

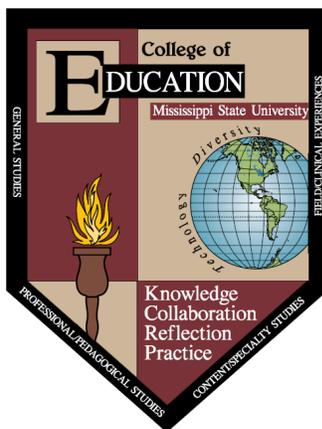
MISSISSIPPI STATE UNIVERSITY  
COLLEGE OF EDUCATION

DEPARTMENT OF COUNSELING AND EDUCATIONAL PSYCHOLOGY  
COURSE SYLLABUS

<b>Course Number:</b>	HED 8113
<b>Course Title:</b>	Administration of Student Personnel Services in Higher Education
<b>Credit Hours:</b>	3 credit hours
<b>Course Type:</b>	Lecture

**Course Description:** This is a capstone course designed to acquaint students with an overview of the intricacies involved in the administration and management of student affairs. The overarching objective for each student in this course is to learn to use research and theory to address the issues and challenges of student affairs administration. We will strive to facilitate achievement of this objective by emphasizing the practical applications of theory and research through work on real and simulated problems in student affairs.

**College of Education Conceptual Framework:**



The faculty in the College of Education at Mississippi State University are committed to assuring the success of students and graduates by providing superior learning opportunities that are continually improved as society, schools, and technology change. The organizing theme for the conceptual framework for the College of Education at Mississippi State University is educational professionals - dedicated to continual improvement of all students' educational experiences. The beliefs that guide program development are as follows:

1. **KNOWLEDGE** - Educational professionals must have a deep understanding of the organizing concepts, processes, and attitudes that comprise their chosen disciplinary knowledge base, the pedagogical knowledge base, and the pedagogical content knowledge base. They must also know how to complement these knowledge bases with the appropriate use of technology.
2. **COLLABORATION** - Educational professionals must continually seek opportunities to work together, learn from one another, forge partnerships, and assume positions of responsibility.

3. **REFLECTION** - Educational professionals must be willing to assess their own strengths and weaknesses through reflection. They must also possess the skills, behaviors, and attitudes necessary to learn, change, and grow as life-long learners.

4. **PRACTICE** - Educational professionals must have a rich repertoire of research-based strategies for instruction, assessment, and the use of technologies. They must be able to focus that array of skills on promoting authentic learning by all students or clients, while exhibiting an appreciation and commitment to the value and role of diversity.

### **Counseling Programs Mission Statement:**

The mission of the counseling programs is the development of students who can practice in a variety of professional settings including K-12 schools, institutions of higher education, clinical mental health settings, college counseling centers, and rehabilitation counseling settings. The faculty is committed to preparing graduate students who have solid theoretical knowledge, appropriate clinical skills, and an understanding of the scientist-practitioner model of working with individuals. Graduates are expected to contribute substantially to the improvement of the lives of individuals in our changing, technologically complex, and increasingly diverse society and to promote and conduct research designed to improve and advance the counseling profession.

### **Student Learning Outcomes/Course Objectives:**

Students participating fully in the course will:

1. Develop a more complex understanding of student affairs in higher education and apply knowledge of issues that affect student affairs practice (e.g. public policy, finance, governance, cultural contexts, international education, global understanding). (CACREP SACC: B.4; CFPO# 1, 3, 11, 13, 14).
2. Understand the operation of selected functional areas and settings within student affairs such as practices of leadership, organizational behavior and management, fundraising, program development, and planning and evaluation (CACREP SACC: A.4; CFPO# 1, 10, 11, 14). Know professional student affairs organizations, preparation standards, and the credentials relevant to the practice of student affairs (CACREP SACC: A.5).
3. Understand organizational, management, and leadership theory and practice. (CACREP SACC: A.8).
4. Understand strategies and leadership required for services encompassed by college student development in postsecondary education such as admissions, financial aid, academic advising, judicial services, recreational sports, disability services, international student affairs, and health education and wellness. (CACREP SACC: A.9).
5. Be familiar with the concepts of organizational culture, budgeting and finance, and personnel practices in higher education. (CACREP SACC: A.10).
6. Identify and understand crisis management advances within the profession including the impact of crises, disasters, and other trauma causing events on those within the postsecondary education community. (CACREP SACC: A.11; CFPO# 7, 14).
7. Demonstrate an understanding of leadership, organization, and management practices that help institutions accomplish their missions. (CACREP SACC: B.5).

8. Understand the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and efficacy in higher education. (CACREP SACC: E.6).
9. Participate in the design, implementation, management, and evaluation of student affairs programs, and will be aware of various systems and environmental contexts that effect participants. (CACREP SACC: B.6).
10. Advocate for policies, programs, and services that are equitable and responsive to the unique needs of postsecondary students. (CACREP SACC: F.6).

\*References to CFPO (Conceptual Framework Program Outcomes) numbers are based on the Mississippi State University College of Education Advanced Graduate Program Conceptual Framework.

\*References to CACREP (Council for Accreditation of Counseling and Related Educational Programs) refer to the CACREP Standards for Student Affairs and College Counseling programs.

### **Topics to Be Covered:**

Let's Build an Institution! Staff Assignments  
 History & Foundations of Student Affairs Linking Theory to Practice  
 Governance & Student Affairs Analyzing a Case  
 Administrative Environment of Student Affairs  
 Building Relationships Development/Fundraising  
 Working with People Supervision & Diversity  
 Management Budgeting  
 Management Accountability & Programming  
 Essential Skills Assessment  
 Technology & Crisis Management  
 Legal Matters & Ethics  
 Becoming Successful Student Affairs Administrators

### **Required Text(s):**

McClellan, G. S., Stringer, J. & Associates. (2009). *The handbook of student affairs administration* (3rd Ed.). San Francisco, CA: Jossey-Bass.

Stage, F. K., & Hubbard, S. M. (2012). *Linking theory to practice: Case studies for working with college students*. New York, NY: Routledge.

**\*\* NOTE:** Students will also be expected to read other assigned readings and supplemental materials as directed by the professor.

### **Recommended Text(s):**

American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th Ed.) Washington, D.C.: Author.

### **Methods of Instruction:**

Lecture/Case Study

## **Student Activities/Course Requirements:**

### ***Course Structure***

From a practical perspective, good professionals in student affairs administration are confident decision makers who bring expertise for resolving issues that are common in the field and astute critical thinking skills to help understand unique or complex issues. As a capstone course, this class will combine new knowledge with knowledge you have gained throughout your studies to solve real world scenarios. As you are well aware from your own administrative experiences to this point in time, real world issues and problems are part of everyday life in student affairs administration and solutions to these scenarios are rarely clear cut. To strengthen your decision making capacity and your confidence in administrative problem solving, this class is designed as an immersive role-play where YOU take the lead.

On the first day of class, we will collaboratively create a college or university campus that will become our professional home for the remainder of the semester. I will be named your Chief Student Affairs Officer (CSAO) while each of you will take on the role of a Director who reports to the CSAO. Thereafter, each class will serve as our weekly staff meeting. As such, the term “meeting” will be used in place of the word “class” throughout the syllabus. The course assignments are all designed to mirror policies, procedures, and initiatives you will be asked to employ in your careers as student affairs administrators. Please be aware that although this course has a unique structure the same rules apply in terms of course requirements, assignments, and evaluation.

Please note that this exercise is intensive and requires full commitment by all of its participants. However, the more you put into making this exercise successful, the more you will gain in the way of professional competence as you prepare for taking on full-time administrative roles post-graduation.

### ***Course Assignments***

#### **1. Professional Presence (8 points).**

Department Heads are expected to establish a professional presence in my Division of Student Affairs. Professional Presence involves attending staff meetings consistently, showing up on time, demonstrating professionalism, and being prepared. Your overall professional presence grade will be based on the following qualities.

Attendance (2 points). Your attendance at every staff meeting is expected for the full duration of each meeting. Since the success of this exercise is tied to participation, each absence has the potential to negatively affect your grade regardless of the reason behind that absence. If you must miss a required staff meeting for personal or professional reasons, please inform the CSAO ahead of time with a plan of action for facilitating your responsibilities during class time. You are responsible for everything that is covered, distributed, or announced during this meeting. Additionally, on case study days absent Directors will be required to submit a full Case Study Analysis rather than a Case Study Brief.

Final grades are at the discretion of the CSAO. Directors who miss two (2) or more staff meetings risk earning a final grade no higher than a B.

Punctuality (2 points). As punctuality is essential in higher education administration it is also essential in our staff meetings. Directors who are late to two (2) or more staff meetings will lose points unless discussed with the CSAO.

Professional Demeanor (2 points). Institutions and different career paths in higher education all have different cultures with regards to professional expectations. The culture in many student affairs offices includes professional dress at the Director level. To simulate that expectation, all Directors are expected to attend staff meetings in business casual attire unless otherwise stated by the CSAO. Professional business attire is expected for final presentations. Additionally, please note that few real-world Student Affairs divisions escape the difficulties of challenging conversations, disagreement, and tense relationships. While respectful disagreements are acceptable, the goal of the class is to explore opportunities for consensus and collaboration. The CSAO reserves the right to meet with any Director who does not seem genuinely interested in meeting this objective to discuss future employment (i.e., grade) status.

Preparation (2 points). You are expected to complete all assigned readings **prior** to your arrival at each staff meeting and to participate in thoughtful and meaningful discussion during the meeting. It is important that you participate in staff meetings by sharing your thoughts and reactions to readings, case studies, current issues, and the like.

Grading overview for each dimension of Professional Presence:

0=Expectation Not Met  
1=Met Satisfactorily  
2=Met with Excellence

## **2. Staff Meeting Deliverables (SIGNATURE ASSIGNMENT) (39 points).**

(CACREP SACC: A.4, A.10, A.11, B.4, B.5, B.6; Student Learning Outcomes #1, 2, 5-7, 9).

As Directors, your job is to provide structure and vision for your Department, its personnel, and its work. One of the greatest opportunities, and the most challenging prospects, a student affairs administrator can face is being asked to build an office from the ground up. As CSAO, I want to reinvigorate the Division of Student Affairs by asking the Directors to comprehensively reimagine their Divisions. Therefore, week to week, each Director will be required to submit deliverables aimed at achieving a newly realized organizational structure for his/her Department. These include:

- Offer Letter/Employment Contract
- Departmental Webpage (On Blackboard Learn Wiki)
- Cultural Audit
- Mission Statement
- Director Job Description
- Organizational Chart/Brief Job Descriptions
- Goals and Objectives
- Diversity Initiative
- Budget

- Assessment Plan
- Crisis Management Plan
- Legal Issues Overview
- Professional Development Plan
- Final Report

Each deliverable must be added to our Blackboard Learn Wiki as part of the appropriate Departmental “web page” *no later than 5:00 p.m. on the day it is due.*

Grading overview for each Staff Meeting Deliverable:

0=Expectation Not Met  
 1=Met Marginally  
 2=Met Satisfactorily  
 3=Met with Excellence

Additional information about content expectations will be made available along with weekly instructions for each deliverable

### **3. Professional Development Hot Topics Overview (3 points).**

(CACREP SACC: B.4; Student Learning Outcome #1)

As a Director you are not only responsible for making decisions based on the latest information in your functional area, you are also responsible for aligning your office with the most current practices in your field. To do so, it is essential that you keep abreast of timely problems, current trends, and cutting edge ideas relevant to your work. From the day you sign on to your new position, you are expected to review resources on a weekly basis that will help you achieve this goal. *The Chronicle of Higher Education* is one recommended source for doing so, but professional magazines, popular press, and televised news stories may also provoke challenging reflections for different functional areas.

As your CSAO, I value professionals that aspire to the highest standards in student affairs administration in serving our students. I also believe in providing ongoing professional development for my mid-level managers. Therefore, each Director is assigned 15 minutes to present a Hot Topics Overview at one of the weekly staff meetings.

On the day you are assigned to present, you will be required to discuss a compelling issue that either challenges current practices or informs future practices in your functional area, raising implications for our Division of Student Affairs. Guidelines for this discussion include:

- A brief summary of the issue
- Your reaction to/opinion on the matter with a brief analysis of the implications this issue has for work in your office, our Division, or your functional area at large
- 1-2 questions you believe the issue raises for each of your fellow Directors

In addition to your 15 minute presentation, you must creatively incorporate your Hot Topic into your Departmental website on the Blackboard Learn Wiki.

Grading overview for Hot Topics presentation:

0=Expectation Not Met

1=Met Satisfactorily

2=Met with Excellence

Grading overview for Hot Topics website posting:

0=Expectation Not Completed

1=Expectation Completed

#### **4. Case Study Analysis (13 points).**

(CACREP SACC: A.4, A.8, A.9, B.4, B.5, E.6; Student Learning Outcomes #1-4, 7-8).

Critical thinking and decision making are essential skills for mid-level managers in Student Affairs. As CSAO, I recognize that Directors often learn best when given the opportunity to critically review the events happening directly on college campuses, both ours and other. In essence, the Case Studies are the tools we use to learn the art and science of our trade. Therefore, each Director will have the opportunity to analyze a case study one time throughout the semester per the date assigned on the staff meeting agenda. This is how it will work:

Each week, the entire staff will be required to read a case from Stage and Hubbard (2012). Depending on the week, you will have one or two responsibilities related to the case.

Responsibility 1: Case Study Analysis Report (*for Directors assigned to that case*)

- 1-2 Directors are identified on the staff meeting agenda as being responsible for that case;
- When assigned to a case, you must analyze the case in addition to reading it;
- Your analysis should be written in outline form following the “Case Study Steps in Analysis” drawn from Stage and Hubbard (2012);
- Your written analysis should be submitted to Blackboard Learn no later than 5:00 p.m. on the day of the relevant staff meeting;
- Following your written analysis, you will be responsible for presenting the case to the class and facilitating a conversation during the relevant staff meeting;

Responsibility 2: Case Study Brief (*for all other Directors NOT assigned to that case*)

- All other Directors are expected to read the case prior to the class;
- Rather than submitting a full analysis, you must submit a Case Study Brief;
- The Case Study Brief should include a succinct summary of the case from the perspective of your functional area;
- You may use bullet points, paragraphs, etc., but keep it to one page or less
- All Directors are expected to actively participate in the discussion of the case in relation to their functional areas. Special emphasis should be placed on seeking points of collaborative endeavor to resolve the concerns.

An example of an appropriate Case Study Analysis and Brief will be shared with the class before the first assignment is due.

Grading overview for Case Study Analysis Report and Presentation:

0=Expectation Not Met

1=Met Marginally

2=Met Satisfactorily

3=Met with Excellence

Grading overview for each Case Study Brief:

0=Expectation Not Completed

1=Expectation Completed

### **5. Formulation of Institutional Policy (SIGNATURE ASSIGNMENT) (32 points).**

(CACREP SACC: A.8, A.9, A.10, B.4, B.5, B.6, F.6; Student Learning Outcomes #1, 3-5, 7, 8, 10).

As Directors, you are responsible for creating policies that set boundaries around your work, guide constituents in various procedures, and define your role in the institution. The task of framing Student Affairs policies is often made more complex by the fact that they impact (and are impacted by) other student affairs offices, the Division and the institution as a whole. As CSAO, I need to know that you are up to the challenge. Therefore, I want each Director to analyze a policy formulation initiative at another institution related to his/her functional area as follows:

- Directors will research policies commonly related to their functional areas by examining the same office at Mississippi State University
- Speaking to MSU staff in the relevant office, each Director will then identify a policy being considered by the department or an issue they have identified as requiring a policy
- Your ultimate goal is to research the feasibility of the policy formulation initiative by consulting with MSU administrators and scholarly literature to get a better understanding of the social, political, legal and theoretical issues associated with the problem
- In accordance with the parameters listed below, each Director will be required to submit a Rough Outline of Policy Proposal on Blackboard Learn midway through the semester, as assigned on the staff meeting agenda
- Once approved by the CSAO, each Director will continue researching the feasibility of the policy to develop an oral presentation for the class and university guests. An additional 5 minutes will be afforded for questions/discussion. A one-page executive summary of the policy must accompany the presentation providing all information vital for making decisions about adopting the policy.
- A written report discussing the institutional policy in no more than 15 pages. The report must follow APA style and should include a minimum of 5 peer-reviewed journal articles dated no earlier than 2004.
- The format of the Final Policy Proposal Report is as follows.
  - a. Summary of the issue;
  - b. The history and social context of the problem (either in the larger context of higher education or at Mississippi State University);
  - c. The political considerations and possible ramifications of the policy or concern (both within the institution and with the public);

- d. The legal parameters, if any;
- e. The application of theory to the policy (student development, management, or organizational);
- f. Statement of the institution's present position and means of dealing with the issue;
- g. A concise statement of the proposed policy;
- h. Outline of the plan for implementing the policy;
- i. Projected consequences of adoption of the policy, especially budgetary implications, if any.

A grading rubric for this assignment will be provided during the semester

## **6. Professional Development Report (5 points).**

(CACREP SACC: A.5; Student Learning Outcome #3)

As CSAO, I want Directors who are active participants in regional and national organizations. Such professional development opportunities are vital in Student Affairs for staying current in our swiftly changing field, professional networking purposes, and increasing the visibility our institution. Accordingly, each Director is required to learn about student affairs through the lens of a regional or national association via its annual conference(s).

***Option A (for those able to attend a national/regional conference this semester)*** Upon attending the conference, you must participate in at least three sessions/workshops and submit a summary of your experience on Blackboard Learn. The summary should be no longer than 3 pages and must include details of your professional development experience including, what was learned about the association, “ah ha” experiences, and strategies for obtaining continued professional development specific to your functional area.

***Option B (for those not able to attend a national/regional conference this semester):*** If you cannot attend a conference this semester, identify a regional or national student affairs organization that posts its annual conference programs online (e.g., NASPA, ACPA). Review the programs for the past three years and identify themes related to the types of professional development opportunities offered by that organization. Provide a summary no longer than 3 pages describing in detail the professional development opportunities you could achieve through attending this conference, an overview of topics covered by the conference, and strategies for obtaining continued professional development specific to your functional area at this conference.

Grading overview for Professional Development Plan:

0=Did not perform task

1-2=Performed task with marginal and/or few insights

3-4=Performed task and reported results with satisfactory and/or some insights

5=Performed task and reported results with excellent and/or many insights

**Honor Code/Academic Misconduct:**

Mississippi State University has an approved Honor Code that applies to all students. The code is as follows: "As a Mississippi State University student I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do." Upon accepting admission to Mississippi State University, a student immediately assumes a commitment to uphold the Student Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Student Honor Code. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the MSU community from the requirements or the processes of the Student Honor Code. For additional information please visit: <http://www.honorcode.msstate.edu/>

**Technology:**

Each student at MSU has access to an individual e-mail account through the university e-mail system. All students are expected to activate this e-mail account and to check messages on a regular basis. Announcements and attachments as supplements to the textbook may be sent periodically to class members through Blackboard Learn. Students will be held responsible for accessing any e-mail or materials posted for this course. The e-mail and Blackboard Learn systems are also very helpful for maintaining communication between the instructor and students.

**Nondiscrimination Policy/Diversity:**

Mississippi State University does not discriminate on the basis of race, color, religion, national origin, sex, age, disability, or veteran status. Mississippi State University conforms to Title IX of the education amendments of 1972, section 503. The Department of Counseling and Educational Psychology's Counseling Program at Mississippi State University encourages the recruitment, acceptance, and enrollment of diverse individuals including students from traditionally underrepresented groups. Efforts are made to ensure that programs are diverse in terms of age, gender, ethnicity, race, sexual orientation, religion, socioeconomic status and disability. Members of underrepresented groups are strongly encouraged to seek admission in the Counseling Program. The Counseling program also seeks to engage in opportunities to retain and support a diverse and inclusive learning community.

**Disability Accommodations:**

Students who need special accommodations in class, as provided for by the American Disabilities Act, should arrange a confidential meeting with the instructor during office hours at the first two weeks of classes or as soon as possible if accommodations are needed immediately. All reasonable accommodations will be provided to ensure that special needs based on disabilities do not restrict a student's opportunity to learn and participate in the class. The course and its related materials will be 100% accessible during initial development. Written confirmation from the MSU Student Support Services Office (SSS) is required for accommodations during class session and during tests/exams. SSS office is located at 01

Montgomery Hall, telephone: (662)325-3335. For more information see:  
<http://www.sss.msstate.edu/disabilities/>

**Field Component:**

None

**Evaluation of Student Progress:**

**Grading Point Scale**

**Professional Presence**

**8 points**

- ⊕ (2 points) Attendance
- ⊕ (2 points) Punctuality
- ⊕ (2 points) Professional Demeanor
- ⊕ (2 points) Preparation

**Staff Meeting Deliverables**

**39 points**

- ⊕ (3 points) Offer Letter/Employment Contract
- ⊕ (3 points) Departmental Webpage (On Blackboard Learn Wiki)
- ⊕ (3 points) Cultural Audit
- ⊕ (3 points) Mission Statement
- ⊕ (3 points) Director Job Description
- ⊕ (3 points) Organizational Chart/Brief Job Descriptions
- ⊕ (3 points) Goals and Objectives
- ⊕ (3 points) Diversity Initiative
- ⊕ (3 points) Budget
- ⊕ (3 points) Assessment Plan
- ⊕ (3 points) Crisis Management Plan
- ⊕ (3 points) Legal Issues Overview
- ⊕ (3 points) Final Report

**Professional Development Hot Topics Overview 3 points**

- ⊕ (2 points) Presentation
- ⊕ (1 points) Webpage posting

**Case Study Analysis 13 points**

- ⊕ (7 points @ 1 point each) Case Study Analysis Briefs
- ⊕ (3 points) Case Study Analysis Report
- ⊕ (3 points) Case Study Presentation

**Formulation of Institutional Policy**

**32 points**

- ⊕ (2 points) Rough Overview of Policy Initiative
- ⊕ (10 points) Presentation
- ⊕ (20 points) Final Policy Analysis

## **Professional Development Report**

**5 points**  
**Total 100 points**

**Grade Determination:** A = 90 – 100 points

B = 80 – 89 points

C = 70 – 79 points

D = 60 – 69 points

F = 59 points and below

### ***Incomplete Grades***

A grade of “I” (Incomplete) may be submitted in lieu of a final grade when the student, because of illness, death in his or her immediate family, or similar circumstances beyond his or her control, is unable to complete the course requirements or to take final examinations). Graduate students who receive a grade of “I” must complete all work no later than the last day of class of the next semester (excluding summer) whether the student is enrolled or not. Failure of graduate students to remove an “I” grade during the specified time will result in an automatic grade of “F”. Once a grade of “I” has been converted to an “F” because of a student’s failure to complete the necessary course work or a lapse of the allowable time, no additional grade change will be allowed except under extreme circumstance(s) as recommended by the relevant deans and approved by the Provost and Executive Vice President.

### ***Cell Phone and Technology Policy***

In order to limit classroom disruptions, as well as to protect against academic misconduct, the use by students of cell phones, messaging devices and other electronic devices is prohibited in the classroom. (*Mississippi State University Academic Operating Procedure 10.08*).

Students who text message, talk on their telephones, answer their cell phones during class, or who appear to be engaged with their cell phones in the classroom will be dismissed from class. No exceptions. Students should not bring their laptops to class. Students who use their laptops in class will be dismissed from class.

### ***Department Retention Policy***

The Department of Counseling and Educational Psychology faculty endorse the American Counseling Association (ACA) and the American Psychological Association (APA) Code of Ethics that state that faculty members have a responsibility to dismiss students who are unable to render competent service due to academic or personal limitations. The faculty also recognizes their obligation: to assist students in obtaining remedial assistance as needed; to consult with colleagues and document their decision to refer students for assistance or to request that students be dismissed from the program; and also to assure that students have adequate recourse to address decisions made. For more information visit:  
[http://www.cep.msstate.edu/handbooks/pdf/2010\\_Graduate\\_Student\\_Handbook.pdf](http://www.cep.msstate.edu/handbooks/pdf/2010_Graduate_Student_Handbook.pdf)

## ***Academic Programs Standards Policy***

The Department of Counseling and Educational Psychology defines unsatisfactory performance in graduate level course work as a grade of U, D, or F in any course and/or more than two grades below a B. Failure of the master's comprehensive examination twice, failure of the written doctoral preliminary/comprehensive examination twice, oral doctoral preliminary/comprehensive examination twice, or failure of the doctoral dissertation defense twice also constitute unsatisfactory performance. Any of these or combination of these will result in termination of the student's graduate program in the department. For more information visit:  
[http://www.cep.msstate.edu/handbooks/pdf/2010\\_Graduate\\_Student\\_Handbook.pdf](http://www.cep.msstate.edu/handbooks/pdf/2010_Graduate_Student_Handbook.pdf)

### **Course Instructor Policies:**

#### ***Absences***

Members of the faculty evaluate student fitness and performance on an ongoing-basis. The faculty makes judgments as to students' fitness and performance based on observations of course performance, evaluations of students' performances in simulated practice situations, supervisors' evaluations of students' performances in clinical situations, and their adherence to their discipline's codes of ethics. A series of formal evaluations are conducted at key stages of the student's education such as at the end of each fall and spring semester and prior to enrollment in practicum and/or internship. In addition to reviewing students' academic performance, students' personal characteristics related to professionalism are evaluated using the Personal Characteristics Review Form (PCRF). Students with multiple absences are also evaluated to determine their continued success in the program.

#### ***Missed Exams***

There will be no makeup exams without instructor permission.

#### ***Missed Assignments***

All assignments are due at the beginning of class. Late assignments will not be accepted unless alternate arrangements have been made with the course instructor.

#### ***Written Assignment Policy***

Students are expected to adhere to the APA style guidelines (6th ed.) for all written assignments submitted. Papers are expected to be of professional quality including clear and concise language, free of any grammar and punctuation errors, and organized to flow. In addition, all work submitted should be the result of the student's own original efforts. All submitted assignments that do not meet these standards will be graded accordingly.