M.Ed. in School Counseling

Professional Development Plan (PDP)

Please complete this form following the processes and including applicable parties as delineated on the Remediation Flow Chart or Clinical Remediation Flow Chart below.

Candidate Name: ________________________________  ID#: __________________________

I. Description of circumstances leading to professional development concerns:

II. Summary of discussion that has taken place thus far:

III. Recommendations for action plan:

Action plan recommendations must be met by: ____________________________

Date

IV. Consequences: (if action plan recommendations are not met by specified date)

V. Signatures

Faculty Member/Faculty Supervisor: ________________________________  Date: __________________________

Faculty Mentor: ________________________________  Date: __________________________
(as applicable)

Program Director: ________________________________  Date: __________________________
(as applicable)

Site Supervisor: ________________________________  Date: __________________________
(as applicable)

Clinical Director: ________________________________  Date: __________________________
(as applicable)

Dean/Associate Dean: ________________________________  Date: __________________________
(as applicable)

III. Candidate Acknowledgement

I acknowledge the areas for growth in my professional development as specified above and have been provided a plan of action. I also acknowledge I understand the intent of my action plan and the consequences if I fail to meet the items specified in the action plan by the deadline indicated above.

I do not wish to respond

I wish to respond: (Please place comments here or attach a written letter to this form)

I wish to appeal

Candidate Signature: ________________________________  Date: __________________________


Remediation Process for School Counseling Candidates

For violations of Graduate Code of Honor, professor completes Honor Code Violation form and sends it to the program director, Associate Dean, and Graduate Student Affairs, if necessary. Candidate may appeal.

Faculty member becomes aware of possible need for remediation of candidate.

Faculty member contacts candidate to determine type and severity of limitation/deficit (deficit, lack of competence, or impairment)

Candidate is at imminent risk of harm to self or others?

Yes

Faculty member notifies LUPD. Documents incident report and sends to Associate Dean and Program Director.

No

Limitation/Deficit Resolved

Early Remediation* (Stages 1 and 2)
Informal: Faculty communicates with candidate, determines action plan, and follows up.
Formal: Faculty member consults with faculty mentor who formally communicates with candidate, determines action plan, and follows up.

Outcome: Student either accepts or appeals to next stage.

Secondary Review Remediation* (Stage 3)
Faculty mentor provides notification to program director. Faculty mentor assesses problematic behavior and develops remediation plan* with candidate.

Outcome: Student either accepts or appeals to next stage.

For violations of Graduate Code of Honor, professor completes Honor Code Violation form and sends it to the faculty mentor to document and notify the program director, Associate Dean, and Graduate Student Affairs, if necessary. Candidate may appeal.

Faculty member and candidate develop Professional Development Plan based on

If candidate is not in agreement or deficit is not resolved.

Formal Remediation* (Stages 4-6)
Program director provides notification to associate dean and remediation committee. Program director and committee assesses problematic behavior and develops remediation plan* with candidate.

Outcome: Student either accepts, appeals to associate dean, or is placed on provision.

*Possible Committee Recommendations for a Remediation Plan
- Personal Counseling
- Increased supervision
- Course repeat(s)
- Leave of absence
- Transfer to non-licensure program
- Formal probation
- Formal reprimand
- Dismissal from the program
Remediation Process for School Counseling Candidates in Practicum or Internship

Note: If at any point in any of these steps the site supervisor, faculty supervisor, or clinical director decide to remove the candidate from the site the remediation process begins with the inclusion of the faculty mentor (Stages 1 and 2).

Site supervisor recognizes issue/deficit with practicum/internship student. Site supervisor contacts faculty supervisor (professor for the candidate’s course) with information regarding the presenting issue.

Site supervisor and faculty supervisor will collaborate with candidate to develop a Professional Development Plan.

If the develop of, or agreement on, the Professional Development Plan is not successful then the faculty supervisor will send the Professional Development Plan to the Clinical Director for review.

The Clinical Director will review the Professional Development Plan and collaborate with the faculty supervisor, site supervisor, and candidate to determine an appropriate course of action.

If the Clinical Director’s involvement is not successful then the Clinical Director will involve the Faculty Mentor to work through remediation process.

If the Clinical Director’s involvement is not successful then the Clinical Director will involve the Faculty Mentor and the Remediation Process for M.Ed. in School counseling candidates is followed.

If the remediation process is not successful then the general remediation process is followed.

Note: At any point the candidate may appeals to next stage or to the Associate Dean for the School of Education.