

EXHIBIT B

AUGUSTA STATE UNIVERSITY
College of Education
Department of Educational Leadership, Counseling and Special Education
Counselor Education Program

Remediation Plan

Student's name: Jennifer Keeton

Student number: 927186461

Email: jkeeton1@aug.edu

Date Remediation Plan developed: May 27, 2010 Date plan will be reviewed: December 10, 2010

Section A: Conceptual Framework Principles

An important responsibility of the educator preparation programs in the College of Education is to ensure that those who prepare to become teachers, counselors, and leaders at Augusta State University manifest appropriate pedagogical knowledge and skills. Future counselors are expected to demonstrate levels of knowledge and skills appropriate for beginning professionals. The Conceptual Framework Principles are the foundation of the preparation program. Select from the list the principles that need to be addressed.

Element: Prepared (PD)

Dispositions: Critical thinkers about the process of teaching, learning, and assessment.

P1: Demonstrate strong content and pedagogical preparation in their respective subject area or professional field.

P2: Use self assessment and analysis to form the basis for collaboration with colleagues and the development of a desire to be a lifelong learner.

P3: Participate in graduate study to extend and refine the knowledge base of educators to build expertise.

P4: Possess an understanding of the central concepts, tools of inquiry, and structures of the discipline(s) or their professional field of study and be able to create learning experiences that enable all students to learn.

P5: Understand how students learn and develop (intellectually, socially, and individually) and be able to provide developmentally appropriate learning opportunities and support for these opportunities.

P6: Demonstrate knowledge of how to implement effective verbal and nonverbal information and technology techniques to foster active inquiry, collaboration, and supportive interaction in educational settings.

Element: Able (AD)

Dispositions: Empathetic, responsive, enthusiastic, inclusive, and reflective in relations with students, parents and peers.

A1: Understand, use and support a variety of instructional strategies to encourage the learner's development of critical and creative thinking, problem solving, and performance skills.

A2: Create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation for all learners.

A3: Plan, guide, and support instruction based upon knowledge of subject matter, the learners, the community, and curriculum goals.

A4: Understand and use authentic assessment to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

A5: Ability to teach and work in authentic settings with diverse populations of learners

Element: Responsive (RD)

Dispositions: Creative, challenging, and flexible in teaching/professional practices.

R1: A respect for the dignity of all persons. All children can learn and have the right to an opportunity to do so.

R2: Preparation in the subject area(s) to be taught or the professional field of study must be accompanied by the skill and dispositions to translate knowledge into creating and supporting meaningful experiences for diverse learners

R3: Understanding of how students differ in their approaches to learning and demonstrate the commitment for meeting their educational needs in fair, caring, nondiscriminatory, and equitable manners.

R4: Ability to be a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and actively seeks the opportunity to grow professionally

R5: Fostering of relationships with school colleagues, parents, and agencies in the larger community to support the learning and well-being of all students.

Conceptual Framework Principle(s) to be addressed: P1, P2, P6, R1, R2, R4, R5

Section B: Professional Qualities

An important responsibility of the educator preparation programs in the College of Education is to ensure that those who prepare to become teachers, counselors, and leaders at Augusta State University manifest appropriate professional qualities. Students are expected to demonstrate responsibility, effective communication/social interaction skills, ethical character, and integrity. The Remediation Plan exists to provide students with feedback when behavior is inconsistent with these dispositions and expectations. Select from the following list the professional qualities which are not in compliance with professional behavior at this time and complete the plan.

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|--|--|
| 1. Maturity/Responsibility | 12. Relationship with instructors/supervisors |
| 2. Punctuality/Dependability | 13. Relationship with colleagues |
| 3. Demonstrates personal growth | 14. Relationship with clients |
| 4. Professional appearance | 15. Receptivity to feedback |
| 5. Initiative | 16. Sense of humor |
| 6. Resourcefulness | 17. Correct use of language |
| 7. Emotional Stability | 18. Ethical integrity/honesty |
| 8. Flexibility and adaptability | 19. Confidentiality |
| 9. Attitude towards learning/supervision | 20. Poise and Confidence |
| 10. Respectfulness towards others | 21. Advanced planning and organization |
| 11. Ability to listen and follow instructions | 22. Effective communication skills |

Professional Qualities to be addressed: 1, 6, 10, 17, 18

Section C: Narrative

Reason(s) for Remediation:

Jennifer entered the counseling program in the fall 2009 semester. Faculty have noted Jennifer's strong enthusiasm, interest, and desire to succeed. Thus far in the program she has earned 4 A's, 2 B's and 1 C in her classes. However, faculty have noted poor quality in her written assignments. In particular, Jennifer's papers lack good organization, contain poor sentence structure, as well as multiple errors in the mechanics of spelling, grammar, and punctuation.

Another equally important question that has arisen over the last two semesters is Jen's ability to be a multiculturally competent counselor, particularly with regard to working with gay, lesbian, bisexual, transgender, and queer/questioning (GLBTQ) populations. Jen has voiced disagreement in several class discussions and in written assignments with the gay and lesbian "lifestyle." She stated in one paper that she believes GLBTQ "lifestyles" to be identity confusion. This was during her enrollment in the Diversity Sensitivity course and after the presentation on GLBTQ populations. Faculty have also received unsolicited reports from another student that she has relayed her interest in conversion therapy for GLBTQ populations, and she has tried to convince other students to support and believe her views.

There are three major issues of concern with these statements and behaviors. First, these statements and actions are in direct conflict with the codes of ethics to which counselors and counselors-in-training are required to adhere. Section C.5. of the American Counseling Association (ACA) Code of Ethics (2005) clearly states that counselors "do not condone or engage in discrimination based on age, culture, disability, ethnicity, race, religion/spirituality, gender, gender identity, sexual orientation, marital status/partnership, language preference, socioeconomic status, or any basis proscribed by law" (p. 10).

Part of the Preamble of the American School Counselor Association (ASCA) Ethical Standards (2004) states

Each person has the right to be respected, be treated with dignity and have access to a comprehensive school counseling program that advocates for and affirms all students from diverse populations regardless of ethnic/racial status, age, economic status, special needs, English as a second language or other language group, immigration status, sexual orientation, gender, gender identity/expression, family type, religious/spiritual identity and appearance.
(p. 1)

The ASCA Ethical Standards further state in section E. 2 that the professional school counselor:

- a. Affirms the diversity of students, staff and families.
- b. Expands and develops awareness of his/her own attitudes and beliefs affecting cultural values and biases and strives to attain cultural competence.
- c. Possesses knowledge and understanding about how oppression, racism, discrimination and stereotyping affects her/him personally and professionally.
- d. Acquires educational, consultation and training experiences to improve awareness, knowledge, skills and effectiveness in working with diverse populations: ethnic/racial status, age, economic status, special needs, ESL or ELL, immigration status, sexual orientation,

gender, gender identity/expression, family type, religious/spiritual identity and appearance.
(p.4)

These codes dictate the necessity for counselors to possess an awareness of personal biases, a desire to gain knowledge of multicultural populations, as well as the ability to remain respectful, affirming, and most importantly, responsive to the needs of minority populations. This is especially important for school counselors, which Jen aspires to be, as they are responsible for assisting in the development of an affirming and safe school environment for all students in schools.

Secondly, the psychological research about GLBTQ populations asserts that sexual orientation is not a lifestyle or choice, but a state of being. Most researchers believe that how one becomes gay or lesbian is a complex process influenced by both biological and environmental factors. To work effectively with the population, one must develop an understanding of the history, discrimination, oppression, and current problems that confront GLBTQ people.

Third, research in psychological peer-reviewed journals has also reveals that conversion therapy is ineffective in changing individual's sexual orientation from same-sex attractions to opposite-sex attractiveness. Peer-reviewed studies have actually indicated that conversion therapy may harm clients rather than help them. The American Psychological Association repealed inclusion of homosexuality in the Diagnostic and Statistical Manual of Mental Disorders in 1973, stating that it is not a mental health condition for which people are in need of change.

Given all of the above, and since the ASU counseling program trains counselors to work in public as well as private institutions, faculty question Jen's ability to become an effective practitioner in the counseling field without more deliberate and intentional action to further develop her multicultural counseling awareness, knowledge, and skills specifically towards working with GLBTQ populations. Her lack of awareness of how her beliefs may negatively impact future clients is of great concern. Therefore, the steps below are required.

Summary of Remediation Planning Session:

Faculty met with Jennifer on May 27 to review the problems described above and develop the following remediation plan:

Remediation Plan Outline:

To address issues of writing:

1. Jennifer will enroll in and pass a basic writing composition course at ASU (course to be decided in collaboration with Ms. Lillie Johnson, English Department Chairperson) to improve her use of proper writing mechanics, including spelling, punctuation, and sentence construction; improve overall paper organization; enhance vocabulary and word choice; and to improve her ability to say what she means with clarity and brevity.
2. Jennifer will take advantage of and participate in any writing workshops offered by the ASU Writing Center or the Counseling Center to help her continue skill development.
3. It is recommended that Jennifer read as much as she can, paying particular attention to vocabulary and sentence structure, as reading also helps to develop good writing skills.

4. It is recommended that Jennifer consult with some of her classmates or outside persons who are good writers who could also serve as "editors" for her rough drafts of papers prior to submitting final assignments.
5. Jennifer will take no more than two courses per semester until significant improvement is seen in her writing skills.
6. Jennifer will study APA style in order to use it correctly and consistently in all of her written work.

To address issues of multicultural competence and develop understanding and empathy:

7. Jen will attend at least three workshops prior to the end of the fall 2010 semester which emphasize improving cross-cultural communication, developing multicultural competence, or diversity sensitivity training toward working with GLBTQ populations. She will provide to her advisor evidence in the form of attendance certificates.
8. Jen will continue to develop her knowledge base on GLBTQ issues by outside reading on the topic. She will read at least ten articles in peer-reviewed counseling or psychological journals that pertain to improving counseling effectiveness with GLBTQ populations. There is much research available on the ALGBTIC webpage under Resources.
9. Jen will work to increase exposure and interaction with gay populations. One such activity could be attending the Gay Pride Parade in Augusta. She will report on these interactions in her reflections (below).
10. Jen will familiarize herself with the ALGBTIC Competencies for Counseling Gays and Transgender Clients.
11. Each month-Jen will submit a two-page reflection to her advisor that summarizes what she learned from her research, how her study has influenced her beliefs, and how future clients may benefit from what she has learned.
12. Based on these written reflections and two scheduled meetings with Jen prior to December 2010, faculty will decide the appropriateness of her continuation in the counseling program.

Please note that failure to complete all elements of the remediation plan will result in dismissal from the Counselor Education Program.

Signatures:

_____	_____
Student	Date
_____	_____
University Faculty Member	Date
_____	_____
University Faculty Member	Date
_____	_____
University Faculty Member	Date

This plan will be reviewed again on or before: December 10, 2010

Narrative of follow-up meeting:

___ Satisfactorily Completed ___ Unsatisfactory Date _____

Review meeting participants initials _____