

ACADEMIC PERFORMANCE AND PROFESSIONAL CONDUCT POLICIES

Satisfactory Academic Progress

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Students enrolled in programs (degree, licensure, endorsement, certificate) must maintain a B average (3.0). Any student receiving a course grade lower than C-, a course grade of NC, or two course grades lower than B- will not be considered to be making satisfactory progress. Students who do not meet the standards for satisfactory academic progress will be immediately dismissed from their programs and notified of this action.

Minimum Passing Grade

The grade of B- is the lowest grade that carries graduate credit. Courses receiving grades lower than B- will not carry graduate credit, but will be included in the student's cumulative G.P.A. A student receiving a grade below B- in a required course must repeat the course and earn a passing grade. A student receiving a grade below B- in an elective course must repeat that course, or choose another elective, and earn a passing grade. Failing to earn a grade of B- or above in a required or elective course may impede a student's ability to move forward in other courses or experiences required for program completion.

Academic Performance Review Policy

Students are expected to meet the standards for academic performance as these are described in the appropriate department or program handbook. All students are responsible for reviewing and understanding these standards upon admission to their program of study. In cases where there is a concern that a student is not meeting academic performance standards in the program, program directors may initiate an Academic Performance Review process. Questions about academic performance may include whether a student has met the requirements or prerequisites for moving forward in the program; whether a student is ready/able to perform successfully in a practicum, internship, or other field experience; and whether the student has demonstrated the knowledge, skills, and dispositions for success in the profession. The process for conducting an Academic Performance Review is given below.

Professional Conduct Review Policy

Students are expected to meet the standards for professional conduct as these are described in the appropriate department or program handbook. All students are responsible for reviewing and understanding these standards upon admission to their program of study. The following information provides an overview of the expectations and policies related to student conduct and the student conduct review process for all students in the Graduate School of Education and Counseling. Students are also responsible for reviewing and understanding Lewis & Clark's student conduct policies, which can be found in the Navigator Student Handbook (http://www.lclark.edu/graduate/student_life/handbook/college_policies/).

Standards for professional conduct and academic integrity are rooted in the fundamental values of honesty, tolerance, respect, fairness, and the collective pursuit of knowledge. Academic dishonesty or cheating involves the use of any method or technique enabling a student to

misrepresent the quality or source of their academic study, scholarship, or field practice. Academic dishonesty with respect to written or other types of assignments includes, but is not limited to: failure to acknowledge the ideas or words of another that have consciously been taken from a source, published or unpublished; placing one's name on papers, reports, or other documents that are the work of another individual, whether published or unpublished; flagrant misuse of the assistance provided by another in the process of completing academic work; submission of the same paper or project for separate courses without prior authorization by the faculty in both courses; fabrication or alteration of data; and knowingly facilitating the academic dishonesty of another. Academic dishonesty with respect to intellectual property includes but is not limited to theft, alteration, or destruction of the academic work of other members of the community, or of the educational resources, materials, or official documents of the institution.

Students in the Graduate School of Education and Counseling are also required to meet the standards of professional conduct appropriate to their field of study. While these standards differ in their details and are further specified in each program handbook, they share the same underlying values of honesty, tolerance, respect, fairness, and the collective pursuit of knowledge. In addition, professional conduct requires that students effectively respond to the particular demands of working in the fields of education and counseling. These include: understanding the appropriate nature and boundaries of relationships with students in PK-higher education, youth and adult clients, and peers in classes and field placements; fulfilling responsibilities to supervisors and mentors in field placements; working effectively with the faculty and staff of the graduate school; the use of constructive communication in problem solving; following the ethical and legal requirements of confidentiality; and being appropriately sensitive to the public perception of one's actions and activities, including through the use of social media. Each program will provide additional information regarding the standards of professional conduct in the appropriate field.

Acts of academic dishonesty and professional misconduct are contrary to the mission of Lewis & Clark and constitute a serious breach of trust and expectations for appropriate behavior among community members. When a student violates the requirements of academic integrity or professional conduct, and this breach cannot be effectively addressed through a prescribed course of action within the parameters of the class or field placement, dismissal may be considered. In certain situations where there is cause to believe the level of misconduct brings into question the personal qualities necessary to perform as a scholar or practice as a professional, dismissal from the program may be required. In addition, because each act of misconduct harms the entire community, all individuals—students, faculty, and staff members alike—are responsible for encouraging the integrity of others: by their own examples, by confronting individuals they observe committing dishonest acts, and/or by discussing such actions with a faculty member or dean. When any individual violates this community's standards, Lewis & Clark is committed as a community to take appropriate steps to maintain standards of academic integrity and professional conduct. The process for conducting a Professional Conduct Review is given below.

Academic Performance and Professional Conduct Reviews

All students should refer to the appropriate program handbook for additional information concerning program-specific procedures related to student conduct and academic performance. Students are encouraged to be receptive and responsive to the formative feedback they receive on their work and to be aware of the considerable advantages of working

through potential conduct issues when they are first identified. The following general guidelines apply to all students in the Graduate School of Education and Counseling and outline the process for conducting an Academic Performance Review (APR) or a Professional Conduct Review (PCR).

In the case of a concern about a student initiated by a faculty member, the course of action will be determined by the seriousness of the circumstances. Faculty are encouraged to work through concerns with students as a first step in resolving any conflict. If the faculty member's concern regarding the student's conduct or academic performance is sufficiently serious to merit more formal review and potential academic or disciplinary action, each program will have a process that includes the following steps:

1. A Student Professional Conduct Review or Academic Performance Review will be conducted in cases where significant concern has been expressed by a faculty member regarding a student's conduct or performance in the classroom, at a field site, or in interactions with peers, faculty, staff, or the public in any context.
2. The faculty member who has identified this concern will request a review in writing, outlining the nature and significance of the concern. The faculty member will describe prior feedback given to the student, where appropriate, and include any relevant documentation. This request will be submitted to the program director, and copies will be sent to the student, the student's advisor, and the department chair. The student will be informed of the policies outlined here and in the relevant program handbook. Students will be made aware, through these or other materials, of the possible outcomes of the review.
3. The program director will schedule a PCR or APR meeting to discuss the concerns raised by the faculty member. The program handbook will provide additional information about the required and discretionary participants in this meeting, but all review panels will include the following: the student, the student's advisor or designee, a faculty member who can present the details of the situation or concern, the program director, and a faculty member outside the student's program. The student may elect to bring one other person to support them; this person can be another student, a faculty member, or a professional from the student's field placement. The person invited to attend by the student is present for support and may not participate in the discussion. More than one meeting may be required to reach a final decision regarding the outcome of the review. This result will be communicated in writing to the student within three weeks of the meeting. If more than one meeting is required, the result will be communicated in writing within three weeks of the final meeting. If a student refuses to attend the review meeting, the panel will meet in their absence and will retain the authority to make decisions regarding the student's future in the program.
4. The possible outcomes of the review include: a written response from the student indicating their understanding of the concern and plan for resolving it; a written plan of assistance that outlines the actions to be taken by the student and the consequences for being unsuccessful in meeting its terms; approval of a leave from the program, pending specific actions taken to address the concerns raised in the student conduct review; and dismissal from the program. Each program handbook will provide additional information regarding the process of review. All written documentation submitted for the review and concerning its outcome will be retained in the student's file. Any decision to dismiss a student from a program will require the review and written approval of the department chair.
5. Students may submit a written appeal of the decision made by the review panel to the relevant department chair within two weeks of

the panel's decision. If no appeal is received during the two weeks following the review meeting, the recommendation of the panel will be considered accepted by the student. If an appeal is submitted, the department chair will provide written notification of a decision within two weeks of receiving it. Students may submit a written appeal of the department chair's decision to the dean of the graduate school within two weeks of receiving the department chair's notification. The dean of the graduate school will provide written notification of the decision regarding the appeal within three weeks of receiving it. The dean's decision is final.

Requirement to Report Change in Status

If at any time a student experiences a change in the status of information reported on the Personal and Professional Fitness form submitted as part of their application to the Graduate School, they are required to inform the Associate Dean of the Graduate School and the director(s) of their program in writing. This includes being arrested, charged, convicted, or granted conditional discharge by any court for any felony; any misdemeanor; or any major traffic violation (such as driving under the influence of intoxicants or drugs, reckless driving; fleeing from or attempting to elude a police officer; driving while your license is suspended, revoked, or used in violation of any license restriction; or failure to perform the duties of a driver or witness at an accident). This notification must be received within 10 days of the initial arrest or charge. Failure to comply with this policy may result in a Professional Conduct Review.

Advisors

The director of each graduate program is responsible for assigning advisors to students in that program. Advisors assist candidates in planning an official course of study and answer questions about the student's program.

Students are assigned a permanent advisor following admission to graduate study. Before admission, applicants may obtain information and advice in orientation meetings, from a program directors, from the appropriate chair, or from other faculty members.

Each candidate has the responsibility to develop an approved course of study with their advisor soon after being admitted; to stay informed about registration, course schedule changes, and deadlines; and to obtain approval for any changes to the approved course of study.

Requirements for Master's, Educational Specialist, or Doctoral Degrees

These steps apply for all degree concentrations:

1. Apply for and be granted admission to graduate study. Provide official degree-posted transcripts showing successful completion of an undergraduate degree (and graduate degree when applicable) from a regionally accredited institution in the United States or the foreign equivalent. All materials submitted in connection with application for admission become the property of Lewis & Clark.
2. Design a formal study program. Students must design a formal program of study with a graduate advisor soon after being admitted to degree status and before registering for further coursework.
3. Maintain ongoing contact with an advisor. Students should continue to consult their advisor throughout their program.
4. Complete the approved course of study. Programs of study for master's and educational specialist degrees must be completed within five years of matriculation. Students in the doctoral program

have a maximum of six years from the date of admission or three years from Advancement to Candidacy to complete their program.

5. Apply for degree. Students must complete the degree application according to the schedule outlined in the Graduation section (https://docs.lclark.edu/graduate/policyprocedures/registration/degree_candidacy/) of this catalog. Degree applications are completed online using WebAdvisor.

If progress is unsatisfactory, the student is notified by email and is required to meet with their advisor, program director, or department chair to determine appropriate action. Unsatisfactory performance at any time may require additional review with the possibility of dismissal.

Note: All courses applicable to the master's and educational specialist degrees must have been taken within five years prior to and/or five years following admission to the program.

Requirements for Licensure, Endorsement, and Certificate Programs

1. Apply for and be granted admission to the graduate school. All materials submitted in connection with application for admission become the property of Lewis & Clark.
2. Design a formal program of study. Students must design a formal program of study with a graduate advisor soon after being admitted and before registering for further coursework.
3. Maintain ongoing contact with an advisor. Students should continue to consult their advisor throughout their program of study.
4. Complete the approved course of study. Programs of study for licensure, endorsements, and certificates* must be completed within five years of matriculation, except the Professional Administrator License program, which must be completed within nine years of matriculation. This includes required subject-area tests if the student intends to apply to the Oregon Teacher Standards and Practices Commission (TSPC) for a license or endorsement.

*In order to earn a certificate, all required courses must be completed at the same academic level (e.g., at the degree-applicable level with 500-, 700-, and 900-numbered courses or non-degree applicable/continuing education level with 800-numbered courses). Note that some certificate courses are offered at more than one level, in which case students must choose at which level to take all courses; in some cases, certificate courses are offered at only one level, in which case no choice is available.

If progress toward completion of the program is unsatisfactory (see definition of Satisfactory Academic Progress, above), the student is notified by email and is required to meet with their advisor, program director, or department chair to determine appropriate action. Unsatisfactory performance at any time may require additional review with the possibility of dismissal.

Obtaining Professional Licenses or Endorsements

Our programs give students the academic preparation they need for a variety of professional licenses, and we may recommend students to licensing boards upon successful completion of a program. Licenses are issued by independent professional organizations.

Once counseling and therapy students have completed their program of study at Lewis & Clark, they may need to complete additional work (such as internship hours) for licensure eligibility. Counseling and therapy students should check with the appropriate professional organization or agency (such as the Oregon Board of Licensed Professional Counselors and Therapists). Students may then apply for the license, certificate,

or endorsement through the appropriate professional organization or agency.

Once students in teacher education, educational administration, school counseling, and school psychology programs have completed their program of study at Lewis & Clark, they should contact the office of K-12 Career and Licensing Services for information on applying to the Oregon Teacher Standards and Practices Commission (TSPC) for a license or endorsement: www.lclark.edu/graduate/career_and_licensing/k-12. (http://www.lclark.edu/graduate/career_and_licensing/k-12/)

Modification of Academic Requirements

Students who seek modification of academic requirements may petition the graduate school. Before submitting a petition, the student should meet with their advisor to consider ways of fulfilling the requirement without the need for a special petition. A petition form is available from the graduate registrar's office.

Assessment of Student Learning

The Graduate School of Education and Counseling is committed to providing quality education and to assuring that students gain the knowledge and skills necessary to be successful after they graduate. Assessments of student learning provide the information needed to make improvements in program structure, course content, and pedagogy. The assessment process requires the ongoing collection of information from students at the classroom, department, and institution levels. For example, students may be asked to submit samples of their coursework, participate in focus groups, or complete questionnaires assessing the quality of academic services. In addition, graduates may also be asked to participate in focus groups and/or complete surveys assessing the quality of academic services or levels of program satisfaction while enrolled. These activities, and the information they provide, help the graduate school determine the extent to which students and graduates demonstrate competency in their professional fields.

Our unit assessment system contains the following common elements:

1. Student learning outcomes for graduate programs are clearly communicated and assessed using fair and unbiased instruments.
2. Faculty and others use assessment information for the purpose of program improvement.
3. Information about assessment systems and student learning outcomes are reported to designated stakeholders, including the Lewis & Clark College Board of Trustees, the Oregon Teachers and Standards Practice Commission, the Lewis & Clark Education Consortium, and appropriate national accreditation organizations.
4. Aggregate performance data will not include personally identifying information and student names will be removed from all samples of student work.
5. In recognition of the evolutionary nature of accountability and assessment processes, the Graduate School of Education and Counseling acknowledges that changes in the assessment system will occur over time. The Graduate School of Education and Counseling will make reasonable efforts to inform students and other stakeholders of these modifications. In no case will changes in the assessment system alter the institution's commitment to preserving the confidentiality of individual student performance data.
6. The Graduate School of Education and Counseling and its departments conduct satisfaction and other types of surveys before and after students graduate. Students and alumni are strongly encouraged to respond to these surveys so that the information may

be used to improve our programs and the education of our future students.