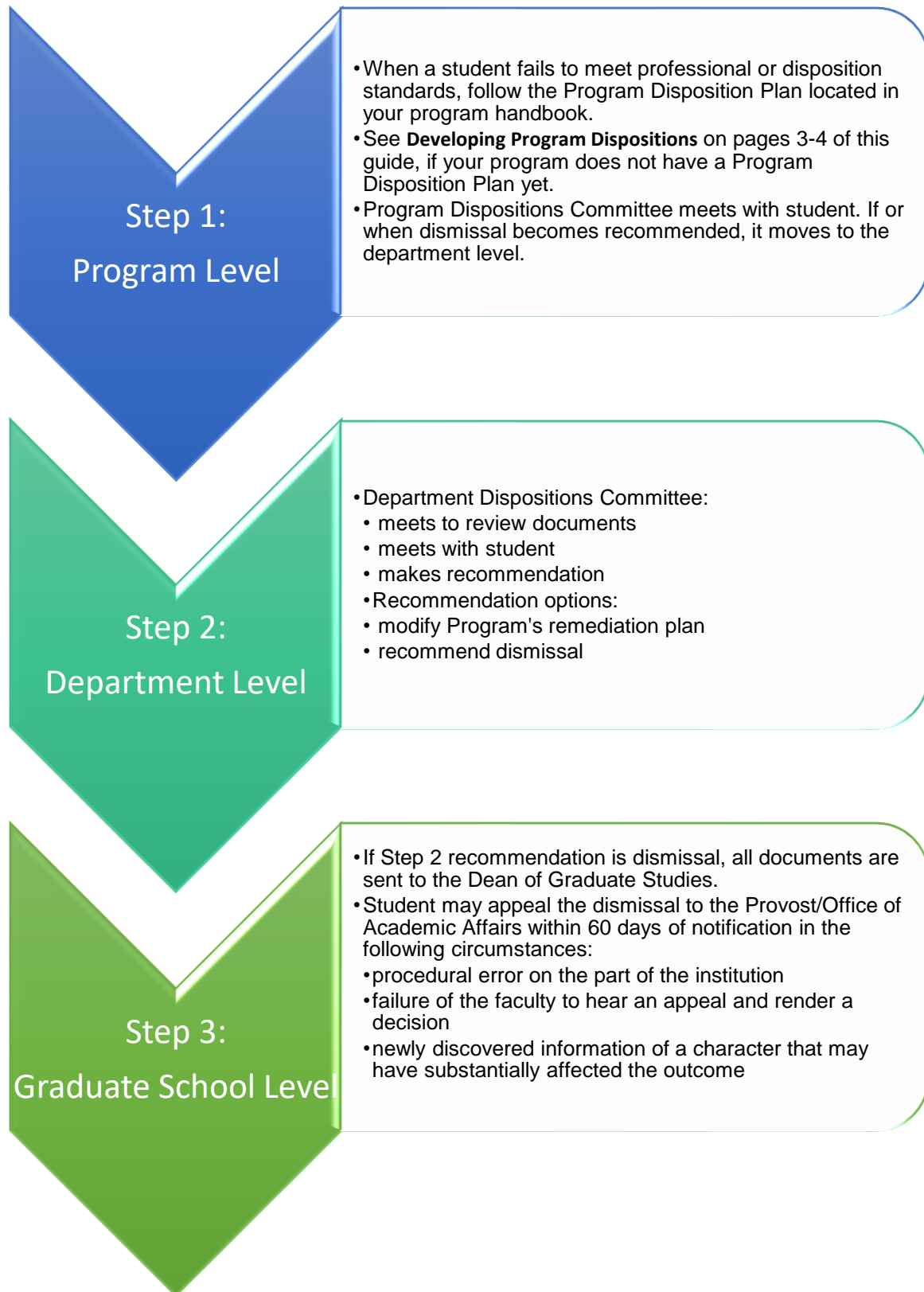


**St. Cloud State University’s Community Psychology, Counseling, and Family Therapy  
Graduate Program Disposition Development and Maintenance Guide**

Process Flow..... 2  
Developing Dispositions and a  
Dismissal Process..... 3  
CMHC Sample..... 6  
ABA Sample..... 15

## QUICK STEPS FOR DISPOSITION PLAN PROGRESSION

Full details on pages 3-5



Dispositions are defined as attitudes, values, beliefs, models of conduct and professional ethics demonstrated through both verbal and non-verbal interactions. Many professions require that both a set of knowledge and the ability to achieve certain dispositions be mastered prior to entering the field. Therefore, a student's failure to meet disposition standards can be problematic and should be addressed.

This guide was designed to help your program create a defensible and enforceable set of disposition standards and dismissal practices. Disposition expectations should be placed inside your program's handbook. It is recommended that each program have a mechanism in place to ensure students have read and understood the handbook.

The handbook should also include links to relevant SCSU policies and procedures. The following are recommended:

Academic Warning, Suspension, Probation, Dismissal  
<https://www5.stcloudstate.edu/Policies/SCSU/Viewer.aspx?id=139>

Assisting Students with University Policies and Procedures  
<https://www5.stcloudstate.edu/Policies/SCSU/Viewer.aspx?id=3>

### **Developing Program Dispositions:**

STEP 1: Create a program dispositions committee to include program faculty. May consist of entire roster or only a subset of the program faculty.

STEP 2: Identify several attitudes, values, beliefs, models of conduct and/or professional ethics students in your program should hold.

STEP 3: To maximally enforce dispositions, they must be linked to some field-specific standard. The written plan should include the connection between the dispositions established in Step 2 and the standards valued by your field or profession, such as with ethical guidelines, accreditation standards, or well-established expectations in the field that can be easily documented (e.g., via respected professional journals, websites of respected organizations).

STEP 4: Develop a written remediation plan to address deficient dispositions without compromising equal opportunity for students. The remediation plan must include available student support, such as counseling or coaching. Each program will need to determine what type of support will be provided and how it will be administered.

Programs are encouraged to build procedures into the remediation plan that leave open the possibility of removing students from a class if the disposition is relevant to that course (e.g.,

dispositional issues in internship). If a student is removed from course activities, alternative activities should be provided while the disposition process proceeds.

Suggestion: Use SMART goals to set a remediation plan:

<b>S</b>	<b>Specific</b>	What will the student do? What will the program do? (action items).
<b>M</b>	<b>Measurable</b>	How you will evaluate actions? (How much? How well? Etc.)
<b>A</b>	<b>Achievable</b>	Goals should be equivalent to the expectations for others in the program. Does the student have the knowledge, skills, resources, etc.?
<b>R</b>	<b>Relevant</b>	Must be based on a disposition behavior.
<b>T</b>	<b>Time-Based</b>	End date to have achieved the agreed upon outcome.

### **Developing a Dismissal Process:**

Dismissal from the program is a possible outcome when a student is unable to demonstrate required dispositions or competencies as outlined in the program handbook and other program materials. Following are dismissal steps to be implemented at the program, department, and graduate school levels:

#### PROGRAM LEVEL

Step 1: Program dispositions committee meets to determine which professional dispositions have not been met by the student. These criteria will serve as the basis of the dismissal/termination of graduate student status if this process results in that outcome.

Step 2: The student must be notified in writing that graduate faculty in their program have identified professional deficiencies that could lead to dismissal from the program. The student must be provided an opportunity to respond in person or in writing to the specific concerns identified. A time limit should be imposed (e.g., 2 weeks).

*Checkpoint: Did the student's response alleviate the concern? If so, the dismissal procedure should be stopped here*

Step 3: The program will schedule a meeting for the student with the graduate program coordinator/director, graduate faculty committee, or other representative committee of the graduate program faculty. The student may bring a consultant to any meeting in this process. Consultants must follow the policy on Assisting Students with University Procedures. Alternatively, a student may elect to respond to the concerns in writing rather than attend the in-person meeting. The program must consider the written response to the allegations in making a final recommendation.

Step 4: Following the meeting, or review of a written response, the graduate program dispositions committee will make a determination to retract the notification about deficiency concerns, provide a plan of remediation for the deficiency concerns, or move forward with the recommendation of dismissal/termination of graduate student status based on the disposition concerns identified in step 1. This decision will be made within 1 week.

Step 5: The program will notify the student, in writing, about the outcome in step 4.

- a. Outcome Option #1: Retract the notification – no further action
- b. Outcome Option #2: Provide a plan of remediation - outline the steps to achieve good standing with regard to the dispositions. Upon completion of remediation plan:
  - o Remediation successful – no further action
  - o Remediation not successful, dismissal recommended – proceed to step 6
- c. Outcome Option #3: Move forward with dismissal recommendation – proceed to step 6

#### DEPARTMENT LEVEL

Step 6: The dismissal process is moved to the department level. The department dispositions committee will review all documents pertaining to the dispositions offense and will meet with the student to determine whether sufficient efforts are present to allow the student to remain in the program or to proceed with the dismissal process. The decision will be given to the student within 1 week and the student will have 2 weeks to respond, either in writing or in person.

Step 7: Following are the possible department disposition committee responses:

- a. Outcome Option #1: If the decision by the department dispositions committee is to revise the remediation plan, the specific revisions will be provided to the program. The program will repeat step 5b with a revised remediation plan.
- b. Outcome Option #2: If decision is to recommend dismissal, the program coordinator/director will send a memo to School of Graduate Studies on behalf of the program graduate faculty. The recommendation to the Dean of Graduate Studies must be accompanied by the documentation from both the program and the student that was considered in making the recommendation.

#### GRADUATE SCHOOL LEVEL

Step 8: The Dean of Graduate Studies will review all documentation submitted by the department dispositions committee, make the final determination whether to dismiss, and notify the student of that decision.

Step 9: The student may appeal the dismissal to the Provost/Office of Academic Affairs within 60 days of notification in the following circumstances: procedural error on the part of the institution, failure of the faculty to hear an appeal and render a decision, or new or newly discovered information of a character that may have substantially affected the outcome.

## CMHC SAMPLE - STUDENT CONCERN FORM



CLINICAL MENTAL  
HEALTH COUNSELING  
ST. CLOUD STATE UNIVERSITY

### Counselor in Training: Counselor Development Concern Form (CIT-CF)

#### Clinical Mental Health Counseling: KEY PROFESSIONAL DISPOSITIONS

This referral assists Clinical Mental Health Counseling (CMHC) faculty with an assessment of students' key *professional dispositions* regarding the **6 benchmarks** of counselors in training student development within the CMHC program while providing students with ongoing feedback regarding their performance throughout the training program. It also helps academic leadership to engage in professional consultation regarding students who need to address any personal concerns that have the potential to affect professional competency.

- CACREP (2016) Standards, Section 4.F. Assessment of Students.
- ACA (2014) Code of Ethics, Section F.8.d. Addressing Personal Concerns.
- ACA (2014) Code of Ethics, Section F.9.a. Evaluation of Students.

#### Who Can Submit a Student Concern Form?

1. Student may self-report
2. Graduate student peer report (In compliance with both the ACA ethical decision-making model and the BBHT of MN reporting guidelines)
3. Community Members at large
4. Program faculty (including adjunct)
5. Internship Supervisor
6. SCSU employee (i.e. office manager or another staff member within the SCSU community at large)

#### INSTRUCTIONS:

1. Select the appropriate Benchmark of concern and
2. Select any/all boxes within the benchmark of concern(s) that best describe the student's identified behavior(s) of concern.
3. Provide a detailed description of the violation(s) after the selection of the benchmark in #2.

- Professionalism** (ACA, Section C)
- Relational** (ACA, Section C)
- Science** (ACA, Section G)
- Application** (ACA, Sections A, B and I)
- Education/Supervision** (ACA, Section F)
- Systems** (ACA, Section D)

**Counselor in Training (CIT)/Student Concern Name:** Click or tap here to enter text.

**Date:** Click or tap to enter a date.

**UNPLANNED LIFE EVENT(S) OR ONGOING LIFE STRESS**

**INSTRUCTIONS:** Click appropriate boxes describing the student’s reported unplanned life event(s) or ongoing life stress.

- Personal** challenges (may include threats to housing/homelessness, life-threatening illness or debilitating medical condition, severe physical accident/injury, legal involvement, a victim of abuse/assault/violence/harassment/bullying).
- Occupational** challenges (may include financial catastrophe, job termination, the threat of job loss, stressful work schedule, or hostile work environment).
- Familial** challenges (may include death or illness of a child/parent/sibling/family member, relationship conflict, separation/divorce/single parent, or military deployment).
- Other** challenges regarding a condition or impairment, which in any way affects, or if left untreated might affect, your ability to practice professional counseling with reasonable skill and safety to clients (adopted from the BBHT LPC/LPCC licensure application *item 22*).
- None**

**Please select any/all areas of concern in the 6 areas below.**

**Benchmark (1) PROFESSIONALISM**

**Professional Values and Attitudes:** Evidenced in behavior and comportment that reflect the values and attitudes of the American Counseling Association (ACA) and the Association for Specialists in Group Work (ASGW).

- Integrity-** Honesty, personal responsibility, and adherence to professional values
- Deportment-** Understands how to conduct oneself in a professional manner.

- Accountability** – Accountable and reliable in areas of assignment deadlines, organization skills, follow through on commitments and follows policies and procedures of the institution.
- Concern for the Welfare of Others**- Demonstrates awareness of the need to uphold and protect the welfare of others while upholding concepts of confidentiality, privacy, and informed consent.
- Professional Identity**- Demonstrates understanding of self as a professional “thinking like a licensed clinical mental health counselor”.

**Individual and Cultural Diversity (ICD):** Awareness, sensitivity, and skills in working professionally with diverse individuals, groups and communities who represent various cultural and personal background and characteristics defined broadly and consistent with ACA policy and ASGW practices.

- Self as shaped by individual and cultural diversity- (e.g., cultural, individual, and role differences, including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status) and Context.
- Others as shaped by individual and cultural diversity and context- Demonstrates knowledge, awareness, and understanding of other individuals as cultural beings.
- Interaction of self and others as shaped by individual and cultural diversity and context- Demonstrates and applies knowledge, awareness, and understanding of interactions between self and diverse others.
- Independently monitors and applies knowledge of diversity in others as cultural beings in assessment, treatment, and consultation.
- Applications based on individual and cultural context (ICD)- Demonstrates basic knowledge of and sensitivity to the scientific, theoretical, and contextual issues related to ICD while understanding the need to consider ICD issues in all aspects of Professional Clinical Mental Health Counselor Work (e.g., assessment, treatment, research, relationships with colleagues).
- Applies knowledge, sensitivity, and understanding regarding ICD issues to work effectively with diverse others in assessment, treatment, and consultation.
- Applies knowledge, skills, and attitudes regarding dimensions of diversity to professional work.

**Ethical Legal Standards and Policy:** Application of ethical concepts and awareness of legal issues regarding professional activities with individuals, groups, and organizations.

- Knowledge of ethical, legal, and professional standards and guidelines- demonstrates basic/intermediate/advanced knowledge level of the ACA ethical principles, and other relevant ethical, legal, and professional standards and guidelines.

*Note: Basic refers to readiness for practicum; intermediate refers to readiness for internship and advanced refers to readiness for practice.*



- Awareness and application of ethical decision-making – Demonstrates awareness of the importance of applying an ethical decision model to practice (readiness for practicum).
- Demonstrates knowledge and application of an ethical decision-making model; applies relevant elements of ethical decision-making to a dilemma (readiness for internship).
- Independently utilizes an ethical decision-making model in professional work (readiness for practice).
- Ethical conduct- Displays ethical attitudes and values.
- Integrates own moral principles/ethical values in professional conduct (readiness for internship).
- Independently integrates ethical and legal standards with all competencies (ready for practice).

**Reflective Practice/Self-Assessment/Self-Care:** Practice conducted with personal and professional self-awareness and reflection; with awareness of competencies; with appropriate self-care.

- Reflective Practice/Self-Assessment/Self-Care- Displays basic mindfulness and self-awareness; engages in reflection regarding professional practice (readiness for practicum).
- Displays broadened self-awareness; utilizes self-monitoring; engages in reflection regarding professional practice; uses resources to enhance reflectivity (readiness for internship).
- Demonstrates reflectivity both during and after professional activity; acts upon reflection; use self as a therapeutic tool (readiness for practice).
- Self-Assessment- Demonstrates knowledge of core competencies; engages in initial self-assessment regarding competencies (readiness for practicum).
- Demonstrates broad, accurate self-assessment of competence; consistently monitors and evaluates practice activities; works who recognize limits of knowledge/skills, and seeks means to enhance knowledge skills (readiness for internship).
- Accurately self-assess competence in all competency domains; integrates self-assessment in practice; recognizes limits of knowledge/skills and acts to address them; has extended plan to enhance knowledge/skills (readiness for practice).
- Self-Care- Attention to personal health and well-being to assure effective professional functioning.
- Understands the importance of self-care ineffective practice; demonstrates knowledge of self-care methods; attends to self-care (readiness for practicum).
- Monitors issues related to self-care with supervisor; understands the central role of self-care in effective practice (readiness for internship).
- Self-monitors issues related to self-care and promptly intervene when disruptions occur (readiness for practice).
- Participation in the supervision process- demonstrates straightforward, truthful, and respectful communication in supervisory relationships.

Effectively participates in supervision by seeking supervision to improve performance; initiates discussion with supervisor of own reactions to the client in session and seeks perspective of supervisor on client progress.

Independently seeks supervision/consultation when needed (ready for practice).

**Violation Description:** [Click or tap here to enter text.](#)

## **Benchmark (2) RELATIONAL**

**Relationships:** Relates effectively and meaningfully with individuals, groups, and/or communities.

Interpersonal Relationships- Forms and maintains productive and respectful relationships with clients, peers/colleagues, supervisors and professionals, organizations, and communities.

Affective Skills- Displays affective skills (readiness for practicum)

Negotiates differences and handles conflict satisfactorily; provides effective feedback to others and receives feedback nondefensively (readiness for practicum and internship)

Manages difficult communication; possesses advanced interpersonal skills (readiness for practice).

Expressive skills- communicates clearly using verbal, nonverbal, and written skills ideas, feeling, and information demonstrating clear understanding and using professional language.

Communicates in a succinct, sophisticated, and well-integrated manner; demonstrates thorough grasp of professional language and concepts.

**Violation Description:** [Click or tap here to enter text.](#)

## **Benchmark (3) SCIENCE/EVIDENCE BASED PRACTICE**

**Scientific Knowledge and Methods:** Understanding of research, research methodology, techniques of data collection and analysis, biological bases of behavior, cognitive-affective bases of behavior, and development across the lifespan. Respect for scientifically derived knowledge.

Scientific Mindedness- Displays critical scientific thinking, values, and applies scientific methods to professional practice independently.

Scientific foundation of a clinical mental health counselor- Demonstrates understanding of Clinical Mental Health Counseling as a science and demonstrates intermediate/advanced level of knowledge of core science (i.e., scientific bases of behavior).

*Note: intermediate refers to readiness for internship and advanced refers to readiness for practice.*

Scientific foundation of professional practice- Demonstrates knowledge, understanding, and application of the concept of evidence-based practice (EBP) (readiness for internship).

Independently applies knowledge and understanding of scientific foundations independently applied to practice (readiness for practice).

**Violation Description:** [Click or tap here to enter text.](#)

**Research and Evaluation:** Generating research that contributes to the professional knowledge base and/or evaluates the effectiveness of various professional activities.

**Scientific Approach to knowledge generation-** Participates effectively in scientific endeavors when available.

**Application of Scientific method to practice-** Demonstrates and applies knowledge of the application of scientific methods to evaluating practices, interventions, and programs (readiness for internship and practice).

**Violation Description:** Click or tap here to enter text.

#### **Benchmark (4) APPLICATION**

**Evidence-Based Practice (EBP):** Integration of research and clinical expertise in the context of client/factors

Knowledge and application of evidence-based- practice.

Note: Demonstrates (readiness for practicum); applies (readiness for internship) and independently applies knowledge and practices (ready for practice)

**Assessment:** Assessment and diagnosis of problems, capabilities, and issues associated with individuals, groups, and/or organizations.

**Knowledge of measurement and psychometrics-** Demonstrates basic knowledge of the scientific, theoretical, and contextual basis of test construction and interviewing (mini-mental health status), accurately administers and scores various assessments in a classroom environment.

Independently selects and implements multiple methods and means of evaluation in ways that are responsive to and respectful of diverse individuals, couples, families, and group and context.

**Application of assessment methods-** Demonstrates appropriate selection of assessment measures to answer diagnostic questions.

**Diagnosis-**Demonstrates knowledge regarding the range of normal/abnormal behavior to case formulation and diagnosis in the context of stages of human development and diversity.

**Treatment planning –**Utilizes case formulation and diagnosis for treatment planning, and intervention planning in the context of stages of human development and diversity.

**Conceptualization and Recommendations-** Demonstrates basic knowledge of formulating diagnosis and case conceptualization utilizing systematic approaches of gathering data to inform clinical decision-making.

**Communication of assessment findings-** Demonstrates awareness of models of report writing and progress notes and communicates assessment findings verbally to the client.

**Intervention:** Interventions designed to alleviate suffering and to promote the health and well-being of individuals, groups, and/or organizations.

Intervention planning- Displays a basic understanding of the relationships between assessment and intervention.

Theory- Formulates and conceptualizes cases and plans interventions utilizing at least one consistent theoretical orientation.

Intervention skills-Displays helping skills.

*Note: Basic Skills (readiness for practicum); Clinical Skills/Advanced (readiness for internship); Clinical skills with a wide variety of clients and uses good judgment in unexpected or difficult situations (readiness for practice)*

Intervention Implementation- Demonstrates and implements evidence-based interventions with fidelity to empirical models and with the flexibility to adapt where appropriate.

Progress Evaluation-Demonstrates knowledge of the assessment of intervention progress and outcome and modifies treatment planning as indicated, utilizing established outcome measures.

**Consultation:** The ability to provide expert guidance or professional assistance in response to a client's needs or goals.

Role of consultant- Demonstrates knowledge of the consultant's role and its unique features as distinguished from other professional roles (therapist, supervisor, and teacher).

Addressing Referral questions- Demonstrates knowledge of and ability to select appropriate means of assessment to answer referral questions.

Communication of consultation Findings-Identifies literature and knowledge about the process of informing consultee of assessment findings.

Application of Consultation Methods- preparing consultation reports and recommendations.

**Violation Description:** [Click or tap here to enter text.](#)

## **Benchmark (5) EDUCATION/SUPERVISION**

**Teaching:** Providing instruction (psychoeducation), disseminating knowledge, and evaluating the acquisition of knowledge and skill in clinical mental health counseling.

Knowledge- Demonstrates knowledge of didactic learning strategies and how to accommodate developmental and individual differences.

Skills- Demonstrates accommodation to diverse others (e.g., cultural, individual, and role differences, including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status) with psychoeducation skills in multiple settings.

**Supervision:** Supervision and training in the professional knowledge base of enhancing and monitoring the professional functioning of others.

- Expectations and roles- Demonstrates knowledge of, the purpose for, and roles in supervision.
- Legal – understands the ethical, legal, and contextual issues of the supervisor role.
- Process and procedures- Identifies and tracks progress in achieving the goals and tasks of supervision; demonstrates basic knowledge of supervision models and practices.
- Skill development-Displays interpersonal skills of communication and openness to feedback
- Supervisory practices- Provides helpful input in peer and group supervision.

**Violation Description:** Click or tap here to enter text.

### **Benchmark (6) SYSTEMS**

**Interdisciplinary Systems:** Knowledge of key issues and concepts in related disciplines. Identify and interact with professionals in multiple disciplines.

- Interdisciplinary system-Knowledge of the shared and distinctive contributions of other professions.
- Functioning in multidisciplinary and interdisciplinary contexts- cooperates with others and demonstrates skills that support effective interdisciplinary team functioning.
- Understands how participation in interdisciplinary collaboration/consultation enhances outcomes- demonstrates knowledge of how participating in interdisciplinary collaboration/consultation can be directed toward shared goals.
- Respectful and productive relationships with individuals from other professions-demonstrates awareness of the benefits of forming collaborative relationships with other professionals and shows respect for other professionals.

**Management/Administration:** Forms autonomous judgment of the organization’s management and/or leadership.

- Appraisal of management and leadership- develops and offers constructive criticism and suggestions regarding management and leadership of the organization.
- Administration –Demonstrates knowledge of and ability to effectively function within professional settings and organizations, including compliance with policies and procedures.

**Advocacy:** Actions targeting the impact of social, political, economic, or cultural factors to promote change at the individual (clients), institutional, and/or systems level.

- Empowerment-Demonstrates awareness of social, political, economic, and cultural factors that impact individuals, institutions, and systems, in addition to other factors that may lead them to seek intervention.

- Uses awareness of the social, political, economic, or cultural factors that may impact human development in the context of service provision.
- Intervenes with clients to promote action on factors impacting development and functioning.
- Systems change- Understands differences between individual and institutional level interventions and system-level change.

**Violation Description:** Click or tap here to enter text.

<b>Student Development Form</b>
Student Name:Click or tap here to enter text.
Student Signature:Click or tap here to enter text.
Advisor Name:Click or tap here to enter text.
Advisor Signature:Click or tap here to enter text.
Meeting Date:Click or tap to enter a date.
List Benchmark(s) violation:Click or tap here to enter text.
What will the student need to do to demonstrate adherence to the behavioral expectation?Click or tap here to enter text.
How will this adherence be measured?Click or tap here to enter text.
What supports will the student need to be successful?Click or tap here to enter text.
When is this remediation Due?Click or tap to enter a date.

## ABA Sample - Applied Behavior Analysis MS/PsyD Dispositions Procedure

Useful student links: [Assisting Students with University Policies and Procedures](#)

Dispositions: *Expressions of attitudes, values, and beliefs.*

### MS/PsyD in ABA Dispositions

<i>Disposition</i>	<i>Source</i>
Act with Beneficence.....	BACB Ethics Code, Sections 1.0 and 2.0
Commitment to Scientific and Professional Integrity.....	BACB Ethics Code, Section 1.04
Demonstrate Professionalism.....	ABAI Accreditation Standard 2-101 BACB Ethics Code, Section 1.05
Seek Answers to Complex Challenges.....	ABAI Accreditation Standard 2-100

### ABA Disposition Committee:

Benjamin N. Witts  
Kimberly A. Schulze  
Michele R. Traub  
Odessa Luna

### Disposition Violation Procedure:

Any disposition violation reported to or discovered by the faculty during practicum or internship coursework will be met with an immediate removal from the worksite. Alternative work that satisfies course requirements will be provided until such time that the disposition violation is successfully addressed.

#### *Minor Violations*

The ABA Disposition Committee will send in writing to the student a detailed report of the disposition violation. From here, the student will have 1 week to set up an appointment with their advisor to complete the Disposition Remediation Form. Failure to respond within 1 week or to complete the Disposition Remediation Form will move the minor violation to major violation.

#### *Major Violations*

Major violations will result in the student's dismissal from the program. The following outlines the steps that will take place during the dismissal process, highlighting student rights and responsibilities.

## PROGRAM LEVEL

1. The ABA Dispositions Committee will meet to determine which professional dispositions have not been met by the student. These criteria will serve as the basis of the dismissal of the student.
2. The student will be notified in writing of the professional deficiencies that could lead to dismissal from the program. The student will respond in person or in writing to the specific concerns identified within 2 weeks from the time of notice.

If the disposition concern is addressed satisfactorily here, the disposition committee can opt to end the dismissal process

3. The ABA Disposition Committee will schedule a meeting for the student within 7 business days of receiving the student's response. The student may bring a consultant to a meeting. Consultants must conform to the policy on Assisting Students with University Procedures. Alternatively a student may elect to respond to the concerns in writing.
4. Following the meeting, the ABA Dispositions Committee will make a determination to retract the notification, provide a plan of remediation, or move forward with the recommendation of dismissal/termination of graduate student status. This decision will be made within 1 week of receiving the student's final response.
5. The ABA Disposition Committee will notify the student in writing about the outcome in Step 4.

If decision is to allow student to remain in a program, the program will notify the student in writing of the steps to achieve good standing with regard to the dispositions.

If the program decides to explore remediation, the student will work with their advisor on the remediation plan.

If the remediation plan is not satisfactorily completed or the disposition offense is beyond remediation, the dismissal process will be moved to the department level.

## DEPARTMENT LEVEL

6. The dismissal process is now moved to the department level. The department dispositions committee will review all documents pertaining to the dispositions offense and will meet with the student to determine whether sufficient efforts are present to allow the student to remain in the program or to proceed with the dismissal process. The decision will be given to the student within 1 week and the student will have 2 weeks to respond, either in writing or in person.
7. If decision is to recommend dismissal, the program coordinator/director will send a memo to School of Graduate Studies on behalf of the program graduate faculty. The recommendation to the Dean of Graduate Studies must be accompanied by the documentation from the program and



the student considered in making the recommendation. If the decision by the department committee is to revise the remediation plan, the student will work with their advisor on the remediation plan.

#### GRADUATE SCHOOL LEVEL

8. The Dean of Graduate Studies will review all documentation submitted by the student and graduate program, make the final determination for dismissal, and notify the student of the dismissal.

9. The student may appeal the dismissal to the Provost/Office of Academic Affairs within 60 days of notification in the following circumstances: procedural error on the part of the institution, failure of the faculty to hear an appeal and render a decision, or new or newly discovered information of a character that may have substantially affected the outcome.

**Dispositions Remediation Form**

Student name: \_\_\_\_\_

Meeting date: \_\_\_\_\_

Advisor name: \_\_\_\_\_

Which disposition was violated?

\_\_\_\_\_

Describe the violation in detail:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What will the student need to do to demonstrate adherence to the disposition?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

How will this adherence be measured?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

When is this remediation due?

\_\_\_\_\_

What supports will the student need to be successful?

\_\_\_\_\_  
\_\_\_\_\_

Student Signature: \_\_\_\_\_

Advisor Signature: \_\_\_\_\_