East Carolina University

COUNSELOR AND ADULT EDUCATION
PROFESSIONAL PERFORMANCE REVIEW POLICY
(CAEP)R)

Rationale: In addition to meeting the academic standards set forth by the Counselor and Adult Education programs, students are expected to conduct themselves in an ethical, responsible and professional manner. They must be knowledgeable of and at all times adhere to the general standards of professional ethics and practice set forth by the professional organizations relevant to their training and degree.

For Counselor Education Students: Students must adhere to the standards of professional ethics and practice set forth by the American Counseling Association (ACA) as well as the additional standards set forth for counseling practice in specific settings (e.g., the American School Counselors Association, the International Association of Marriage and Family Counselors, Association for Specialists in Group Work, etc.). The general and specific ACA standards for ethical practice are listed on the ACA web site at http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx.

For Adult Education Students: Students must adhere to the standards of professional ethics and practice set forth by the Academy of Human Resource Development (AHRD). The AHRD Standards on Ethics and Integrity can be found at this web site: http://www.ahrd.org/mc/page.do?sitePageId=56727&orgId=ahrd

Upon beginning their academic program, students are directed to review these standards and seek any clarification needed from their respective advisors.

As future professional counselors and both current and future adult educators, the faculty expects students to be concerned about other people, to be stable and psychologically well-adjusted (personally and professionally), to be capable of effective interpersonal relationships, to be able to receive feedback willingly, and to give feedback constructively. Further, students are expected to behave generally in a manner that demonstrates fitness for a role in the adult education and counseling professions. Finally, we expect students to be committed to continued personal growth and professional development and to demonstrate that commitment through self-reflection and responsiveness to supervision in all activities related to their degree program. The faculty believes that it is ethically imperative that counselors and adult educators be willing to do in their own lives what they ask their clients, students and stakeholders to do in their lives.

For all the reasons cited above, the faculty will annually monitor not only students' academic progress but also selected personal characteristics and competencies that will affect their professional performance in the field. Students who are deemed in need of remediation by the faculty will be subject to a Counselor and Adult Education Professional Performance Review (CAEP). The purpose of this monitoring and review
The process is to ensure that all graduates of ECU Counselor and Adult Education Programs possess personal and professional characteristics that contribute to their professionalism and/or helping capacity and do not in anyway inhibit their professionalism and/or helping capacity.

The Professional Performance Standards as Reflected by the Counselor and Adult Education Professional Performance Review (CAEPPR):

Students’ fulfillment of eleven Professional Performance Standards will be reviewed by individual faculty during each class and at the conclusion of each semester by the combined Counselor and Adult Education faculty. The Standards include:

1. Openness to new ideas
2. Flexibility
3. Cooperativeness with others
4. Willingness to accept and use feedback
5. Awareness of own impact on others
6. Ability to deal with conflict
7. Ability to accept personal responsibility
8. Ability to express feelings effectively and appropriately
9. Attention to ethical and legal considerations
10. Initiative and motivation
11. Adequate achievement of student learning outcomes and competencies

Each Professional Performance Standard is rated on a scale of 1 (Unsatisfactory) to 5 (Satisfactory). Criteria for each standard is further described in the Criteria for Professional Performance Standards Evaluation (Appendix A).

The Professional Performance Review Process:

At the end of each semester, Counselor and Adult Education (“COAD”) faculty will convene to engage in the professional performance review process. Each current student’s name will be introduced and faculty will share any concerns relevant to the professional performance review process. If faculty members do not present specific concerns for a student, it will be deemed that the student is functioning at a level 5, indicating that the faculty believe the student’s performance has been developmentally-appropriate for practice in a professional setting.

However, if more than one faculty member presents professional performance concerns regarding a student or if one faculty member shares multiple concerns of any significance or a single concern involving student conduct that could be illegal, unethical or believed to indicate the student could pose a threat to the well-being of the student or others, then the faculty as a whole will review these concerns and discuss the appropriate recourse.

If the faculty come to the consensus that the presented concerns render the student’s professional performance to be a level 3 or below on the Counselor and Adult Education
Professional Performance Review (CAEPPR), the student’s advisor will note these concerns and specific strategies for remediation using the CAEPPR. Students receiving a rating of 3 or below on one or more of the Professional Performance standards will be considered deficient in professional performance and subject to the following procedure:

1. The concerns presented by the issuing faculty member(s) and the strategies for improvement developed by the faculty review team will be shared with the student in a meeting with his/her advisor and the issuing faculty member(s). The student, the issuing faculty member(s) and the student’s advisor will meet to discuss the Professional Performance concern(s). The student will be presented with a CAEPPR Semester Review Report (Appendix B), on which will be listed the deficient rating(s), the explanation for the ratings of the issuing faculty member(s), and descriptions of remedial actions that will be required. Next, a specific plan and schedule for implementing the needed remedial actions will be determined. Within two working days of this meeting, the issuing faculty member(s) will develop a final draft of the CAEPPR Semester Review Report and provide a copy to the student for review and signature. Signatures of the issuing faculty member(s), the student and the student’s advisor will verify their understanding of the concerns, the required remedial actions, and the schedule for completing them. The student, the student’s advisor and issuing faculty member(s) will retain copies of the signed CAEPPR Semester Review Report. The student will be given the opportunity to improve to a level 3.5 or better over the course of one semester.

2. At the end of the semester, the student’s progress will be reviewed and noted by faculty participating in the CAEPPR semester meeting.
   a. If the improvement has been significant and the student has progressed to a level 3.5 or better on the review components, his/her advisor, the issuing faculty member(s) and the student will convene and progress will be discussed and the student will be commended on his/her efforts.
   b. If the student is still evidencing professional performance concerns by scores of 3 or below on the CAEPPR, additional remediation strategies will be suggested by the COAD faculty, and will be shared with the student in a meeting with his/her advisor and the issuing faculty member(s).
      i. The student will be given one month to evidence improvement to a level of 3.5 or better.
      ii. At the end of that month, the advisor and issuing faculty member(s) (hereafter this group will be referred to as the team) will reconvene and if the student has improved to a level 3.5 or better, will note it on the review.
      iii. If the student has not improved to a 3.5 or better, the team will draft a statement to be sent to the department chair and dean regarding the team’s position concerning the student’s continuance in the program, including if appropriate any further recommended remediation or the team’s recommendation that the student be dismissed from the program.
iv. Final decisions regarding the student’s continuance in the program will be made by the Dean of the College of Education with consideration of recommendations made by the Counselor and Adult Education faculty and department chair.

Additional Notes Concerning the CAEPPR Process:
1. If a student receives more than one CAEPPR Semester Review Report during his/her Program of Study, he/she will be required to meet with the issuing faculty member(s) and his or her academic advisor in accordance with the procedure described in #2a above. Depending upon the nature of new performance concerns, the issuing faculty member(s) and academic advisor will consult the COAD faculty regarding the development of additional remedial strategies and/or evaluation of the student's fitness for continuation in the Program. As in #2a above, copies of any additional or revised CAEPPR Semester Review Reports will be retained by the student, the issuing faculty, and the academic advisor.

2. Faculty will initiate the Counselor and Adult Education Professional Performance Review at any time for students who knowingly engage in illegal or unethical activities or for students whose professional performance is deemed to present an immediate threat to the well being of others. In such cases or in the event a student does not cooperate in the review process (e.g., fails to attend a meeting with an advisor to review a CAEPPR report), the COAD faculty may recommend discontinuation in the Program without opportunity for student remediation.

3. Note: All Faculty recommendations for denial of a student's continuance in the Counseling Program or Adult Education Program will be forwarded to (and will be the ultimate decision of) the Dean of the College of Education.