



**The Professional
School of Psychology**

Administrative and Faculty Manual

2011-2012

Revision: March 29, 2012

This Manual provides the Administrative Staff and Faculty Members at The Professional School of Psychology with a set of guidelines for conducting the business of this institution—namely the provision of high quality graduate psychological education to mature and accomplished students. It is meant not only to serve as the formal policy and procedures manual of The Professional School of Psychology but also as a vehicle for maintaining vigilance in the protection of the rights of all administrative staff, faculty members and students at the School.

Administration

The Professional School of Psychology is administered chiefly by William H. Bergquist, Ph.D. (Chief Executive Officer, President and Director of Organizational Programs), Christopher Browne, J.D. (Chief Operating Officer, Registrar and Director of the Institution) , Robin Drotlef, Psy.D. (Chief Academic Officer and Provost), and Gay Teurman, Psy.D. (Director of Clinical Programs).

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Statement of Academic Freedom

In the words of the United States Supreme Court, *teachers and students must always remain free to inquire, to study, and to evaluate, to gain new maturity and understanding; otherwise our civilization will stagnate and die.*

The structure of the Professional School of Psychology must support and facilitate the freedom to explore. Questioning and investigation are intrinsic at PSP, not only to the educational process, but also to the focus of that education and psychology. It is believed that such freedom will ensure the viability of the graduates, the satisfaction of the students and faculty, and the growth and development of the profession.

We are psychologists involved in the training of the doctoral level psychologists who will succeed us—the training of those who will shape professional psychology as a field through their perceptions and actions. Hence, it serves us as professionals to attempt to evolve an educational environment, which will permit intellectual and technical flexibility and promote integrity in our graduates. Such an environment encourages inquiry and attempts to preclude dogma. It recognizes that answers become barriers, while questions become paths. The environment we create ultimately shapes the nature of our own discipline.

Education at PSP comes by encouraging inquiry, not adherence. Our faculty members lead interactive discussions with mature learners; they do not lecture from a podium. We believe that students learn by making key connections, not by regurgitating data. We assume that students are motivated to be here, that they want to read and digest as much material as possible before the first class begins, so that valuable class time can be utilized to sift through information and discover new routes. Faculty members at PSP learn from their students and both encourage and welcome a challenging, albeit polite, atmosphere. We expect students to comprehend the material, but in addition, we want to know what they feel and think about what they have learned.

It is not the pursuit of an answer, but rather the capacity to question through reasoning and the interest in empirical testing which is at the heart of academic, institutional, and professional growth. The degrees PSP awards represent the development of a discipline of mind, which focuses and facilitates the appropriate raising and refining of a question. It is the seeking out of the growing edge of *not* knowing which progresses academic and professional development. It is in the creation of an atmosphere in which reasoned questioning of every nature is encouraged and valued that the academic freedom supportive of the scientific attitude representing a true education is affirmed.

PSP's degrees are awarded for the study of psychology, that is, the study of mind and behavior. Such a study demands ever-increasing sensitivity to preconditions and limitations, which skew perception. The pursuit of appreciation and understanding of intra-psychic and interpersonal functioning requires, and demands, full freedom to pursue the question, and the nuances of ideas. At the doctoral level, to think as a psychologist, qua scientist, is to seek an answer, knowing that the complete answer is ultimately unknowable; it is to deeply value curiosity, and to experience satisfaction in the seeking of clarity. For a doctoral student to evolve as such a scientist/practitioner, the institution must be capable of both modeling and supporting the right to free investigation. At the Masters Degree level, the presumptions of the doctoral education inform and infuse courses, so that we produce women and men who are capable of advancing practical knowledge in the field of counseling psychology, and so that we develop clinicians with a high level of professional competence.

At PSP there is not the security of an officially selected encompassing belief system. This is not a training institute dedicated to the inculcation of a narrowly defined area of discipline. It is intended that this be an education which seeks to broaden, not reduce, inquiry. In developing the curriculum, the School attempts to ensure that clinical practice can remain intrinsically research, that the practitioner can remain intrinsically a student, and that the evolution of understanding may remain central to the field.

It is assumed, and intended, that educators at PSP will be interested not only in the content and processes of psychology but also, very much, in the processes of education and adult development. It is expected that faculty will model the valuing of inquiry and flexibility, as well as the excellence of their own personal standards.

Teachers need to question, discuss, and create. New faculty, young faculty, and faculty trained in less open systems, first need to be aware of their freedom and then need to be stimulated to raise questions and protect the integrity of their roles. Many of our students are accomplished in other fields, and bring into our class spaces a tremendous amount of crystallized knowledge. The majority of our students, especially at the doctoral level, will not patiently endure poor preparation or conflict-avoidant faculty members. Here, we are in the business of training people to work with the varied issues of the human dilemma. We seek to encourage frank, candid, and important conversation, and to find models to speak to one another with courage and with sensitivity.

There is certainly an abiding intention to ensure the usual freedom in the classroom to openly discuss all relevant aspects of every issue. Further, faculty and students are free of any necessity to adhere to any particular education style, theoretical orientation, school of psychology, or method of intervention. Ideational flexibility, educated judgment, and reasoned choice are the desired outcomes, which guide academic planning and instructional focus. Education at PSP is meant to be an intellectually and interpersonally dynamic process. There can be, obviously, no restriction placed on inquiry, conceptualization, or communication, without severely damaging the integrity and capacity of the product.

There has to be a freedom for the teacher to also remain a student so that she or he can model intellectual risk and growth. The atmosphere of the School does not promote, or value, an end to learning. Development of every aspect of the individual is considered to be continually incomplete and a life-long process. The teacher is encouraged to manifest questioning of his/her own beliefs, to recognize that all "truths" are only probable, to investigate and assess other theoretical models, to critique research, and to emphasize research orientation so vital to all teaching and practice.

And the teacher is stimulated and encouraged to experiment with teaching style. It is believed that to teach efficaciously requires an institutional atmosphere, which provides safety for creativity and adaptation.

PSP has set as its charge and its goal the teaching of the mature student, often the adult making a career shift, frequently in midlife. The stage of development and the life experience of the student are relevant to the way in which teaching occurs. Education is obviously more than information imparting. The nature of the student must have importance in the choice of educational methods. The School seeks specifically to serve intelligent and highly motivated men and women who may not have been in a classroom in many years and who have familial, economic, and social obligations concurrent with their new educational responsibility. It is never a matter of lessening the comprehensive extent of the course material or the intensity of the focus. It is a matter of teaching. That means all students have a right to be facilitated in the learning process and that this is the obligation of the School. The School attempts to meet that obligation through its commitment to respecting the integrity of the teachers it selects.

Faculty members are at the very core of a school. Their nature ultimately creates the nature of the curriculum, the nature of all academic processes, and the nature and quality of the graduates. Faculty members are not specifically selected because of racial, social, political, or sexual life style considerations. Nor are they excluded because of such considerations.

What they will model as psychologist, marriage and family therapist, as mentor, and as professional is of prime determining importance.

Instructional Policies

The Professional School of Psychology is committed in its Charter to high quality, graduate education and to a diversity of perspectives regarding the complex psychological challenges facing 21st Century societies. Given this commitment, PSP requires in both its Masters Degree and Doctoral Degree programs a very low student/ratio ratio in the classroom and a rich mixture of backgrounds among the women and men who are appointed to the faculty. PSP also requires that all faculty members teaching in the MA program have at least a Masters Degree and in virtually all cases also a Doctorate. All faculty members teaching in the Doctoral Degree program are required to have an earned Doctorate.

The typical class size is 6-8 students and the student/faculty ratio never exceeds 10/1. Faculty members are chosen to represent the broad range of course content. Some of our faculty members are physicians or lawyers with expertise in health or legal related psychological issues. There are no full-time faculty members at The Professional School of Psychology. All faculty members are actively engaged in the provision of psychologically-related services—some in clinical settings, others in organizational settings. Many of our faculty members over the years have also served in major administrative roles (ranging from being the Associate Director of the Department of Mental Health for the State of California to being President of a graduate school other than PSP). Over 100 major publications (articles and books) have been written by PSP faculty members, and numerous awards have been bestowed upon faculty members teaching at PSP. With these high standards in place, the selection of new faculty members is challenging and carefully done by the director of the specific program in which the faculty member is teaching.

Faculty Recruitment and Contracting

The ongoing recruitment of highly qualified and experienced men and women as instructors is a high priority at PSP, given that the school has no full-time faculty members and that the students attending PSP come to the school with very rich and varied life experiences. Our

faculty members must not only themselves be very successful practitioners in their field of applied (or research-based) psychology, they must also be gifted teachers who are particularly skillful and knowledgeable in working with mature, accomplished learners. In the case of instructors working in programs that require distance learning, it is also important for them to be knowledgeable about digital communication tools and either come to the school with a background in the provision of distance education or be open to learning about this evolving mode of graduate instruction from those at PSP who have extensive experience in working with students at a distance (Note: several of the instructors at PSP have intentionally taught in other graduate schools that have provided distance learning programs for many years. These faculty members have learned much about the successful—and unsuccessful—operation of distance learning programs in these other graduate schools and would be pleased to share the lessons learned with other faculty members).

At any one time, PSP has between 15 and 20 faculty members who are prepared to teach one or more courses per year. Those who are eligible to teach Masters Level courses must have earned at least a Masters Degree in psychology or a field in which they are going to teach (such as a faculty member with a J.D. degree teaching a law and ethics course). Similarly, at the Doctoral Degree level, those who teach at PSP must have an earned doctorate in psychology or an advanced degree in a field related to the course they are teaching (such as a faculty member with an M.D. degree teaching a behavioral neurobiology course).

In selecting faculty members to teach courses at PSP, a balance is established between the need for *diversity* (multiple perspectives and strategies offered by different faculty members) and the need for *continuity* (a few faculty members teaching more than one course and linking content between several courses). To keep this balance, PSP is committed to ensuring during any one academic year that at least eight different faculty members teach courses in the M.A. programs (12 courses typically being taught in any one year). At the Doctoral level, PSP is committed to ensuring during any one academic year that at least ten different faculty members teach courses (12 courses typically being taught in any one year). While the distance learning programs each has a senior tutor who provides continuity for his or her

students, there are still at least 6 other faculty members teaching in the program (often providing many of the in-person workshops).

The major exception regarding the PSP commitment to diversity occurs in the individualized Senior Tutorial programs. These programs typically involve one senior tutor teaching most of the formal course material—though the Senior Tutor and the student being tutored bring in many diverse sources through extensive shared reading, participation in intensive in-person or on-line dialogues with invited guests, the student's frequent participation in the school's residential programs, and the extensive interviewing of the student by their tutor (“the most important book for a student in a senior tutorial program to read is their own book”—an appreciative and 19th Century-based model of doctoral-level education).

Expectations of Faculty Member Performance

Faculty members are expected to engage in 8 hours of in-class instruction for each credit unit of the course (most courses are assigned 4-5 credit units). In addition, a faculty member is expected to be available for each student at least one hour per unit of instruction during the quarter (in person or via telephone, Skype or some other telecommunication device) and to spend at least another 1/2 hour per unit in reviewing the performance of each student (via tests, essays, and/or case studies). All faculty members are also expected to attend one faculty meeting per quarter (when they are teaching a course at PSP). The student/faculty ratio is kept very low, precisely so that faculty members (with many other work demands) can find sufficient and quality time for their students and for dialogue with their Program Director and other faculty members in their program.

Faculty Contract

Every person who is asked to teach a course at PSP is required to sign a contract that is also signed by the President of the School. In the contract which a faculty member signs he/she agrees to use classroom facilities as determined by the school or to gain approval from either the President or Director of the Program for which the faculty member is teaching regarding use of alternative classroom space. In signing the contract, the faculty member also agrees to provide the school with grades for each student within two weeks following the last session

and other student data as requested by the Administration. Furthermore, the faculty member agrees to return graded tests and papers to students within two weeks following the last class session.

Each faculty member agrees to attempt to notify the Director of the Program in which he or she is teaching twenty-four hours in advance of class time if a personal emergency exists that precludes teaching the class. In signing the contract, a faculty member agrees to provide the school with a course syllabus, course description, and a list of required readings at least one month prior to the beginning of the course. The faculty member also agrees to abide by the ethical standards of the profession of psychology as defined by the APA and the California Psychology Examining Committee.

The President of the School and the Director of the Program in which the faculty member is teaching reserves the right to evaluate the performance of the faculty member and to terminate this agreement at any time, if in the judgment of the President or Director, the faculty member is inadequately performing his/her duties or is determined to be abrogating any recognized standards of professional conduct.

Expectation of the School

The Professional School of Psychology also must meet certain expectations with regard to the credibility of the school and its compliance with State of California laws and regulations. When contracting for educational services with a faculty member, PSP agrees to maintain control of, and responsibility for, all academic matters, and shall assure that the instruction and faculty of the school satisfy the standards established by the Education Code and Chapter [(5 CCR § 71720 (a)] of the State of California.

Compensation

In co-signing the contract, The President of the school agrees to pay the faculty member for the course in two payments, payable on or before the 20th day of each month, for the preceding month. Final payment may be withheld if grades, student evaluations, and keys are not submitted to the registrar within two weeks after the close of the quarter. This

provision may also be invoked if the faculty member is inadequately performing his/her duties or is determined to be abrogating any recognized standards of professional conduct.

Faculty payment is based on expected enrollment at time of contract. Payment will be automatically increased if enrollment increases (see Compensation Schedule below). As an independent contractor, the faculty member will provide the school with a completed W-9 form and the school will provide faculty member with a 1099 form at the end of each year. As an independent contractor, faculty member does not qualify for the school’s medical insurance plan or vacation pay and holiday benefits.

Faculty Compensation: 2011-2012

	1 Unit	2 Units	3 Units	4 Units	5 Units
Independent Study: 1 Student	\$200	\$400	\$600	\$800	\$1,000
Independent Study: 2 Students	\$300	\$600	\$900	\$1,200	\$1,500
Independent Study: 3 Students	\$375	\$750	\$1,125	\$1,500	\$1,875
Independent Study: 4 Students	\$425	\$850	\$1,275	\$1,700	\$2,125
Independent Study: 5 Students	\$450	\$900	\$1,350	\$1,800	\$2,250
Full Course: More Than 5 Students	\$550	\$1,100	\$1,650	\$2,200	\$2,750

Student Recruitment, Admissions and Enrollment

All recruitment at PSP is coordinated by the Director of the Institution and conducted by the Director of the Clinical Program (for prospective clinical students) and by the Director of Organizational Programs (for prospective organizational students). Applications are first reviewed by the Director of the Clinical Program (for prospective clinical students) and by the Director of Organizational Programs (for prospective organizational students). If the

student is potentially participating in one of PSP's senior tutorial or cohort programs, then the application is also reviewed by the faculty member/senior tutor who is conducting or coordinating this program. Following approval of one of the Directors and Senior Tutor/Cohort Facilitator (if applicable), the formal review for enrollment is conducted by the Provost. If the student is admitted to PSP, then the formal process of admissions is coordinated by the Director of the Institution. The final step involves the prospective student's decision to enroll in PSP. This step is coordinated by the Director of the Institution.

The Professional School of Psychology is committed to ensuring that all prospective students fully understand the terms and conditions of enrollment at the School. If English is not the first language for a student, then this student has the right to review all recruitment information in his or her first language, as well as in English. Furthermore, this student has the right to obtain a clear explanation of the terms and conditions and all cancellation and refund policies in his or her primary language. If any part of this agreement is not understood or if English is a second language for the student signing the agreement, then it is required that a member of the School's staff be available to answer any questions concerning the agreement or a member of the School's faculty (or contracted interpreter) be available to provide a translation of all or any portion of the Student Enrollment Agreement. While these accommodations are important, given the commitment of PSP to the rights of all enrolling students, the School still requires that all enrolled students to be proficient in English, whether as a first or second language.

No faculty member or agent external to PSP will be compensated for the successful recruitment of a prospective student or for the admissions or enrollment of a prospective student in one of PSP's educational programs. Furthermore, no compensation is offered to any faculty member or agent external to PSP for the enrollment of any student in a specific course at the school.

A Note on Working with PSP Students

Even if an educational administrator or faculty member is a very experienced at working with students at the graduate level, PSP students are apt to provide a new experience, both challenging and gratifying. The average age of our student body is around forty-five. Most of

our students are working professionals. Most of them work full-time, most frequently at agencies and institutions during the day. They are likely to enter our programs with a fairly high degree of psychological sophistication (though at the Master's level they may not have much academic experience in psychology) and a well developed repertoire of professional skills (though sometimes these are skills associated with other professions). Embarking on a graduate program represents for them a sacrifice of time and money in lives that rarely have much of either to spare. They are, therefore, likely to be intensely goal directed, critical, usually extremely hard-working and diligent, and somewhat harried.

Requirements for admission into the Master's Program are a Bachelor's degree in any field, experience which enables the student to have a sense of clinical practice, academic ability (typically evidenced by a GPA of 3.0), although in recent years the average GPA has been 3.6, motivation and interest in pursuing graduate study, and good interpersonal skills. While some students, especially those without psychology backgrounds, initially may appear to lack sufficient background, the school's experience has been that this gap, when it exists, fills in very quickly.

Clinical doctoral students are required to have a Master's degree in a comparable area or the approximate equivalent. Some clinical doctoral students will have just finished a master's degree in clinical or counseling psychology, some will have been practicing for some times as MFT's, LCSW's, or maybe school psychologists, and others may have a Masters degree in a field less related to clinical psychology (often non-clinical psychology, or education, or perhaps ministry) and will have taken extra clinical classes to fill in their knowledge. In addition to the general academic and personal requirements for the Masters Degree program, PSP has a sophisticated, tiered system of prerequisites, so that clinical students will not be enrolled in a class that is 'over their head.'

Industrial/Organizational (I/O) doctoral students are required to have a Masters Degree in any of a number of related fields. These include clinical or counseling psychology, organizational development, law (if combined with an undergraduate psychology degree),

and business administration. Incoming I/O students also should have some experience with organizations and appropriate personal qualities.

The challenge facing all of us who teach at PSP or serve as administrative staff at PSP is to help our students understand and attain the highest and most rigorous standards associated with professional and disciplinary graduate study in psychology. At the same time, we must recognize that they are not traditional graduate students in terms of age and leisure.

Therefore, we must be sensitive to adapt our instructional methods to that reality. It also means that, as noted above, students may have professional demands on their lives, or family crises, which interfere with their ability to attend a particular class session.

It means we must remember that our students are primarily motivated by their professional goals, and they will learn more readily and integrate more comprehensively if material is presented to them with a clear connection to the world of practice. At the same time, we must be informed rather than led by their preference for material with an immediately practical focus, and must present consistently to them the disciplinary demands of advanced degrees in psychology. It means that we cannot assume that our students spend a great deal of time with each other outside class. While we are working as administrative staff and faculty members to develop and support a sense of student community, none of us can depend upon the existence of any one student to transmit communications, climate, or specific ideas.

Students at PSP are usually very highly motivated to learn and to succeed. They are demanding. Education is usually a deeply valued aspect of their midlife development and their personal evolution. The gratifications associated with working with this student population are many: genuine interest and motivation of students, rather than an unquestioned acceptance of an administrative staff member or faculty member's authority; the ready transfer of theory and ideas to practice situations and back again to the classroom, enriching class discussions, and the maturity of intelligence and experience students can bring to their work at PSP. We hope and trust that you will enjoy the challenge and experience the gratifications fully as an administrative staff member or faculty member at PSP.

Syllabi

Generally, the PSP approach is to teach most courses in a seminar format. This means that our preference is that students read most if not all primary texts for the class before the first class begins, so that faculty members can engage the material at a comprehension level. To accomplish this, faculty members who contract to teach a course should provide PSP with a syllabus with a reading list.

A “generic” version if available for every course taught at PSP. This generic syllabus will be provided to every faculty member the first time they are teaching a specific course. It is assumed that a faculty member will modify this syllabus so that it aligns with their own perspectives and experiences. The generic syllabus, however, does contain information about the specific school-wide educational outcomes that are most closely aligned with this specific course. A faculty member is expected to respect the importance of these educational outcomes and to design their course in such a way as to contribute to the partial fulfillment of these outcomes by students enrolled in their course.

Minimally, the School *requires* a Required Reading List six (6) weeks before the first class session. Ideally, the entire syllabus will be provided. E-mail these documents to the PSP Director of the Institution (christopher@psychology.edu) so that this syllabus may be e-mailed as attachments to registered students. All syllabi must contain the following elements:

Course description and statement of objectives. What does this course cover? What do you expect students to know, and/or be able to do, at the end of it? Note that a course description is not a syllabus.

Course requirements and criteria for grading. What must students do in order to pass the course? How many papers, of what length? What kinds of tests or examinations if any will be given? Will you count class participation in the grading schema, and if so, how?

Performance in most graduate courses is evaluated, at least in part, by nonobjective criteria, which are hard to describe with precision, but let students know in advance if you, as the faculty member, expect evidence of analytical skills, evidence of mastery at a professional level, and the like.

In addition, the syllabus generally includes: What topics will be covered in which class meetings? When reading and writing assignments are due? Which reading assignments are required and which are suggested?

The syllabus should also include your name, your best-to-reach telephone number, your e-mail address, appropriate links to implications for professional practice, appropriate links to the existing body of relevant research knowledge and to the directions for future research, including the potential research a student might undertake.

Instructional Processes: Residential Programs

Many of the students enrolled at PSP live in Northern California and choose to participate in one of the school's "residential" programs. These are programs that require attendance at the PSP campus in Sacramento. Typically, a residential program will be composed of courses that are taught on a weekly or monthly basis, these courses usually being scheduled on a weekend day. Some courses are held for ½ or one whole day, while other courses require attendance on both Saturday and Sunday.

First Class Meeting

If you, as a faculty member teaching in a residential program, have not taught at PSP or have not had a tour of the facility prior to your first class, please plan to come to the School several days prior to the first day your class is scheduled to meet. This staff member is available to show you around, give you your keys or the code to the front door, and answer any questions you may have. Your class roster will be made available.

The Registrar depends on instructors to crosscheck the enrollment list with those who actually show up. Note any discrepancies on the roster. At the end of the class(es) for that

weekend (or day), slide the roster under the door of the Registrar or give it to an administrative staff person, if present. Note that some students fail to register in a timely fashion and may just show up for class.

Class Meetings

Weekend day classes in residential programs typically begin at 9:00 a.m. and end either at noon or at 5:00 p.m. The issue here is having a sufficient number of contact hours. The timing and length of breaks varies at PSP according to particular class structure and instructor expectations. The School's expectation, and the terms of our state approval, specifies 34 contact hours of instruction for each four-unit class. Weekend class sessions present a particular problem because of the very real effects of fatigue on both students and faculty. Short breaks *on the hour* are a good practice. However, the expectation remains that four-unit classes meet for a total of 34 hours, so faculty and students are encouraged to use lunch periods as an opportunity for reflection and additional engagement. In scheduling classes, we always seek to avoid *major* civic and religious holidays.

Please note that although the administrative offices of the School are closed for some national holidays, classes are not thereby canceled (except in the case of Thanksgiving). If you as a faculty member cancel your class for a national holiday, please make arrangements with your class to make up the class time. Any unusual extra meeting times for your class should be checked with the office to make sure there is a classroom available. If you are teaching a course which meets on an irregular basis, please make sure the office knows of your exact classroom needs so that conflicting meetings are not scheduled during your class time. If you decide to change the class dates for your class with the approval of your students, do not make such an arrangement official before discussing it with the School. And if your class goes for only part of the quarter (such as a 2 unit class), please let the office know the exact days and times for meetings for the entire quarter.

Instructional Processes: Distance Learning Programs

Many of the students enrolled at The Professional School of Psychology do not live in Northern California and lead busy and challenging personal and professional lives that do not

allow for travel on weekends to the Sacramento campus. As the geographic boundaries of the world have broken down over the past two decades, PSP has begun to offer programs at a distance from Sacramento, students enrolling in the school from as far away as the Netherlands, Israel and Singapore. These distance learning programs offer particular challenges for those faculty members who are teaching courses in these programs to mature and accomplished men and women who come from quite different cultures, speak English as a second language, and often live in social systems that are undergoing profound change and may even be threatened with extinction. Given these instructional challenges, PSP offers the follow guidance with regard to distance learning instruction.

Synchronistic and Asynchronistic Instruction

Most of the nonresidential programs at PSP are offered through a distance learning format. While none of the PSP courses involve exclusive text-based instruction, they all involve some use of computer-based instruction. Typically, distance learning involves two different forms of instruction. One form is called *asynchronistic* instruction—meaning that the instruction is prepared and delivered at a time and place that may not require the immediate involvement of all (or even any) of the students. While they are usually not mentioned in this context, books exemplify asynchronistic instruction in that a student will not necessarily be completing the assigned reading at the same time as other students (or the instructor). During the era of advanced instructional technology, asynchronistic instruction is usually engaged through the preparation of instructional material that is placed on an Internet website which students access at a time and in a location that is convenient for them. The instructor often requires students enrolled in the course to prepare written responses to this material. Many “on-line” educational programs at other graduate schools make extensive (sometimes even exclusive) use of asynchronistic instruction.

While PSP encourages faculty members in the school’s distance learning programs to make some use of asynchronistic instruction, there is a very strong preference that a substantial portion of each course is delivered through so-called *synchronistic* instruction. This means that the instructor and students are engaged at the same time in the teaching/learning process. While they may be geographically dispersed, the instructor and students are communicating

directly with one another in real time. This communication may be limited to audio or may include video and even the sharing of text material—but it requires immediate interaction. Furthermore, a substantial portion of each distance-learning course at PSP (at least $\frac{1}{4}$ and often $\frac{1}{2}$) will be conducted in person. The instructor and students meet for several days in a workshop format or (in the case of individual senior tutorials) meet at or near the student's home, at or near the faculty member's home, or in a location that is convenient for both tutor and student.

This commitment to synchronistic and in-person education is premised not only on the desire expressed by many mature and accomplished learners at PSP for an educational format that includes extensive interaction with the instructor and other students, but also the desire of most instructors at PSP to ground their teaching not in technology, but rather in direct contact with their students. While faculty members teaching in a distance learning format need to know about and be comfortable in using the new technologies, their real expertise will continue to be founded in their knowledge of the field and their skills in motivating and helping to guide the advanced education of their mature and accomplished students.

Instructor/Student Interaction

We are all growing accustomed to communication that occurs through use of computers, however, there is still a way in which extensive digital communication can be alienating and can lead to miscommunication and misunderstanding. We know from psychological research that these communication problems exist in part because the interpersonal relationship channels are narrowed. We only hear the other person's voice or see them on a restricted computer screen. Given these conditions, it is critical that a faculty member provide more structure than might be the case with residential programs. Furthermore, a faculty member must be in frequent contact with each student so that the student does not lose direction or motivation. Sadly, distance learning programs often experience very high drop-out rates (often as much as 90%). Fortunately, PSP has a very low dropout rate for students enrolled in distance learning programs (lower than 10%) and is committed to keeping this rate low by providing the "psychological containers" (structures, consistent procedures) to reduce student anxiety and uncertainty.

While any faculty member at PSP must be flexible in working with the mature and accomplished learners who enroll at the school, they must also provide consistent structure and clarity of expectations, particularly when teaching in a distance learning format. To ensure this consistent structure and clarity of expectations, faculty members in distance learning programs are expected to review and return any student work within one week of submission, keep a log of all student submissions and faculty responses to these submissions, provide regular and detailed feedback to the student regarding their performance in the course, and offer appropriate assistance to the student regarding misunderstandings based on language or culture. The school is committed to a high proportion of synchronistic (rather than asynchronistic) instruction in its distance learning programs precisely because of this need for consistent structure and clarity of expectations.

These communication problems are escalated when the conversation involves more than two people. While the technology is getting better every day with regard to digitally-based multi-person communication, it is still far from perfect. This means that a faculty member becomes a facilitator of group interaction, ensuring that each student is given ample and equal time to share their own thoughts and reflections on the course content. Given the potential cultural differences between the faculty member and student (though usually a faculty member comes from the same culture as the students), it is essential that an appreciative and supportive atmosphere be maintained in the group by the faculty member. Group interactions should further dialogue and collaboration rather than evoke contentious discussions and debates.

Instructional Support Resources

Those faculty members who teach in either the residential or tutorial/distance learning model will inevitably supplement their instruction with other resources. The use of these supplemental resources is encouraged by PSP, both as a way to add variety to the courses being taught and as a way to expand the range of perspectives being offered by the instructor.

Course Support Materials

Faculty members often augment required textbooks with “readers” composed of articles relevant to the specific course. They find that this is a helpful way to ensure that students have ready access to more varied, more current, more comprehensive, or additional information. Because of the copyright laws and time constraints, the production of such readers is not an activity in which the School can directly engage. Therefore, should you, as a faculty member, wish to create a reader for your course you will need to arrange for its production yourself. Please be sure to respect copyright regulations. Most faculty members find that compiling the contents of a Reader (an article from this book, an article from that book), and then having the copies made and ‘bound’ at a local print shop, provides the most flexibility. Typically, faculty member charges the students for the cost of the preparation of a Reader.

A word of caution to our faculty members: Do not run copies of your reader until you receive confirmation that your class will have sufficient enrollment to permit it to be offered. Students generally order books via an on-line book service. Remember, you are expected to provide a required reading list six (6) weeks prior to the start of the quarter. Faculty members often annotate required and recommended reading lists to help guide decision-making with respect to option purchases. The 6-week prior to class start date is an important deadline because most of our students seek to read most if not all of a given text before class begins. Significantly before class begins, many faculty members e-mail class-registered students to assess experience and/or to encourage focused reading, especially in cases where the professor intends to spend, for example, the first of two weekends on certain subject areas. Assessing student experience helps you structure your class time more efficiently, and has the byproduct of demonstrating your care and concern for the welfare of our learning population.

Audio Visual Equipment

Our classrooms have television sets and associated VCR and DVD players. We also own an LCD projector for use with a laptop computer, if you have course slides (e.g., on

Powerpoint). When you as a faculty member contract for any given class, please provide detail advice to our administrative staff of such requirements. Most classrooms also have surge protected power strips. However, if you need to have the LCD projector, or cannot remember if you marked it on your checklist, please call the Office the week before class to reserve it. The LCD projector is kept in a secure location.

Teaching Assistants

Teaching Assistants (T.A.s) are necessary for some classes and helpful for others. There are specific criteria for assigning a Teaching Assistant at PSP. If you, as a faculty member, think you may need one or more T.A.s, consult with the Director of the Institution well in advance of the beginning of your class—definitely before getting in touch with students you might wish to have as T.A.s. A teaching assistantship is potentially extremely valuable for the student chosen, since it increases that student's learning through the teaching function, and benefits the other students, either through providing individual tutorial instruction or by making course content more comprehensive. The student chosen as T.A. is recognized for outstanding past performance and future promise; the instructor also benefits from having a mentor relationship with an able assistant with whom he/she can share some of the academic responsibilities. Please instruct all T.A.'s to observe standards of ethical behavior and to maintain students' right to confidentiality.

There are two types of Teaching Assistantships:

Financially remunerated T.A.s: There is a limited budget for T.A.s. Please consult with the Provost of your program for funding approval.

Non-financially remunerated T.A.s: Instructors can request, from the Director of the Institution, a non-budgeted T.A. for any class. The need for, and benefit from, such a T.A. ship would need to be substantiated in advance. A student serving as such a T.A. would be entitled to a free course audit.

Students chosen to 'T.A' a course generally should already have had that course. They should also understand that they would be permitted to audit a class only when that class has been already enrolled in sufficient number to permit it to be offered.

Guest Speakers

It is sometimes of great value to a class to have guest lecturers present. Because funding for honorariums is limited, please address all requests for honoraria in writing to the Director of the Institution. You will receive notification of funding availability upon your request.

Expectations Regarding Student Performance

Regardless of the format being used for instruction at PSP, students are expected to performance at high levels and to be responsible for completing all course requirements. As mature and accomplished adults, the students at PSP can reasonably be held accountable for regular class attendance, adequate preparation for class meetings, and completion of reading and writing assignments for each class session. It is also fully understood that these adult learners lead complex and demanding lives, hence will on occasion be unable to meet all of the instructor's expectations in a timely manner and will be given more time to complete course work.

Attendance

The School's clearly stated expectation of students is that they attend at least 80% of all class sessions. The School's policy is to allow a student to miss up to a day of a typical four-day, two weekend class. The rule of thumb is that students may not be absent for more than 25% of the total class time. In part, this is an issue related to contact hours, but also to the way education takes place at PSP. Mature learners engage in discussion within our classes, which in turn can be highly educational for other students. When a student misses a significant part of a class, they miss not only the instruction from the professor, but this invaluable woven thread. Instructors are responsible for monitoring attendance. Instructors may set more rigorous attendance requirements.

Students should communicate with you, as a faculty member, if they know they will miss a class because of a personal or professional commitment. In general, we encourage flexibility in responding to their situations. Although we have a generalized policy, you are the only judge of how much a student can miss of your class without impairing her or his knowledge or understanding of your course material. Students will often arrange for colleagues to tape your lectures in classes they know they will miss; again, yours is the decision about whether such "mediated" learning will suffice. Please let the Provost know if any of your students miss an excessive number of classes. Finally if a student misses more than is allowed, the instructor may, but is not obligated to, offer makeup work. Students who miss 'too many' hours of class may be given an 'Incomplete' grade, until they make up their work, if the professor allows for makeup at all.

Course Enrollment

While some students work one-on-one with a senior tutor, most students at PSP are enrolled in courses at PSP that involved a small group of students and a single faculty member. Classes at PSP are designed for small groups whether being conducted in a residential format or through a tutorial cohort group, usually 6-8 (and never more than 10). In general, the administration will maintain class enrollment limits. Given even the best efforts at planning, some classes will be under enrolled following registration. It is usually economically not feasible to offer a class with fewer than 4 students enrolled. The Director of the Institution will contact the faculty member as soon as it becomes clear that the course needs to be canceled. We urge students to register for classes far ahead of time, but we do have hard-set end of registration deadlines, after which a class may be cancelled if there is insufficient enrollment. In many cases, the Director of the Institution is able to alert registered students to the possibility of potential under-enrollment enough in advance of the planned class to allow students to register for a different course.

Accessibility to Students

As a faculty member at PSP you are expected (and contracted) to be available for each student at least one hour during the quarter (in person or via telephone, Skype or some other telecommunication device). For a four credit course this equates to 4 hours per quarter per

student and to 5 hours per quarter for a five credit course. You are also expected (and contracted) to spend at least another half hour per unit in reviewing the performance of each student (via tests, essays, and/or case studies). This equates to 2 hours per student for a 4 unit course and 2 ½ hours per student for a 5 unit course.

Since both students and faculty at PSP have numerous other commitments, getting together with your students to discuss their progress, academic concerns, paper assignments, etc., can be a challenge to your creativity. Our faculty members manage this problem in numerous ways. Some give their home or office telephone numbers to students, and consult with them by telephone. In other cases, faculty members may make extra time before class to meet with students. Still others meet with students for coffee or lunch. Whatever method faculty members choose, students and administration alike appreciate their finding time to meet with students outside class, and recognize that it is often difficult for you to do so. If for some reason it will prove impossible or excessively inconvenient for a faculty member to coordinate schedule with that of a student or if the student needs additional academic advice or counsel because of poor performance in your course, please consult with the Director of your program about the situation.

Prospective Student Visitors

The admission process at PSP is somewhat different from that of many schools: prospective students are interviewed and their applications reviewed all year round, and new students are allowed to begin coursework at the beginning of any term, assuming that the specific course does not have a prerequisite. We generally encourage prospective students to visit a class session, so that they may have a first-hand experience with the School, faculty, and students. Some classes, usually ones in which students are presenting clinical case material, are not available for prospective student visits. If you as a faculty member think that your course would be inappropriate for visitors, or if there is a particular class session that would be inappropriate, please inform the Director of the Institution.

Grading

Grades are due no later than two weeks following the end of the quarter. At PSP, students may be given grades of Pass with Honors (PH), Pass (P), Low Pass (LP), and Fail (F). If a student has not completed the requirements of the course by the end of the quarter, you may give the student an Incomplete (INC). Each of these grades is discussed in greater detail below. (Faculty members should note that their final check for the Term will be released only after receipt of final grades.)

A *Pass with Honors* normally is assigned only to students who have done outstandingly good work and who have demonstrated exceptional mastery of the material. As a rule, fewer than 10% of the class enrollment will earn a Pass with Honors in any course. This grade cannot be assigned for Case Conference, Practicum, Internship, Dissertation Research Design or Dissertation.

Pass indicates that the student has performed well, demonstrates the *expected* level of professional or scholarly attainment. Generally this is a solid student whose work in your class you feel good about and of whose future professional competence you feel confident.

The *Pass* grade does have a different meaning depending upon the degree level of the class you are teaching. For our Masters Degree classes, the assumption of the School is that students will do 'B grade' work. For our doctoral classes, the assumption of the School is that students will do 'A grade' work.

Low Pass is given to students who, while they have completed all of the course requirements, have not evidenced mastery of the topic area of your course, and who need to plan further work on their own to attain the level of excellence expected of professionals in the profession. The course performance was acceptable but marginal Completion of a counseling log is required (see Counseling Log Section below).

Fail indicates that the student has not satisfactorily met the requirements of your course, as indicated in your syllabus. The student must take the class again.

Incompletes normally are given *only* when, in the judgment of the faculty member, the student was prevented by some circumstance quite outside her or his control (e.g. illness, family crisis) from completing the course requirements within the quarter. It is entirely a matter of the faculty member's discretion and professional judgment whether or not an Incomplete is given. The School will support the faculty member's exercise of judgment, particularly since giving a student an Incomplete almost always means more work for the faculty member—reading papers after the quarter is over, giving examinations for one student, and the like.

All Incomplete grades *must* be requested by the student prior to the end of class, *must* be agreed to by the faculty member in writing and *must* be completed by the end of the following quarter, unless another agreement is signed by the faculty member for good cause. A faculty member may set an earlier date for remediation of the Incomplete. The faculty member must notify the Director of the Institution of all special arrangements. Incompletes not remedied by the end of the next quarter are either changed to a Withdrawal *or* a Fail (as specified by the instructor).

In Progress (IP) this grade is given in courses extending more than one quarter (e.g., Clinical Case Conference, Dissertation Research Design, Nature of Psychological Inquiry, Psychodiagnostic Assessment).

Note that many faculty members require written projects or papers. In some cases, the faculty members requires that the deadline for the written project or paper be within the period when the class meets, but the general rule of thumb is that all projects and papers are due at the end of the term. It is quite likely that the last class day will be some weeks before the end of the term. The faculty member must be clear with the students how they are to transmit their written requirements. It is a reasonable assumption that students have access to e-mail, and it is reasonable to ask them to send their written assignments as word processing attachments.

Keys and Building Security

We have lost equipment to burglars. It is very important that administrative staff and faculty members leaving in the evening or the weekend make sure that the doors are securely locked.

Payment Schedule

Please note that at PSP, all paychecks for administrative staff and faculty members are mailed on the 20th of the month. The first paycheck faculty members will arrive after the 20th of the month *following* the month in which teaching has begun. Final checks for faculty members are not mailed until the final grades have been submitted.

Meetings

Administrative Meetings

Typically, the administrative staff of the school schedule daily meeting to address immediate tactical issues (these meetings often being held virtually through use of digitally-mediated communication) and bi-weekly meetings to address longer term strategic issues these meetings often also being held virtually through use of digitally-mediated communication).

Faculty Meetings

It is required that all faculty members who are teaching a course within a specific quarter attend the one faculty meeting scheduled during this quarter. In some cases, to accommodate the busy schedule of PSP faculty members, these meeting are held through use of a telecommunication device (such as Skype). Faculty meetings typically are designed to address three fundamental issues: (1) potential modifications in the curriculum of the school, (2) concerns regarding the performance of specific students enrolled in the school and (3) shifts in the policies or procedures of the school.

Legalities, Evaluation, Procedural Issues and Ethics

Contracts

If you are a faculty member, you should have received, signed, and returned your contract (along with your W-4, INS form, and curriculum vitae) before the beginning of the quarter in which you are teaching. The Director of the Institution will have included with the contract a letter specifying the previously negotiated teaching, dissertation, and governance obligations for the coming year.

All faculty members should supply the Director of the Institution with a current course description, syllabus, and reading list for each class they are teaching prior to the beginning of the academic quarter (further detail provided in an earlier section of the Handbook). The contract spells out our expectations and your responsibilities.

Evaluation of Instructors

At PSP students evaluate all classes each quarter. Normally, faculty members have the evaluation forms administered at a class break, in order to minimize disruption of the class. Please ask a student to distribute the evaluation forms and to collect them. Student anonymity and privacy should be assured. The sealed evaluation envelopes should be given to the Director of the Institution. The evaluations will be analyzed and the comments transcribed. The President and Director of Clinical or Organizational Programs will review the compilation, and a copy sent to you about a month after the end of the quarter.

Dismissal and Appeal Procedure for Administrative Staff and Faculty

Determination: Should an untoward and unsatisfactory situation occur stimulating concerns about an administrative staff or faculty member's competence, behavior, or ethics, the Provost is charged with the responsibility of investigating the situation, meeting with the administrative staff member or faculty member for discussion and evaluation, developing a written report of his or her findings, and taking steps to rectify this matter. Unless the nature

of the situation demands immediate dismissal, all such investigations should result, first, in a written statement of concerns, and a warning which may, or may not, include and specify requirements for counseling, supervision, and probation. If the situation does not improve within the designated period of time set by the Provost, s/he may choose to abrogate the existing contract and dismiss the faculty member.

Appeal: Should the administrative staff member or faculty member then wish to appeal the decision by the Provost, he or she should present the President with a written request for an appeal within 48 hours. The President will appoint a Review Committee within one week to read all documenting material, hear the faculty member, deliberate, and make recommendations concerning this matter.

The formal written report from the Review Committee must reach the Provost and the President within 48 hours. The President will, upon receipt of the Review Committee's recommendation, reconsider the administrative decision, but will not be bound to reverse a decision except in the event of a unanimous recommendation of the Review Committee. In the event that the President does "revise" the original decision, it is still his/her right and obligation to institute and monitor a probationary/supervisory term and/or other suitable remediation procedures.

Grievance Procedure

Should an administrative staff member or faculty member believe that he or she has been aggrieved by an action of any member of the administration, that staff member or faculty member may apply in writing to the President for a hearing and evaluation by an Ad Hoc Review Committee appointed by the President. This request should contain a written statement documenting the circumstances of the grievance. A copy of this request should also be supplied, at the same time, to the Provost.

The President will instruct the members of the Committee to hear and evaluate the matter. The Committee will review all documentation, will meet with the aggrieved staff member or faculty member, with other administrators individually, and/or conjointly, and following

deliberation, make a recommendation, in writing, to the President. The President will be bound by the recommendation(s) of the Review Committee.

Policy on Personal Conduct

The Professional School of Psychology is committed to building and maintaining an environment and organizational culture that communicates to all its members the School's values of honesty, academic freedom, critical inquiry, and growth and development. Toward that end, the following policy regarding personal conduct has been established:

1. The Professional School of Psychology does not permit harassment of any members of its community on sexual grounds. Disciplinary action may be taken against faculty members, administrators, staff, or students who engage in such harassment, the definition of which includes, but is no limited to, the following:
 - a. Romantic or sexual overtures from a person occupying a position of authority or responsibility, directed toward a person occupying a position of lesser authority or responsibility;
 - b. Verbal remarks that constitute an intrusively personal or demeaning comment on others' gender, sexuality, or sexual orientation.

2. The Professional School of Psychology does not permit harassment of any members of its community on the basis of race, culture, religion, age, national origin, or ethnicity. Disciplinary action may be taken against faculty members, administrative staff, or students who engage in such harassment, the definition of which includes, but is not limited to, the following:

Verbal remarks that constitute a demeaning comment on others' race, culture, religion, age, national origin, or ethnicity.

The intent of this policy is not merely to proscribe conduct inconsistent with the School's values, but also to affirm the responsibility of all members of the School community to participate actively and cooperatively in maintaining an environment that recognizes and values individual, cultural, and gender-based differences, and that honors the integrity and dignity of individual persons.

Procedures for Implementing the Personal Conduct Policy

If a student, faculty member, staff member, or administrator believes that he or she has been the object of harassment in violation of the policy presented above, following is the process for review and determination of disciplinary action.

1. The incident of harassment is brought to the attention of the President. That is, students, faculty members or administrative staff members who believe they have suffered harassment should bring the issue to the President.
2. The President, once informed of the allegation of harassment, will consult with the administrator or faculty member responsible for supervision of the individual against whom the allegation is made. In other words, if a student thinks that a faculty member has harassed him or her and communicates that fact to the President. If the allegation of harassment is made against the President, the matter is brought to an independent party appointed by the school's legal counsel.
3. The President will then meet with the person alleged to have engaged in harassment, in order to develop a fuller understanding of the incident. In cases in which the harassment was unintentional and the facts are not in dispute, the issue may be concluded at this point by a private meeting between the person bringing the allegation, the person against whom it is brought, and the President, at which a private apology is offered and accepted.
4. If the person bringing the allegation does not agree to resolve the matter as described in Step 3, above, or if the facts are in dispute, or if either party requests, an Ad Hoc Committee on Personal Conduct will be formed to hear and decide upon the case. The

Ad Hoc Committee on Personal Conduct will consist of an administrator, a faculty member (appointed by the Provost) and the school's legal counsel. Either party has a right to challenge the membership of any Ad Hoc Committee member if there is evidence of bias or prejudice in the matter.

5. Both parties will present written statements to the Ad Hoc Committee. Either party may exercise his or her right to appear before the Committee, or the Committee may request such personal appearance. Both written and personal statements made to the Committee are confidential.
6. The Ad Hoc Committee will meet in closed session to consider the information provided, to make a determination of whether the Policy on Personal Conduct has been violated, and to determine an appropriate sanction if the policy is found to have been violated. The Committee will render its decision in writing to both parties within two weeks. The Committee's decision is final.

Sanctions

Because this policy is central to our School's character and functioning, and because violations of it are both quite personal and quite painful for those involved, a wide variety of sanctions may be applied for violations. These include private apology, public apology, remediation through education, and, in extreme cases of harassment or betrayal of trust, dismissal from the program (in the case of students) or from employment (in the case of faculty, administrators, or staff).

Student Academic Procedures and Responsibilities

Comprehensive Examinations and Portfolio Evaluations

Comprehensive examinations in the Masters Degree and Doctoral Degree clinical programs are administered twice a year, unless otherwise scheduled by petition. Faculty teaching M.A. clinical courses at PSP may be asked by the Director of the Institution to submit an essay question to be used in the comprehensive examination. An additional honorarium is provided to the faculty member for this task in recognition of the demand their time. If the faculty member requests a

sample exam question will be sent to them by the Director of the Institution so that they might get an idea of the kinds of questions generally asked.

An examination in the Psy.D. Clinical Program consists of a very comprehensive question in either clinical or organizational psychology. This question is developed and graded by two faculty members teaching in the doctoral program (these faculty members to be appointed by the Director of Clinical Programs).

Both the Masters Degree and Doctoral Degree programs in organizational psychology require completion of a portfolio by students enrolled in these programs. One faculty member teaching in the organizational psychology program will be appointed by the Director of Organizational Programs to review and approve the portfolio submitted by an organizational psychology student.

Dissertation

Advanced doctoral students will typically invite a member of the PSP faculty to serve as chair of their dissertation committee. On occasion, someone who is qualified (has a doctorate and relevant experience in area of student's dissertation) will be asked to serve as chair of the dissertation committee (with approval of the Provost). The committee chair is compensated for their work with students in this position. A contract is produced by the Director of the Institution for this faculty member.

Often, students ask members of the faculty (as well as other qualified members of the community) to be members of their dissertation or research project committees. If the faculty member or member of the community agrees to serve, it is important that this potential committee member is clear with the student about what their expectations are and about what they are (and are not) prepared to do.

PSP does not provide a stipend to readers of the professional community serving as members of dissertation committees. Those faculty members and community member who agree to serve are truly extending a favor to a junior colleague. It is perfectly appropriate for committee members

to expect students to pick up and deliver drafts of chapters to be reviewed, to provide committee members with postage for mailing them back, and so on. Additional information on dissertations and Doctoral Research Projects is provided in the PSP Dissertation Manual.

Academic Honesty

The Professional School of Psychology upholds the standards of academic honesty common to all higher education institutions, and the ethical standards of the discipline and profession of psychology. Students who submit as their own work the published or unpublished work of another are guilty of plagiarism. Penalties for plagiarism or academic dishonesty may include failure in the paper, test, or project; failure in the course; academic probation; academic suspension; and academic dismissal without the possibility of readmission. All cases of verified academic dishonesty or plagiarism must be reported to the Provost. Faculty members shall first have confronted the student, engaged in dialogue concerning the alleged infraction, and documented the incident in a counseling log, a copy of which should go to the student as well as the Provost.