

Academic and Behavioral Expectations for Students in the Marriage and Family Therapy (MFT) and Professional Clinical Counseling (PCC) Programs

The purpose of this document is to provide graduate students with a clear understanding of the academic and behavioral expectations necessary for success in the MFT and PCC programs. The University is committed to supporting students' growth as emerging clinicians through structured guidance, faculty mentoring, and professional development opportunities. To this end, two formal processes are in place to help identify and address concerns that may arise during the program:

1. **Academic Progress Report (APR):** Designed to monitor and support student success by addressing academic concerns.
2. **Behavioral Progress Report (BPR):** Designed to monitor and support professional growth by addressing behavioral concerns.

Both APR and BPR processes are not punitive but rather developmental tools designed to help students recognize challenges and take proactive steps toward improvement. The intent is to support academic achievement, foster professional growth, and ensure that all students are prepared for the responsibilities of clinical practice.

Academic Progress Report (APR)

The APR is used by faculty to document concerns regarding a student's academic performance and to provide feedback intended to help the student succeed. Faculty and University staff may complete an APR at any time for students who demonstrate ongoing academic concerns. The APR process provides structured feedback and mentoring opportunities to help students improve in the identified areas.

An APR may be created if a student is struggling in one or more of the following areas:

- **Motivation:** Lack of engagement in coursework, poor attendance, arriving late to class or Zoom sessions, limited participation, inadequate preparation, or incomplete assignments.
- **Time Management:** Consistently submitting late work, not following assignment instructions, or producing work below expected academic standards.
- **Oral Communication:** Difficulty expressing ideas clearly and concisely, inappropriate vocabulary or grammar, or ineffective verbal communication with peers and instructors.

- **Listening Skills:** Failure to listen attentively, responding inappropriately, being argumentative, ignoring facts, or introducing unrelated points into discussions.
- **Writing Skills:** Persistent issues with grammar, clarity, and organization despite multiple assignments and referral to the Online Writing Center.
- **Critical Thinking:** Inability to demonstrate logical, rational, and evidence-based reasoning. Concerns may include lack of clarity, accuracy, depth, breadth, or fairness in academic work.

Behavioral Progress Report (BPR)

The BPR is used by faculty to document concerns regarding a student's professional behavior and to support the student's growth as a future therapist. Faculty and University staff may complete a BPR at any time for students who demonstrate concerning behaviors as outlined below.

- **Professional Demeanor & Responsibility:** Lack of punctuality or preparation, unprofessional dress, repeated missed deadlines, poor adaptability, inappropriate responses to stress, refusal to accept responsibility, or threatening behavior.
- **Commitment to Diversity:** Disrespect for individual differences, defensiveness or hostility in diversity discussions, use of biased or discriminatory language, or failure to demonstrate empathy, compassion, and fairness.
- **Communication:** Ineffective listening, unwillingness to communicate with diverse audiences, disrespectful or unprofessional interactions (in person, online, or on social media), or refusal to engage in open dialogue.
- **Self-Reflection:** Resistance to self-evaluation, rejection of constructive feedback, unwillingness to acknowledge personal biases, failure to strive for growth, or inappropriate self-disclosure.
- **Ethics:** Dishonesty, academic integrity violations (e.g., plagiarism, cheating), misuse of intellectual property, or failure to adhere to the AAMFT Code of Ethics.