

Remediation of Student Difficulties

(October 2009)

Overview

The SCPS Faculty take responsibility for ongoing assessment of the progress of each student in the program. The Program Advisor meets with the student at least once each semester to guide and support successful passage through the Program.

The Program Advisor advises on academic plans in the Program (i.e., the Program of Graduate Studies (PGS) document) and facilitates student progress and by keeping the student informed of Program requirements, opportunities, and procedures for addressing concerns. Progress is also assessed by each course professor who gives feedback about overall performance in that course. Concretely, students are assessed by papers, exams and practical activities as well as class participation in their courses. Student clinical and professional skills are also assessed in practicum and internship placements. Students receive feedback by written and/or verbal comments and grades. An annual written review of student progress is also completed as described above. The SCPS core faculty meet annually to review all students' progress. They also meet monthly as an area and review student progress individually as needed when concerns arise.

Students who do not perform adequately in courses (discussed above), or who are having difficulties in the program should first consult with their Program Advisor and/or Research Supervisor in order to address the problems and plan appropriate steps for remediation. Students who exhibit on-going, serious difficulties and/or do not function effectively in academic and/or interpersonal situations will be reviewed by the SCPS core faculty in order to determine appropriate remedial steps that might be taken. In cases where remediation is not possible or effective, students are counselled early and, if necessary, are asked to exit the Program, with efforts to make them aware of other career alternatives.

Identification of Problems

Anyone who may be aware of a problem (course instructors, research supervisors, practicum/internship supervisors, or others who interact with a student) is asked to discuss the problem with the student(s) involved (if appropriate) and the SCPS Program Coordinator in the case of Masters students and the SCPS Ph.D. Program Director in the case of Ph.D. students.

Difficulties may include (but are not limited to): grades below acceptable levels, unsuccessful completion of comprehensive examinations, failing the thesis/dissertation proposal oral, challenges in developing clinical skills and attitudes, difficulty with skill development in practicum experiences, unethical behaviour including cheating and plagiarism, not meeting expected program deadlines, and personal problems.

Difficulties may also surface during monthly SCPS area meetings or through the annual review of student progress in May-June of each year. Students with concerns are encouraged to contact their Program Advisor, the SCPS Area Coordinator or the SCPS Ph.D. Program Director at any time. In the case of concerns regarding practicum and internship, the student is encouraged to contact the SCPS Practicum/Internship Coordinator.

Student Growth Plan

In some cases concerns are significant enough to warrant a Student Growth Plan. When

problems are identified, the student, instructor/supervisor involved, and the SCPS Area Coordinator or Ph.D. Program Director are responsible for developing a Student Growth Plan that includes: a) student strengths, achievements and accomplishments, b) areas in need of academic or professional growth, c) goals and objectives, d) the actions and supports needed, and e) the timelines involved in achieving the desired outcomes. The plan will be presented to a meeting of the SCPS Program for discussion and approval. If the Research Supervisor is not a member of the core SCPS faculty, they will be consulted regarding the problem, asked to participate in this process and may be asked to attend the meeting as well. Actions in the Student Growth Plans may include re-enrolling in a course, enrolling in a directed study, retaking a comprehensive examination, redeveloping a dissertation topic, completing additional practicum or internship experiences, taking a leave of absence from the Program for personal reasons.

The Student Growth is documented in writing by the SCPS Area Coordinator for Masters students and the Ph.D. Program Director for Ph.D. students and signed by the student, supervisor/instructor involved and the SCPS Area faculty, and a copy is placed in the student's file. A progress report as well as a final report regarding the extent to which stated outcomes were achieved are documented in writing, signed by everyone involved and placed in the student's file.

If the Student Growth Plan Fails

If the outcomes of the remediation plan are not achieved within the specified timeline, the plan can be renewed or revised, usually once. If success has still not been achieved, the Department Head, ECPS Director of Graduate Programs, Dean of Education or the Dean of Graduate Studies will be consulted about options. These may include alternate Student Growth Plans, or in extreme cases, the student may be asked to leave the Program. Students may appeal decisions related to Student Growth Plans and a need for remediation, including the need for the Student Growth Plan, the nature of the plan or its expected outcomes, to the ECPS Director of Graduate Programs and the ECPS Head of the Department if needed.

Evaluation Appeal Process

In the event that a student wishes to appeal an instructor's evaluation or the program faculty evaluation, the University procedures for "appeals of academic standing" should be followed. The student should inform the SCPS Area Coordinator (in the case of masters students) or the SCPS PhD Program Director (in the case of doctoral students) of the decision to appeal an evaluation. University procedures for "appeals of academic standing" should be followed. Note the following regarding Senate Appeals on Academic Standing: Students who wish to protest decisions relating to their academic studies may do so. The protest should be made initially as near the source of difficulty as possible, presumably an instructor, and progress to the head of the department concerned and then to the dean of the faculty. There is a standing committee of the University Senate, the Committee on Appeals on Academic Standing, which reviews all appeals made to the Senate, the senior academic authority in the University. For additional information on the appeal process refer to the University Calendar at:
<http://www.students.ubc.ca/calendar/index.cfm?tree=3,53,0,0>