to thrive in the global economy, to contribute to ongoing innovative research and to serve as stewards of the environment.
- Demonstrate Inclusiveness and Diversity to encourage acceptance of wide-ranging perspectives among students, staff, faculty and members of the broader community.
- Promote Quality of Life, which encompasses civic, personal, professional, and cultural growth

Governors State University College of Education

Mission

The College of Education prepares its students to be reflective lifelong learners; advocates for diversity and social justice; and engaged, effective, transformative educators and mental health professionals.

Vision

The College of Education will be a recognized regional leader in the preparation and ongoing development of educators and of mental health professionals. The College will be especially acclaimed for its leadership in the following areas:

- Performance-based assessment practices.
- Field-based and clinical practice.
- Evidence-based process improvement.



- Achievements in teaching, scholarship, research and service.

Core Values

- Education sustains democracy.
- Education provides powers of concentration and worthy objectives upon which to concentrate.
- Education is a life-long journey worth the effort.
- It is our professional responsibility to create and maintain a learning environment that builds up the human spirit, both socially and intellectually.
- We remake the world when we share our intellectual ideals, model ethical standards, embrace human diversity, and engage in civil and professional service.

Governors State University Division of Psychology and Counseling

Mission

Our mission is to ensure that our graduates are able to ethically apply their knowledge and skills while compassionately serving the diverse populations they will encounter over the course of their careers, including but not limited to teaching, providing mental health services, or engaging in research. The faculty are committed to instilling in our students an approach to their work which demonstrates empathy, care, and a spirit of inclusiveness while training culturally competent professionals who possess substantive knowledge and skills to practice effectively and ethically. We are dedicated to providing the highest quality of training and education as achieved through the integration of theory, research, cross cultural studies, social justice and advocacy as well as a strong emphasis on clinical practice.

Governors State University Counseling Program

Governors State University's counseling program undergoes an annual vigorous and systemic assessment process to evaluate program objectives. This assessment process includes evaluating the specific program objectives for the three Master of Arts (MA) in Counseling (Clinical Mental Health Counseling; Marriage, Couple, and Family Counseling; and School Counseling specialty tracks) and Doctor of Philosophy (PhD) in Counselor Education and Supervision programs. In addition to the overall programs' assessments, each student is evaluated at least twice throughout their designated program related to student learning (combination of knowledge and skills) and professional dispositions. Additionally, demographics of applicants, current students, alumni, site supervisors, and known employers of graduates are collected on an annual basis. Following is a detailed explanation of how and when evaluation assessments are conducted for each program and each student. Other collected data include Student/Alumni Exit Surveys, and NCE Exam Results.

Vision

The counseling program maintains an etic and emic perspective committed to serving the diverse local and global populations between community agencies and schools.



Assessment Instruments:

The program is reviewed annually related to the specific program objectives for the MA in Counseling program (including the three specialty tracks) and the Ph.D. in CES program. Data related to the collective students' aggregate assessment data that address student knowledge and skills, and professional dispositions are gathered through our Student Learning and Licensure university assessment program (formerly Watermark's VIA). Additionally, data from systematic annual follow-up surveys of graduates exiting their individual program, Alumni, Site Supervisors, and known Employers is gathered through SurveyMonkey (see Appendix A). Demographic data is collected during the application selection process, with active students, and then related to students graduating. The data is collected/finalized in August each year and analyzed/discussed in the subsequent annual Fall Faculty Retreat for program evaluation and modification purposes.

Students' knowledge and skills (Key Performance Indicators – KPIs) are individually assessed through specific assignments and/or activities in designated courses related to knowledge and/or skills (see Appendix B). The KPIs are evaluated through formative and summative assignments and/or activities during each student's program progress. Students' professional dispositions are assessed using the CORIS model (see Appendix C). Data related to individual student assessments which address student knowledge and skills (KPIs), and professional dispositions are gathered through our Student Learning and Licensure university assessment program (formerly Watermark's VIA). Additional assessments used, when applicable, are training evaluations and any submitted student alert forms. Each student is evaluated related to KPI knowledge and/or skills at least twice throughout their individual program (see the table below). Students are evaluated related to their Professional Dispositions at least three times during their program. When KPI and Disposition evaluations are reviewed is contingent on where the individual student is in their progress in their program.

All data is evaluated on a three (3) point scale:

- 1 = Does not Meet for program level
- 2 = Meets minimally or inconsistently for program level
- 3 = Meets and exceeds for program level
- N/A = Unable to rate/determine

The individual student and program collective objectives target score is an average of 2.0 or higher (this equates to: "met" 2.0 or higher, or "not met" less than 2.0).



Student Progress Assessments:

1. Student Key Performance Indicators (KPIs)

Students are evaluated for Key Performance Indicators at least twice throughout the individual programs (see the table below).

2. Student Professional Dispositions

MA students' dispositions are evaluated during the following courses:

First Review: Candidacy application for training (includes four candidacy prerequisite courses)

COUN6600 Professional Orientation and Ethical Standards for Counselors

COUN7720 Social and Cultural Foundations

COUN7810 Beginning Counseling Skills

COUN7847 Group Dynamics and Interventions

Second Review:

COUN8844 Practicum 1 (SC)

COUN8845 Practicum 2 (CMHC/MCFC)

Third Review:

COUN8972 Internship II (CMHC)

COUN8982 Internship II (MCFC)

COUN8969 Internship II (SC)

PhD students' dispositions are evaluated during the following courses:

First Review:

COUN9301 Professional Identity in Counselor Education and Supervision

Second Review:

COUN9360 Advanced Counseling Skills Practicum I

Third Review:

COUN9991 Internship II.

All students may be evaluated related to their professional dispositions by any professor in any course if the instructor deems necessary.



Assessment of Specific Program Objectives and KPIs

MA in Counseling Program Objectives

Mission

The mission of the Counseling Program at Governors State University is to prepare culturally competent, socially just, ethical professional counselors who possess knowledge and skills to practice and advocate effectively in clinical mental health, marriage, couple, and family, or school counseling settings.

MA in Counseling Program Objectives and Where Data Collected

1. Professional Orientation and Ethical Practice

Explain professional functioning and identity, including collaborating with other helping professionals in an ethical and socially just manner.

- Current Students – Internship II
- Graduates Exit Survey
- Stakeholder Survey (Alumni, Site Supervisors, Employers)

2. Social and Cultural Diversity

Demonstrate multicultural competence working with individuals from diverse backgrounds.

- Current Students – Internship II
- Current Students – Professional Dispositions
- Graduates Exit Survey
- Stakeholder Survey (Alumni, Site Supervisors, Employers)

3. Human Growth and Development

Assess client's growth and development across the lifespan related to individual and family experiences along with cultural influences.

- Current Students – Internship II
- Graduates Exit Survey
- Stakeholder Survey (Alumni, Site Supervisors, Employers)

4. Career Development

Explain current theories of career development and how they can be applied in counseling practice.

- Current Students – Internship II
- Graduates Exit Survey
- Stakeholder Survey (Alumni, Site Supervisors, Employers)

5. Counseling and Helping Relationships

Employ theoretically grounded counseling interventions to establish theory-based client outcomes.

- Current Students – Internship II
- Graduates Exit Survey
- Stakeholder Survey (Alumni, Site Supervisors, Employers)



6. Group Counseling and Group Work

Facilitate group dynamics and application of group theory in group counseling practice.

- Current Students – Internship II
- Graduates Exit Survey
- Stakeholder Survey (Alumni, Site Supervisors, Employers)

7. Assessment and Testing

Employ ethical and culturally responsive assessment practices, strategies, and interventions in counseling practice with diverse clients.

- Current Students – Internship II
- Current Students – Professional Dispositions
- Graduates Exit Survey
- Stakeholder Survey (Alumni, Site Supervisors, Employers)

8. Research and Program Evaluation

Integrate ethical, culturally competent, and socially just practices into counseling research processes.

- Current Students – Internship II
- Current Students – Professional Dispositions
- Graduates Exit Survey
- Stakeholder Survey (Alumni, Site Supervisors, Employers)

MA in Counseling Specialty Tracks Objectives and Where Data Collected

9. CMHC Specialty

Apply ethical and socially just counseling theories and interventions to clients presenting problems and diagnoses.

- Current Students – Internship II
- Graduates Exit Survey
- Stakeholder Survey (Alumni, Site Supervisors, Employers)

10. MCFC Specialty

Apply systems theories in an ethical and socially just manner to couples, marriages, and families from a diversity of cultural backgrounds.

- Current Students – Internship II
- Graduates Exit Survey
- Stakeholder Survey (Alumni, Site Supervisors, Employers)

11. SC Specialty

Create, implement, and evaluate data-driven school counseling programs designed to meet the academic, career, and social/emotional development of all students.

- Current Students – Internship II
- Graduates Exit Survey
- Stakeholder Survey (Alumni, Site Supervisors, Employers)



<u>MA in Counseling – Key Performance Indicators Assessment</u>	
Professional Orientation and Ethical Practice:	
Explain professional functioning and identity, including collaborating with other helping professionals in an ethical and socially just manner.	
1 st	COUN6600: Professional Orientation and Ethical Standards – Ethics Paper (Knowledge)
2 nd	COUN8972/8982/8969: Internship II – Internship Portfolio Project (Skills)
Social and Cultural Diversity:	
Demonstrate multicultural competence working with individuals from diverse backgrounds.	
1 st	COUN7720: Social and Cultural Foundations – Cultural Experience Group Presentation (Knowledge)
2 nd	COUN8972/8982/8969: Internship II – Internship Portfolio Project (Skills)
Human Growth and Development:	
Assess client’s growth and development across the lifespan related to individual and family experiences along with cultural influences.	
1 st	COUN7620: Lifespan Developmental Issues – Developmental Issues Group Presentation (Knowledge)
2 nd	COUN8972/8982/8969: Internship II – Internship Portfolio Project (Skills)
Career Development:	
Explain current theories of career development and how they can be applied in counseling practice.	
1 st	COUN7730: Lifestyle and Career Development – Self Career Development Assignment Paper (Knowledge)
2 nd	COUN8972/8982/8969: Internship II – Internship Portfolio Project (and/or Assignment in how and/or if incorporate career counseling in post degree practice – Knowledge)
Counseling and Helping Relationships:	
Employ theoretically grounded counseling interventions to establish theory-based client outcomes.	
1 st	COUN6630: Counseling Theories – Major paper) (Knowledge)



2 nd – COUN8972/8982/8969: Internship II – Internship Portfolio Project (Skills)
Group Counseling and Group Work: Facilitate group dynamics and application of group theory in group counseling practice.
1 st – COUN7847: Group Dynamics and Interventions – 5 Session Psychoed Group Plan and Conducting a Group Session Assignment (Knowledge)
2 nd – COUN8972/8982/8969: Internship II – Internship Portfolio Project (Paper with Eval – Knowledge/Skills)
Assessment and Testing: Employ ethical and culturally responsive assessment practices, strategies, and interventions in counseling practice with diverse clients.
1 st – COUN7855 Assessment and Treatment Planning – Clinical Assessment (Knowledge)
2 nd – COUN8972/8982/8969: Internship II – Internship Portfolio Project (Skills)
Research and Program Evaluation: Integrate ethical, culturally competent, and socially just practices into counseling research processes.
1 st – COUN6610: Research and Assessment – Research Proposal Assignment (Knowledge)
2 nd – COUN8972/8982/8969: Internship II – Portfolio Project (Social Justice Project/Assignment-Knowledge)
<u>Masters of Arts in Counseling – Specialty Track Learning Objectives</u>
Clinical Mental Health Counseling: Apply ethical and socially just counseling theories and interventions to clients presenting problems and diagnoses.
1 st – COUN8845: Practicum II = Case Presentation (Knowledge/Skills)
2 nd – COUN8972 Internship II – Internship Portfolio Project (Skills)
Marriage, Couple, and Family Counseling: Apply systems theories in an ethical and socially just manner to couples, marriages, and families from a diversity of cultural backgrounds.
1 st – COUN8859: Family Counseling Techniques – Midsemester Family Counseling Skills Evaluation (Knowledge/skills)
2 nd – COUN8982 Internship II – Internship Portfolio Project (Skills)



School Counseling:
Create, implement, and evaluate data-driven school counseling programs designed to meet the academic, career, and social/emotional development of all students.
1 st – COUN6638: Introduction to School Counseling – Systems Paper (Knowledge)
2 nd – COUN8969: Internship II – Internship Portfolio Project (Skills)



PhD in Counselor Education and Supervision Program Objectives

Mission

Graduates with a doctoral degree in Counselor Education and Supervision at GSU will be prepared to be highly knowledgeable, skilled, dedicated, and ethical professionals, researchers, educators, and practitioners. Our doctoral graduates will provide leadership and expert service that enhances diverse student development in the school, family, community, and cultural contexts that will advance the accountability of counseling services.

The purpose of a Counselor Education and Supervision doctoral degree is to produce advanced clinicians, supervisors, competent researchers, and educators. This rigorous program includes experiences in clinical work, teaching, supervision, research, and advocacy. In addition, students gain a strong background in education and counseling theory.

Ph.D. in Counselor Education and Supervisions Objectives and Where Data Collected

1. Counseling:

Implement advanced ethical, theory-based, and culturally relevant practices into clinical counseling.

- Current Students – Practicum
- Current Students – Professional Dispositions
- Graduates Exit Survey
- Stakeholder Survey (Alumni, Site Supervisors, Employers)

2. Supervision:

Construct and apply a scholarly supervision model in an ethical and culturally relevant manner.

- Current Students – Internship II
- Current Students – Professional Dispositions
- Graduates Exit Survey
- Stakeholder Survey (Alumni, Site Supervisors, Employers)

3. Teaching:

Articulate and implement scholarly-based pedagogical and/or andragogical teaching practice with diverse student population in counselor education.

- Current Students – Internship II
- Graduates Exit Survey
- Stakeholder Survey (Alumni, Site Supervisors, Employers)

4. Research and Scholarship:

Develop professional research projects and activities relevant to professional practice of counseling, counselor education, and/or supervision modalities.

- Current Students – Dissertation Proposal Defense
- Graduates Exit Survey
- Stakeholder Survey (Alumni, Site Supervisors, Employers)

5. Leadership and Advocacy:

Advocate for multicultural and social justice issues on behalf of the profession.

- Current Students – Advanced Issues in Diversity



- Graduates Exit Survey
- Stakeholder Survey (Alumni, Site Supervisors, Employers)

<u>Doctor of Philosophy – Counselor Education and Supervision</u>	
Counseling:	Implement advanced ethical, theory-based, and culturally relevant practices into clinical counseling.
	1 st – COUN9330: Advanced Counseling Theory – knowledge application
	2 nd – COUN9360/9361: Advanced Counseling Skills Practicum I/II– Required Practicum Activity (Skills)
Supervision:	Construct and apply a scholarly supervision model in an ethical and culturally relevant manner.
	1 st – COUN9365: Supervision – Supervision Model Presentation (Knowledge)
	2 nd – COUN9991 Internship II – Required Internship Activity (Skills)
Teaching:	Articulate and implement scholarly-based pedagogical and/or andragogical teaching practice with diverse student population in counselor education.
	1 st – PSYC8501 Teaching in Psychology and Counseling –Assignment to include a teaching philosophy statement to help with student articulating their knowledge (Knowledge)
	2 nd – COUN9991 Internship II – Required Internship Activity (Skills)
Research and Scholarship:	Develop professional research projects and activities relevant to professional practice of counseling, counselor education, and/or supervision modalities.
	1 st – COUN8826 Research Literature in Counseling and Psychotherapy – Class Activity (Knowledge)
	2 nd – COUN9999 Dissertation – Proposal Defense (Knowledge)
Leadership and Advocacy:	Advocate for multicultural and social justice issues on behalf of the profession.
	1 st – COUN9301 Professional Identity in Counselor Education and Supervision – Professional Identity Assignment (Knowledge)



2nd – COUN9320 Advanced Issues in Diversity – Professional activity – Reflection paper on required activity. (Knowledge/Experience)



Additional Assessments and Feedback

Student Evaluations of Courses, Program, Faculty: Students complete instructor evaluations (SEIs) throughout their program at the end of each semester. The semester-end SEI survey measures a wide variety of student perceptions of the course and instructor. Results are compared with current and past accumulative course instructors' results. These are used to support changes in curriculum and teaching pedagogy/andragogy (see Appendix D). As results are kept private, it is up to individual instructors to share related results for changes with the program and curriculum.

Student/Alumni Exit Surveys

Starting summer semester 2022 students graduating from both our MA in Counseling and PhD in CES programs will be administered exit surveys (SurveyMonkey). These will continue to be sent to each active student during the last semester of their program. This survey is the same sent to alumni, site supervisors, and known employers of graduates and will be sent to each graduating student's email (See Appendix A).

NCE Exam

In addition to the above specific courses, after receiving NCE spring test results in July/August, these will be additionally discussed during the faculty retreat to determine if there is a need for program modifications to increase passing rate potential of students.

Student Demographics

As part of the university and program's overall mission, demographic information, specific to diversity-related information, is collected from program applicants, current students, and graduating students. The university's and counseling program's primary goal is to:

- Provide Opportunity and Access to a first-class public education to residents of our surrounding communities and all those traditionally underserved by higher education.
- and**
- Demonstrate Inclusiveness and Diversity to encourage acceptance of wide-ranging perspectives among students, staff, faculty and members of the broader community.

During the annual faculty retreat, how the program is achieving these goals is discussed. A key part of this discussion is where and how is the program reaching diverse faculty to achieve these goals. Additionally, how the program is promoting retention of diverse students and where to further improve our efforts is explored.



Assessment Action Plans

Program Objectives Action Plan

At the annual faculty retreat schedule for each fall semester, all collected data, as described above for each program (MA and PhD), will be evaluated to determine (the following are not all-inclusive options):

1. Meeting diverse student population objectives as determined by university-wide goals:
 - a. If objectives met for recruitment, enrollment, and retention no action needed
 - b. If recruitment objectives are not met, then faculty to determine where/how the program can further attract diverse students (e.g. program pre-requisites, uniqueness of program offerings compared to competitive programs, where/how attracting diverse applicants, program “name-brand” and exposure)
 - c. If enrollment objectives are not achieved, discuss possible contributing factors to make further adjustments (e.g. program pre-requisites, additional GA opportunities)
 - d. If retention objectives are not met, faculty to assess known issues related to possible areas where the program can further increase retention efforts (e.g. student-to-student mentoring, additional free to low-cost learning supportive programs).
2. If general program learning and professional disposition objectives have met minimum standards without any suggestions for further improvement from any stakeholder (faculty, students, alumni, site supervisors, employers of alumni) then no action needed;
3. If comments supplied by any stakeholder relates to adjusting actual program objectives, then the faculty will discuss to determine what may be warranted to adjust;
4. If assessments related to specific program objectives do not meet minimum standards, the following will be discussed by faculty to determine the best action(s) to take (not comprehensive):
 - a. Adjustment to assignments
 - b. Adjustment to learning activities
 - c. Adjustment to learning materials
 - d. Change in actual course offerings.

Individual Student Action Plan: Key Performance Indicators and Professional Dispositions

Each student will be evaluated at least twice during the course of their program related to Key Performance Indicators (KPIs; knowledge and/or skills) and Professional Dispositions as described above (MA and PhD individual programs). From these evaluations, the following actions may be determined (not fully inclusive of options):

1. From KPIs formative and summative assessments, the following actions may be taken:
 - a. If the student meets minimum standards, no action may be needed
 - b. If a formative or summative assessment deems a below standard achievement the faculty will discuss at the next available meeting to determine:
 - i. If a faculty member (or team) needs to meet with the student individually to address (or if the issue(s) has already been addressed)



- ii. If a meeting with a faculty member is determined, the student and designated faculty will discuss the situation to determine if, and possibly establish, a Student Success Plan (see Appendix E)
 - iii. The faculty member (team) will report back to the entire program faculty the student's progress in subsequent meetings.
 - c. If the student's severe lack of minimum performance achievement (KPI assessments) warrant dismissal from the program
 - i. A faculty member (team) may meet with the student to discuss exiting from the program with possible alternative program referrals;
 - ii. The student may be dismissed from the program and provided the Student Grievance Policy and Procedures, Policy 5 (see Appendix F).
2. From Professional Disposition assessments, the following actions may be taken:
 - a. If the student meets minimum standards, no action may be needed
 - b. If a professional disposition deems to fall below standard achievement the faculty will discuss at the next available meeting to determine:
 - i. If a faculty member (or team) needs to meet with the student individually to address (or if the issue(s) has already been addressed)
 - ii. If a meeting with a faculty member is determined, the student and designated faculty will discuss the situation to determine if, and possibly establish, a Student Success Plan (see Appendix E)
 - iii. The faculty member (team) will report back to the entire program faculty the student's progress in subsequent meetings.
 - c. If the faculty determines that the student's professional disposition is determined severe to warrant dismissal, the student will be informed of this decision and provided the Student Grievance Policy and Procedures, Policy 5 (see Appendix F).



Appendix A – Stakeholder Survey

All survey questions are evaluated on a three (3) point scale:

- 1 = Does not Meet for program level
- 2 = Meets minimally or inconsistently for program level
- 3 = Meets and exceeds for program level
- N/A = Unable to rate/determine

The Individual and collective target is for an average of 2.0 or higher.

MA in Counseling Survey Questions

The following include the eight core entry-level learning objectives, and an additional one for each of our three specialty tracks: Clinical Mental Health Counseling (CMHC), Marriage, Couples, and Family Counseling (MCFC), and School Counseling (SC). Please rate your opinions in how you sense the program met these objectives on a three (3) point scale.

1. Professional Orientation and Ethical Practice
Explain professional functioning and identity, including collaborating with other helping professionals in an ethical and socially just manner.
2. Social and Cultural Diversity
Demonstrate multicultural competence working with individuals from diverse backgrounds.
3. Human Growth and Development
Assess client's growth and development across the lifespan related to individual and family experiences along with cultural influences.
4. Career Development
Explain current theories of career development and how they can be applied in counseling practice.
5. Counseling and Helping Relationships
Employ theoretically grounded counseling interventions to establish theory-based client outcomes.
6. Group Counseling and Group Work
Facilitate group dynamics and application of group theory in group counseling practice.
7. Assessment and Testing
Employ ethical and culturally responsive assessment practices, strategies, and interventions in counseling practice with diverse clients.



8. Research and Program Evaluation
Integrate ethical, culturally competent, and socially just practices into counseling research processes.

Specialty Tracks/Areas Objectives

9. CMHC Specialty
Apply ethical and socially just counseling theories and interventions to clients presenting problems and diagnoses.
10. MCFC Specialty
Apply systems theories in an ethical and socially just manner to couples, marriages, and families from a diversity of cultural backgrounds.
11. SC Specialty
Create, implement, and evaluate data-driven school counseling programs designed to meet the academic, career, and social/emotional development of all students.

PhD in Counselor Education and Supervision Survey Questions.

The following five learning objectives are for our doctoral program in Counselor Education and Supervision. Please rate your opinions in how you sense the program met these objectives on a three (3) point scale.

1. Counseling:
Implement advanced ethical, theory-based, and culturally relevant practices into clinical counseling.
2. Supervision:
Construct and apply a scholarly supervision model in an ethical and culturally relevant manner.
3. Teaching:
Articulate and implement scholarly-based pedagogical and/or andragogical teaching practice with diverse student population in counselor education.
4. Research and Scholarship:
Develop professional research projects and activities relevant to professional practice of counseling, counselor education, and/or supervision modalities.
5. Leadership and Advocacy:
Advocate for multicultural and social justice issues on behalf of the profession.



Appendix B – KPI Evaluation Rubrics (Both MA and PhD programs)

MA KPIs Rubric

Career Development: Demonstrate knowledge and working application of career development in counseling practice.	Does not meet for program level	Meets minimally or inconsistently for program level	Meets and exceeds for program level	
	1 Point	2 Points	3 Points	N/A
Counseling and Helping Relationships: Employs theoretically grounded counseling interventions to establish theory-based client outcomes.	Does not meet for program level	Meets minimally or inconsistently for program level	Meets and exceeds for program level	
	1 Point	2 Points	3 Points	N/A
Group Counseling and Group Work: Demonstrate an understanding of group dynamics and application of group theory in group counseling practice.	Does not meet for program level	Meets minimally or inconsistently for program level	Meets and exceeds for program level	
	1 Point	2 Points	3 Points	N/A
Assessment and Testing: Demonstrate understanding of ethical and culturally responsive assessment practices, strategies, and interventions in counseling practice with diverse clients.	Does not meet for program level	Meets minimally or inconsistently for program level	Meets and exceeds for program level	
	1 Point	2 Points	3 Points	N/A

Research and Program Evaluation Understand how to integrate ethical, culturally competent, and socially just practices in counseling research process.	Does not meet for program level	Meets minimally or inconsistently for program level	Meets and exceeds for program level	
	1 Point	2 Points	3 Points	N/A
CMHC Specialty: Apply ethical and socially just counseling theories and interventions to clients presenting problems and diagnoses.	Does not meet for program level	Meets minimally or inconsistently for program level	Meets and exceeds for program level	
	1 Point	2 Points	3 Points	N/A
MCFC Specialty: Apply systems theories in an ethical and socially just manner to couples, marriages, and families from a diversity of cultural backgrounds.	Does not meet for program level	Meets minimally or inconsistently for program level	Meets and exceeds for program level	
	1 Point	2 Points	3 Points	N/A
SC Specialty: Demonstrate the ability to create, implement, and evaluate data driven school counseling programs designed to meet the academic, career, and social/emotional development of all students.	Does not meet for program level	Meets minimally or inconsistently for program level	Meets and exceeds for program level	
	1 Point	2 Points	3 Points	N/A



PhD KPIs Rubric

Elements	Does Not Meet	Meets	Meets and Exceeds	N/A
	1 Point	2 Points	3 Points	N/A
Counseling: Cultivate an advanced ethical, theory-based, and culturally relevant clinical counseling practice.	Does not Meet for program level	Meets minimally or inconsistently for program level	Meets and Exceeds for program level	
	1 Point	2 Points	3 Points	N/A
Supervision: Construct and apply a scholarly supervision model in an ethical and culturally relevant manner.	Does not Meet for program level	Meets minimally or inconsistently for program level	Meets and Exceeds for program level	
	1 Point	2 Points	3 Points	N/A
Teaching: Articulate and implement scholarly-based pedagogical and/or andragogical teaching practice with a diverse student population in counselor education.	Does not Meet for program level	Meets minimally or inconsistently for program level	Meets and Exceeds for program level	
	1 Point	2 Points	3 Points	N/A
Research and Scholarship: Develop a professional research/activity relevant to professional practice of counseling, counselor education, and/or supervision modalities.	Does not Meet for program level	Meets minimally or inconsistently for program level	Meets and Exceeds for program level	
	1 Point	2 Points	3 Points	N/A
Leadership and Advocacy: Enhance professional leadership by advocating on behalf of the profession and in relation to multicultural and social justice issues.	Does not Meet for program level	Meets minimally or inconsistently for program level	Meets and Exceeds for program level	



Appendix C – CORIS Professional Disposition Assessment

PROFESSIONAL DISPOSITIONS EVALUATION OF STUDENT



Student Name: _____ Course/Site: _____

Instructor/Site Supervisor: _____

Rate the student on the following Professional Disposition indicators and professional dispositions. The rubric below indicates program actions that may follow from your rating.

Rating Scale	1-Does not Meet for program level	2-Meets Minimally or Inconsistently for program level	3-Meets and Exceeds for program level	N/A Unable to Evaluate
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Professional Dispositions

Commitment.				
• Investment	1	2	3	N/A
• Counselor identity	1	2	3	N/A
• Advocacy	1	2	3	N/A
• Professional excellence	1	2	3	N/A
• Civic engagement	1	2	3	N/A
• Collaboration	1	2	3	N/A
• Interpersonal competence	1	2	3	N/A
Commitment Overall Rating	1	2	3	
Comments:				
Openness.				

• Openness to ideas, learning, and change	1	2	3	N/A
• Openness to growth	1	2	3	N/A
• Self-development	1	2	3	N/A
• Openness to others	1	2	3	N/A
• Understand micro/macro perspective	1	2	3	N/A
• Interpersonal communication	1	2	3	N/A
Openness Overall Rating	1	2	3	
Comments:				
Respect.				
• Perceives and honors diversity	1	2	3	N/A
• Self-care	1	2	3	N/A
• Wellness	1	2	3	N/A
Respect Overall Rating	1	2	3	
Comments:				
Integrity.				
• Personal responsibility.	1	2	3	N/A
• Personal integrity	1	2	3	N/A
• Courage	1	2	3	N/A
• Congruence	1	2	3	N/A
Integrity Overall Rating	1	2	3	
Comments:				
Self-awareness.				
• Humility	1	2	3	N/A
• Self-reflection/exploration	1	2	3	N/A



• Place in History	1	2	3	N/A
• Personal maturity	1	2	3	N/A
• Honesty	1	3	3	N/A
Self-awareness Overall Rating	1	2	3	
Comments:				

Student Signature: _____ Date: _____

Instructor/Site Supervisor Signature: _____ Date: _____

By Permission of University of Tennessee, C. Milton (2020)

Appendix D – Semester End SEI Questions

Questions for Question Set: Mv Global Oues
[Go back to your questions page](#)

[Create A New Question](#)

[Change Order](#)

[Remove](#)

#	Edit	Question Text
1	Edit	I think that the web-based software, Stat-Crunch, was helpful to my understanding of Statistics. (Agree -->Disagree)
2	Edit	This course increased my interest in statistics and its uses? (Agree -->Disagree)
3	Edit	Would you recomend this course to others? (Agree -->Disagree)
4	Edit	I learned alot about criminal justice in this course (text response)
5	Edit	Did you do your reading homework each class? (Contact)
7	Edit	What would you like to do more of/less of in the course? (text response)
7	Edit	(Followup: Improve Comm)
8	Edit	What strategies could your instructor have used to help you be more successful in this course? (text response)
9	Edit	What did you like most about the course/what did you like least about the course? (text response)
10	Edit	Did you feel your instructor was eager to inspire you to learn and try hard? (Networking)
11	Edit	Did the teacher seek to interest you in new sorts of academic material and new topics, expanding your horizons?> (0 to more than 3)
12	Edit	Did your teacher work to include you and your fellow students in the classwork and invite you to belong with the group and engage with the material? (0 to more than 3)
13	Edit	Do you believe this course has helped you prepare for your next math course? (text response)
14	Edit	hello 2 (0 to more than 3)
15	Edit	This training is helpful? (Agree -->Disagree)
16	Edit	How were the instructor's ties? (A=F)
17	Edit	Do you like the material that the instructor use? (to High/Low Degree)
18	Edit	fsdfdsa (text response)
19	Edit	fefewqfw (Agree -->Disagree)
20	Edit	How did this course increase your understanding of the subject? (Very Well - Not Well)
21	Edit	what was your favorite part of the course? (text response)
22	Edit	Am I good or what? (text response)
23	Edit	How was this class? (text response)
24	Edit	Was the course valuable in giving you skills for the industry? (text response)
25	Edit	How was your experience in this STATS class? (text response)
26	Edit	How was your experience in my class? (text response)
27	Edit	What reading materials would you add if you were to take it again? (text response)
28	Edit	What reading materials would you like to see eliminated if you were to take this course again? (text response)
29	Edit	How do you feel about this course? (text response)

- 30 [Edit](#) How was your experience in this class? (text response)
- 31 [Edit](#) (text response)
- 32 [Edit](#) Please comment on how this course is applicable to your present nursing profession. (text response)
- 33 [Edit](#) Has this course helped to change or aided you in reviewing your current nursing practice? If yes, please comment. (text response)
- 34 [Edit](#) Do you have any suggestions on how to improve course content? (text response)
I need to add or improve communication among students during the course. What suggestions do you have? What is the most effective and useful to you? I feel when I ask
- 35 [Edit](#) students to read other students posts and respond, it works for the first few students and then you are repeating the suggestions or agreeing. I would love to hear what really works from a student point of view. Thank you very much. (text response)
- 36 [Edit](#) How did you like the course (text response)
- 37 [Edit](#) (Agree -->Disagree)
- 38 [Edit](#) Please indicate whether you agree or disagree with the following statement: "This course has enabled me to better analyze information written by others (e.g., reports, articles, books, etc.)." (Agree -->Disagree)
- 39 [Edit](#) Please indicate whether you agree or disagree with the following statement: "This course has given me greater confidence that I could produce quality, original research and contribute to the field of Global Affairs." (Agree -->Disagree)
- 40 [Edit](#) How do you feel about the way in which the course is set up with the textbook website (Wiley)? Choose answer. Is it too confusing? Is it helpful giving you access to resources? It is not too difficult to navigate. (Agree -->Disagree)
- 41 [Edit](#) How do you like the setup for the course using 2 websites(moodle and wiley)? (VeryHelpful-NotHelpful)
- 42 [Edit](#) How do you feel you this course have helped make you a better writer? (text response)
- 43 [Edit](#) This course taught concepts, ideas and skills that I can learn in a Marketing career (Agree -->Disagree)
- 44 [Edit](#) The fill-in-the-blank lecture slides were helpful to my learning experience in this course (Agree -->Disagree)
- 45 [Edit](#) The instructor cares about his students (Agree -->Disagree)
- 46 [Edit](#) How did you like this course? (text response)
- 47 [Edit](#) Did the break out sessions of non-course topics help you with your career? (Agree -->Disagree)
- 48 [Edit](#) Did the content presented fulfill your expectations? (Agree -->Disagree)
- 49 [Edit](#) Did the presentation style meet your expectations? (text response)
- 50 [Edit](#) Given a choice to opt one of the two prerequisites for current 3x level CIS course which are mathematics and scripting. Please answer if your preference is closer to the 3x instructors class notes. (Agree -->Disagree)
- 51 [Edit](#) How will the legal concepts learned in this class help you in your healthcare career? (text response)
- 52 [Edit](#) Do you now have a better understanding how the subject of this course relates to the world around you? (text response)
- 53 [Edit](#) After taking this course do you have a better understanding of not just the topic but also

	how this understanding will help you in your employment and personal life? (text response)
54 Edit	How often did you review the feedback provided by the instructor on your essays? (Never-Frequently)
55 Edit	Did you utilize the feedback provided by the instructor when writing essays for this course? (Y/N/No appts)
56 Edit	How helpful did you find the essay feedback from the instructor? (VeryHelpful-NotHelpful)
57 Edit	Do you believe you would do well in your next math course even if you had not taken this course? (text response)
58 Edit	What is this? (0 to more than 3)
59 Edit	What take-away(s) do you have from this course? Reflect on one or two things your learned in this class. (text response)
60 Edit	What advice do you have for future students to successfully complete this course? (text response)
61 Edit	(text response)
62 Edit	How well did instructor target course objectives? (VeryGood-VeryPoor)
63 Edit	In comparison to other courses you have taken, rate the workload for this course: 1=easy 2=medium 3=difficult. Comments? (text response)
64 Edit	Do you have any ideas for assignments/activities? What assignments/activities have you done in other courses that you really enjoyed? (text response)
65 Edit	How did you like on-line lectures compared to in-person delivery? (Very Well - Not Well)
66 Edit	Given the choice, would you take another on-line class? (VeryHigh-VeryLow)
67 Edit	(text response)



Appendix D – Student Success

[00/00/0000]

Student Success Plan

RE: [Student Name]

On [date], concerns were mentioned to the Counseling Faculty about [student's name] [behavioral and/or academic] performance during [timeframe and where] [of which the student earned a passing grade for the course or other descriptors here]. These concerns included:

1. [Issue]
2. [Issue]

During the meeting with [student] on [date] including [faculty members and program affiliations], [student] identified/discussed

1. [item]
2. [item]

As a result of this discussion, the following Student Success Plan has been developed:

Student Success – Steps to be Addressed and Assessed	Assessed At / Midterm or Date	Completion by (Date)	Date completed	Supervisor/Advisor/Track Lead Signature
Student will:				
1.				
2.				
3.				

This plan is in effect from date of receipt. [Student] must contact the [Supervisor/Advisor/Track Lead, contact phone and email] within **5 days of receipt** of this plan and is responsible for providing evidence of meeting plan goals. If sufficient progress is not made towards goals in the stated time frame, the student understands:

[below are examples of ramifications]

- **A hold will be placed on his registration until he contacts Dr. Bell**, in which case a new plan may be developed or his program standing may be revoked
- He may be required to meet with faculty for further assessment and determination regarding progress in the counseling program
- He may have his program candidacy status reassessed or revoked
- If applicable, he may be removed from practicum or other clinical experiences
- He may be dismissed from the program

If the student rejects the program's decisions in part or whole, he must appeal by filing a grievance to the chair of the Division of Psychology and Counseling, [division chair name, phone, email], within 30 days of receipt of plan. For more information, please see the Governors State University grievance policy (Policy #5) at <https://www.govst.edu/policies>.

If sufficient progress is not made towards goals in the time frame stated, the student understands the following:



[some examples of ramifications]

- Will **not** be permitted to enroll in practicum and/or internship.
- Will need to meet with faculty for further assessment regarding progress in the counseling program.
- May be dismissed from the program if the student has not met the requirements in the student success plan.

I understand that, like all counseling students, I am subject to ongoing evaluation of my skills, professional dispositions, and personal qualities as they relate to becoming a competent counselor. _____ (Initial here).

I understand that I will participate in another meeting with [Supervisor/Advisor/Track Lead] to discuss my progress prior to[date] semester, and that the [Supervisor/Advisor/Track Lead] will reevaluate my progress at that time _____ (Initial here).

I have discussed this student success plan with the [Supervisor/Advisor/Track Lead] and understand that failure to complete this plan in the time allowed may result in dismissal from the program. _____
_____ (Initial here)

Statement of Expectations: The counseling program is charged with the dual task of nurturing the development of counselors-in-training and ensuring quality client care. In order to fulfill these dual responsibilities faculty must evaluate students based on their academic, professional disposition, and personal qualities. A student's progress in the program may be interrupted for failure to comply with academic standards or if a student's interpersonal or emotional status interferes with being able to provide ethical services to clients. For example, in order to ensure proper training and client care, a counselor-in-training must abide by relevant ethical codes and demonstrate professional knowledge, technical and interpersonal skills, professional attitudes, and professional character. These factors are evaluated based on one's academic performance and one's ability to convey warmth, genuineness, respect, and empathy in interactions with clients, classmates, staff, and faculty. Students should demonstrate the ability to accept and integrate feedback, be aware of their impact on others, accept personal responsibility, and be able to express feelings effectively and appropriately.

Successful completion of this plan will not guarantee graduation from the counseling program, nor prevent the creation of future success plans. All students are expected to meet stated program and university standards of academic, professional disposition, and personal conduct.

I understand that successful completion of all success points will not guarantee graduation from the counseling program. _____ (Initial here).

I understand that in the event that any of the objectives outlined above are not consistently met by the me at any point throughout my remaining program of study, I will be referred to program coordinator or division chair to discuss possible withdrawal from the program or alternative courses of action _____ (Initial here).

My signature below indicates that I have read and understand the above and the GSU Counseling Program Student Retention, Success Plan and Gatekeeping policy as provided in the MA and PhD Handbooks.

Student Signature _____

Date: _____

Print name: _____

ID #: _____

Faculty Signatures

Dr. _____

Date: _____

Dr. _____

Date: _____



Appendix F – Student Grievance Policy and Procedures (Policy 5)

STUDENT GRIEVANCE POLICY AND PROCEDURES

I. Purpose and Scope

The purpose of this policy is to establish a Governors State University policy and procedures for student grievances in order to ensure due process and respect for individuals' rights. This grievance policy may be invoked in order to bring resolution to disputes. This policy applies to students admitted or enrolled at Governors State University.

II. Definitions

- A. For the purpose of this policy, working days shall mean Monday through Friday
- B. When classes are in session refers to the officially defined fall and spring semesters and summer term.

III. Circumstances Surrounding Grievances

University students are members of the academic community at Governors State University. As members of the academic community, students are entitled to all the rights and protections enjoyed by all members of society. Students are also subject to obligations by virtue of membership in the university community. As student members of the university community, students have a right to request an explanation, reconsideration, and review of a faculty member's and/or administrator's professional judgment related to decisions rendered in academic and non-academic grievances.

Accrediting groups for the various academic majors at Governors State University have different standards and requirements regarding grievances which supersede the university's grievance policy and procedures. The student is responsible for contacting the Division/Department Chair or Dean's Office in the college where the issue related to filing the grievance took place.

Section IV of this policy is applicable to student grievances regarding academic issues, such as faculty and/or administrator's professional judgment related to the issuance of final grades, academic advising, and other academic related matters.

Section V of this policy is applicable to student complaints regarding discrimination, harassment, or other unfair treatment related to non-academic issues.

IV. Academic Grievances

A. Informal Resolution

1. Prior to filing a grievance, the student must seek informal resolution of the issue with the faculty member or administrator directly involved in the issue/incident of concern.
2. The student must seek this informal resolution within fifteen working days (when classes are in session) of the occurrence of the issue. If, after reasonable efforts, a satisfactory solution is not reached, the student may file a written grievance with the appropriate division/department chair.



B. Filing a Grievance

1. To file an official academic grievance, the student must submit a written statement to the division/department chair of the collegial unit in which the course(s) is offered.
2. The division/department chair must receive the written grievance statement within thirty calendar days of the event which led to the grievance.
3. The written grievance must state the reasons for the grievance and the remedy that is sought.

C. Request for Extension of Filing a Grievance

1. The student may request a one-time extension of the thirty-day time period in which a grievance must be filed.
2. This request must be in writing to the division/department chairperson prior to the end of the thirty-day period with reasons and requested time for extension.

D. Determination of Grievances

1. Determination if the Grievance is an Issue of Substance
 - a. Upon receipt of the grievance, the division/department chair has seven working days (when classes are in session) to determine if the grievance is an issue of substance.
 - b. Within seven working days (when classes are in session) after receiving the grievance and upon determination it represents an issue of substance covered by the context of the procedures, the division/department chair shall refer the grievance to the chair of the College Grievance Committee.
 - c. The grievance chair shall attempt to find a mutually satisfying solution by working with both the student and the faculty/administrator involved within seven working days (when classes are in session) of receiving the grievance.
 - d. If the grievance chair is unable to mediate a satisfactory solution, he/she shall request in writing that the faculty/administrator involved submit a written response to the student's grievance.
 - e. The response is to be received by the grievance chair within seven working days of the request (when classes are in session).
 - f. The grievance chair shall convene the student grievance committee within ten working days (when classes are in session) of receiving a written response from the faculty/ administrator involved.
2. Determination Grievance is Not an Issue of Substance
 - a. If within seven working days (when classes are in session) after receiving the grievance, the division/department chair decides that the grievance does not represent an issue of substance covered by these procedures, he/she shall so inform the student in writing with reasons.
 - b. The student may appeal (except in cases in which the provost or designee has rendered the decision) the division/department chair's decision of no substance to the Dean/director in writing within ten working days (when classes are in session) of receipt of the division/department chair's decision.



- c. The decision of the Dean/director shall be submitted in writing within ten working days (when classes are in session) to the provost (or designee), the chairperson, and the student.
- d. The student may appeal the Dean/director's decision to the provost (or designee) in writing within ten working days (when classes are in session) of receipt of the college dean/director's decision.
- e. The decision of the Provost (or designee) shall be provided in writing within ten working days (when classes are in session) and is final and binding.

E. Composition and Election of College Grievance Committee Members

1. Grievance committee faculty members must agree to serve and be elected by the college faculty at the start of the academic year.
2. Grievance committee student members shall be appointed by each college as needed.
3. The College Grievance Committee shall have four tenured faculty members from the two divisions or at least two of the departments, as defined by the college structure, and two students. In the event that there are not four tenured faculty members available to serve from that college, faculty from another college may be elected. There should be four faculty alternates and two student alternates in case a quorum cannot be achieved, or if a member of the committee must be excused. The committee should elect the chair.
4. The term of the members shall be one academic year. Members may be re-elected for subsequent years.

F. College Grievance Committee/Grievance Hearing Guidelines

1. Responsibility for establishing the validity of the grievance shall be upon the student.
2. The hearing will be conducted by the chair of the grievance committee.
3. The student or faculty member may have one advisor of his/her choice present during the hearing. However, the advisor shall not participate in the grievance hearing in any way, including, but not limited to asking or responding to questions, making arguments, or presenting witnesses or evidence, and may only advise the grievant or faculty member. If the advisor who will attend the hearing is an attorney, the grievant must notify the chair and dean of that fact a minimum of five calendar days prior to the hearing. The hearing shall be closed, except when both parties agree that it should be open.
4. The grievance chair shall keep a written record of the hearing, which shall include:
 - a. The names of those present;
 - b. A copy of any evidence (records, written testimony, duplicated materials, etc.) that is introduced; and
 - c. A record of the final recommendation of the committee and its rationale.
5. The hearing shall be conducted so that all parties to the dispute have an opportunity to present their views and to rebut those of others.
6. Both grievant and respondent must have the opportunity to address the committee.



G. Recommendation(s) of the Grievance Committee

1. The committee shall make no final recommendation and no testimony heard unless a majority of voting members are present.
2. All final recommendations shall require the agreement of a simple majority of voting members present at the hearing.
3. The final recommendation of the collegial Grievance Committee shall include:
 - a. A statement concerning the validity of the alleged grievance;
 - b. A recommendation for resolving the grievance.
4. Recommendations of the collegial Grievance Committee concerning both the finding relevant to the dispute and the suggested remedy shall be submitted to the division/department chair.

H. Division/Department Chair's Role Following Committee's Recommendation

1. The division/department chair may affirm, reverse, or ask the committee to reconsider its recommendations.
2. The division/department chair may also request further information from the principals in the dispute in rendering a decision.
3. The division/department chair will render a written decision to the grievant within ten working days (when classes are in session) of receipt of final documentation from the Grievance Committee

I. Appeal of the Division/Department Chair's Decision

1. If the decision by the division/department chair is unsatisfactory to the grievant, the grievant may request a review by the dean.
2. The grievant's request must be made in writing within ten working days (when classes are in session) of receipt of the division/department chair's decision.
3. The Dean will submit a written decision within ten working days (when classes are in session) of receipt of the request to the grievant and the chairperson. (If the respondent is a division/department chair, the collegial dean will assume the functions of the division/department chair stated above. In this instance, appeals to the decisions of the Dean shall be made to the Provost or designee.)
4. The student may appeal this decision to the Provost in writing no later than ten working days (when classes are in session) of receipt of the college Dean's decision.
5. The decision of the provost (or designee) shall be provided in writing within ten working days (when classes are in session) and is final and binding.
6. If the respondent is a Dean, the Provost or designee will assume the functions of the division/department chair specified in the preceding section H. 1 through 3 above. In this instance, the University Academic Grievance Committee assumes the role of the collegial grievance committee.
7. Recommendations from the University Academic Grievance Committee are submitted directly to the provost/or designee whose decision is final and binding.

V. Nonacademic Grievances:



A. Discrimination and Sexual Harassment

1. Discrimination complaints based on race, color, national origin, religion, gender, ancestry, age, sexual orientation, marital status, disability, citizenship, unfavorable discharge from military service, or veteran status, may be filed with the Director of Human Resources.
2. Sexual Harassment in higher education (in accordance with the Illinois Human Rights Act) means any unwelcome sexual advances or requests for sexual favors made by a higher education representative to a student, or any conduct of a sexual nature exhibited by a higher education representative toward a student, when such conduct has the purpose of creating an intimidating, hostile, or offensive educational environment. Students may file a complaint in accordance with Policy 52, "Anti-Discrimination and Harassment Policy and Compliance Procedures." A copy of Policy 52 is available on the Provost's website.

B. Other Non-academic Issues/Complaints

Regarding other non-academic issues/complaints not covered above, students may file a written complaint with the Dean of Students or his/her designee.

1. Filing a Complaint: To file a complaint the student must submit a written statement to the Dean of Students or his/her designee within thirty calendar days of the date of occurrence. The written complaint must state the reasons for the grievance and the remedy that is sought.
2. Request for Extension of Filing a Grievance: The student may request an extension of the thirty-day time period in which a complaint must be filed. This request, with rationale, must be in writing to the division/department chairperson prior to the end of the thirty-day period.
3. Determination of Complaints:
 - a. Upon receipt of the complaint, the Dean of Students or his/her designee has seven working days to determine if the grievance has substance.
 - b. Determination that the Complaint has No Substance:
 - i. If within seven working days (when classes are in session) after receiving the grievance, the Dean of Students or his/her designee decides that the complaint does not have substance covered by these procedures, he/she shall so inform the student in writing with reasons.
 - ii. The decision of the Dean of Students or his/her designee shall be submitted in writing to the provost (or designee) and the student by certified mail (return receipt requested).
 - iii. The student may appeal the Dean of Students or his/her designee's decision to the provost (or designee) in writing within ten working days (when classes are in session) of receipt of the dean's decision.
 - iv. The decision of the provost (or designee) shall be provided in writing within ten working days (when classes are in session) and is final and binding.
 - c. Determination that the Complaint has Substance:



- i. Within seven working days (when classes are in session) after receiving the complaint and upon determining it has substance Dean of Students or his/her designee shall attempt to find a mutually satisfying solution by working with the student within ten working days (when classes are in session) of receiving the grievance.
- ii. If the Dean of Students or his/her designee is unable to mediate a satisfactory solution, he/she shall review the facts and make a decision regarding the student's complaint.
- iii. The decision of the Dean of Students or his/her designee shall be submitted in writing within seven days of the request (when classes are in session) to the Provost (or designee) and the student.
- iv. The student may appeal the Dean of Students or his/her designee's decision to the Provost (or designee) in writing within ten working days (when classes are in session) of receipt of the dean's decision.
- v. The decision of the Provost (or designee) shall be provided in writing within ten working days (when classes are in session) and is final and binding.

Effective July 24, 1980

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