**Campbellsville University**

**School of Education**

**G4, 2017**

**SGC 531-01 Group Counseling**

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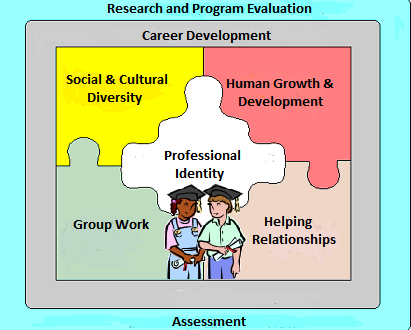
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# “Empowerment for Learning”

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**Textbook**:

Geroski, Anne M and Kraus, Kurt L. (2010). *Groups In Schools: Preparing, Leading, and*

*Responding.* Upper Saddle River, NJ: Pearson.

**Pre-requisites**: None

**Course Description**: This course provides both theoretical and experiential understandings of group purpose, development, dynamics, theories of group counseling and group counseling methods. Other topics include approaches used for other types of group work, group leadership styles and approaches, and professional preparation standards for group leaders.

**PROFESSIONAL STANDARDS addressed in this course:**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Aligned with**  **Assessment**  **(point values)** | **Kentucky Standards for Guidance Counseling Programs** | **Kentucky Guidance Counselor Program Objectives and Curriculum** | **KTS Diversity Indicators** | **InTASC** | **ILA Standards** | **TSSA** | **ISLLC** | **CAEP Advanced Standards for Teaching and Learning** | **CACREP Common Core Curricular Areas** | **CACREP School Counselor Professional Knowledge, Skills, and Practices** |
| Case Studies  50 pts.  Obj: 1 - 6 | C 2 a, b | 6 a, b, c, d, e, f, g | 1.2, 2.2, 2.4, 3.3, 4.2, 5.4, 6.3, 8.1 | 1 (a), 2 (d), 3 (f), 9 (e) | 4 | I. D | 1 C, D, E, 2 A, C, 5 B, C, D, E, 6 A | A.1.1, A.1.2 | 6. a, b, c, d | C.5, D.2 |
| Learning Logs  10 pts.  Obj: 1-6 | C 2 a, b | 6 a, b, c, d, e, f, g | 1.2, 2.2, 2.4, 3.3, 4.2, 5.4, 6.3, 8.1 | 1 (a), 2 (d), 3 (f), 9 (e) | 4 | I. D | 1 C, D, E, 2 A, C, 5 B, C, D, E, 6 A | A.1.1, A.1.2 | 6. a, b, c, d | C.5, D.2 |
| Discussion Forums  10 pts.  Obj: 1-6 | C 2 a, b | 6 a, b, c, d, e, f, g | 1.2, 2.2, 2.4, 3.3, 4.2, 5.4, 6.3, 8.1 | 1 (a), 2 (d), 3 (f), 9 (e) | 4 | I. D | 1 C, D, E, 2 A, C, 5 B, C, D, E, 6 A | A.1.1, A.1.2 | 6. a, b, c, d | C.5, D.2 |
| Informed Consent  50 pts.  Obj: 2, 3 | C 2 a, b | 6 g | 1.2 | 3 (a) | 4 | I. D | 2 A, 5 B, C, D, E, 6 A | A.1.1, A.1.2 | 6.d |  |
| Field Experience Assignment  100 pts.  Obj: 1-6 | C 2 a, b | 6 a, b, c, d, e, f, g | 1.2, 2.2, 2.4, 3.3, 4.2, 5.4, 6.3, 8.1 | 1 (a), 2 (d), 3 (f), 9 (e) | 4 | I. D | 2 A, 5 B, C, D, E, 6 A | A.1.1, A.1.2, A.3.4, A.4.2 | 6. a, b, c, d, e | C.5, D.2 |
| Small Group Counseling Plan  100 pts.  Obj: 1-6 | C 2 a, b | 6 a, b, c, d, e, f, g | 1.2, 2.2, 2.4, 3.3, 4.2, 5.4, 6.3, 8.1 | 1 (a), 2 (d), 3 (f), 3 (g), 4 (b), 4 (g), 7 (d), 8 (d), 8 (i) | 4 | I. D | 2 A, 5 B, C, D, E, 6 A | A.1.1, A.1.2, 3.4, 4.2 | 6. a, b, c, d | C.5, D.2 |

**Kentucky Standards For Guidance Counseling Programs Addressed:**

C. Knowledge and Skill Requirements for School Counselors

2. Counseling and Guidance

a. individual and small-group counseling approaches that promote school

success through academic, career, and personal/social development for all;

b. individual, group, and classroom guidance approaches systematically

designed to assist all students with academic, career, and personal/social

development.

**Kentucky Guidance Counselor Program Objectives and Curriculum Addressed:**

1. Group Work
   1. Principal of group dynamics, including group process components, developmental stage theories, group members’ roles and behaviors, and therapeutic factors of group work.
   2. Group leadership styles and approaches, including characteristics of various types of group leaders and leadership styles.
   3. Theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature.
   4. Group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness.
   5. Approached used for other types of group work, including task groups, psycho educational groups, and therapy groups.
   6. Professional preparation standards for group leaders.
   7. Ethical and legal considerations.

**Council For Accreditation of Counseling and Related Educational Programs (CACREP) Common Core Curricular Areas Addressed:**

6. GROUP WORK - studies that provide both theoretical and experiential understandings of group purpose*,* development, dynamics, theories, methods and skills, and other group approaches in a multicultural society, including all of the following:

a. principles of group dynamics, including group process components, developmental stage theories, group members’ roles and behaviors, and therapeutic factors of group work,

b. group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles,

c. theories of group counseling, including commonalties, distinguishing characteristics, and pertinent research and literature,

d. group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness, and

e. direct experiences where students participate in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term.

**Council For Accreditation of Counseling and Related Educational Programs (CACREP) School Counselor Professional Knowledge, Skills, and Practices Addressed:**

C. Knowledge

5. Understands group dynamics—including counseling, psycho-educational, task, and peer helping groups—and the facilitation of teams to enable students to overcome barriers and impediments to learning.

D. Skills and Practices

2. Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students.

**CU Diversity Proficiencies (from KSGCP) Addressed:**

2.c. Implements individual, couple, family, group, and community strategies for working with diverse populations and ethnic groups.

5.a. Develops counselor and consultant characteristics and behaviors that influence helping processes including age, gender, and ethnic differences, verbal and nonverbal behaviors and personal characteristics, orientations, and skills.

**Interstate Teacher Assessment and Support Consortium (*InTASC*) Addressed:**

InTASC 1 Learner Development

InTASC 2 Learner Differences InTASC 3 Learning Environments

InTASC 4 Content Knowledge

InTASC 7 Planning for Instruction

InTASK 8 Instructional Strategies

InTASC 9 Professional Learning and Ethical Practice

**International Literacy Association (*ILA*) Addressed:**

Standard 4 Diversity

**Council for Accreditation of Educator Programs (*CAEP*) Standards for Advanced Programs Addressed:**

Standard A.1 Content and Pedagogical Knowledge

Standard A.2 Clinical Partnerships and Practice

Standard A.3 Candidate Quality, Recruitment, and Selectivity

Standard A.4 Program Impact

**Technology Standards for School Administrators (TSSA) Addressed:**

Standard I. Leadership and Vision

**Educational Leadership Policy Standards (ISLLC) Addressed:**

Standard 1 Facilitating the development, articulation, implementation, and stewardship of a

vision of learning that is shared and supported by all stakeholders

Standard 2 Advocating, nurturing, and sustaining a school culture and instructional program

conducive to student learning and staff professional growth

Standard 5 Acting with integrity, fairness, and in an ethical manner

Standard 6 Understanding, responding to and influencing the political, social, economic, legal,

and cultural context

**SPECIFIC OBJECTIVES:**

Upon completion of this course, candidates will:

1. Candidates will identify appropriate group techniques.

2. Candidates will practice confidentiality when working with a group.

3. Candidates will demonstrate competencies in planning, organizing, and implementing a small group.

4. Candidates will demonstrate their ability to screen individuals for a small group.

5. Candidates will identify how to assess the needs of group members.

6. Candidates will describe a timeline for a small group.

**COURSE TASKS/Requirements:**

**Class Participation (80 pts.)** Candidates will be graded on their attendance in the synchronous class times and their ability to ask pertinent questions and critically discuss issues related to the learning activities of the class, ie. small and large group online discussions, study questions and reflective writing assignments.

**Field Experiences (100 pts.)** Candidates will conduct the following field experience assignments and write a 5-6 page reflection to be submitted with the completed, signed Field Experience Summary Form.

Candidates will observe or facilitate a minimum of 10 hours of small group counseling sessions in a school setting. A minimum of 5 hours must include at least two members from a diverse group (e.g. students with disabilities, students receiving free/reduced lunch, gifted students, etc).

Candidates will also participate in the screening, planning, set up, and follow up of the above group sessions for a minimum of 5 hrs.

**Discussion Forums (80 pts.)** Participation in discussion forums includes an initial response to the discussion forum prompt provided by the professor and responding to a minimum of two other classmates’ responses per discussion forum. Discussion forums are based on readings for the course and are designed to begin the conversation about the course content for the week. They prepare students for the activities and assignments for the week, so it is crucial for the class that they are completed during the week they are assigned. For this reason, **students will not receive credit for discussion forums that are completed late for any reason.** When you complete your forums late, not only are you not prepared for class that week, but you are impacting how prepared your fellow classmates are as well**. If you choose to put your forums off until the last minute and an emergency arises, an extension will not be granted. All discussion forums for the week are due on Saturday evenings at midnight EST.**

**Case Studies (70 pts)** Candidates will read and write 3-5 page reflections on case studies that represent issues and challenges faced by school counselors. Do not rewrite the questions in your response.

**Learning Logs (80 pts.)** Candidates will write a 2-3 page response to the following three questions based on the reading assignments, internet resources, and activities each week.

* What do you consider the most important concept(s)/skill(s) that you learned this week?
* How will you apply this concept in completing course assignments and activities?
* How will you apply this concept in your future practice as a guidance counselor?

**Informed Consent/Permission to Participate in a Group Letter (50 pts.)** Candidates will write a letter for parents that explains the topic and purpose for their group, invites their child to participate, explains their rights and the child’s rights, and obtains their signed permission for their child to participate.

**Small Group Counseling Plan (100 pts.)** Candidates will write a small group counseling

plan to be utilized in a school setting. The plan will include the group topic, the screeningprocess,identify the manner in which confidentiality is established among group members, establish techniques and practices to be used within the group, include a timeline for the group, include three lesson plans for the group, identify how technology will be utilized, and include a follow up for group members.

**EVALUATION Process and expectations:**

Candidate work will be evaluated utilizing rubrics and scoring guides. Built into all rubrics are criteria for making connections between the course content and your current practice. In addition, rubrics contain criteria for adherence to due dates, APA style, and length. All assignments for the course are due Saturday night at midnight **EST** of the week they appear on the Moodle Class.

**GRADING SCALE:** A 90-100%

B 80-89%

C 70-79%

D 60-69%

F 0-59%

**RUBRICS:**

**SGC 531 Group Counseling**

**Case Study**

**Scoring Guide**

**50 pts.**

Write a 3-5 page response to the reflection questions at the end of the case study you chose. Do not rewrite the questions in your response.

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| --- | --- | --- | --- | --- |
| **Category** | **45-50** | **40-44** | **35-39** | **Below 35** |
| **General Assignment**  **KSGC** C 2 a, b; **KCPGO** 6 a, b, c, d, e, f, g; **InTASC** 1 (a), 2 (d), 3 (f), 9 (e); **CAEP** A.1.1, A.1.2 | Reflection contains a response to each question in equal amounts. | Reflection contains a response to each question, but some are more developed than others. | Reflection contains a response to most of the questions. | Reflection only contains a response to few or only one of the questions. |
| **Length** | Three to five full pages of content | Two to three full pages of content | One-two full pages of content | Less than one full page of content |
| **Support**  **KSGC** C 2 a, b; **KCPGO** 6 a, b, c, d, e, f, g; **InTASC** 1 (a), 2 (d), 3 (f), 9 (e); **CAEP** A.1.1, A.1.2 | Observations and/or statements are logical and supported by information from the text. | Observations and/or statements are logical but made with little or loose support from the text. | Observations and/or statements are logical but not supported. | Observations and/or statements are not logical. |
| **Connections**  **KSGC** C 2 a, b; **KCPGO** 6 a, b, c, d, e, f, g; **InTASC** 1 (a), 2 (d), 3 (f), 9 (e); **CAEP** A.1.1, A.1.2 | Reflection makes clear connections to SGC 531 content | Reflection makes loose connections to SGC 531 content. | Reflection makes little connection to SGC 531. | No attempt is made to connect the experience to SGC 531. |
| **Mechanics** | Response is free from grammatical, spelling, or punctuation errors. | A few grammar, spelling, or punctuation errors exist, but they do not impact the understanding of the reader. | Several grammar, spelling, and punctuation errors exist. | Grammar, spelling, and punctuation errors impede the understanding of the reader. |
| **Timeliness** | Assignment is submitted by the due date. | Assignment is submitted one day late. | Assignment is submitted two days late. | Assignment is submitted more than two days late. |

**SGC 531 Group Counseling**

**Learning Log**

**Scoring Guide**

**10 pts.**

Write a two-three page response to the following three questions based on the reading assignments, internet resources, and activities for the week.

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| --- | --- | --- | --- | --- |
| **Category** | **9-10** | **7-8** | **5-6** | **Below 5** |
| **General Assignment**  **KSGC** C 2 a, b; **KCPGO** 6 a, b, c, d, e, f, g; **InTASC** 1 (a), 2 (d), 3 (f), 9 (e); **CAEP** A.1.1, A.1.2 | Reflection contains a response to each question in equal amounts. | Reflection contains a response to each question, but some are more developed than others. | Reflection contains a response to most of the questions. | Reflection only contains a response to few or only one of the questions. |
| **Length** | Two to three full pages of content | One to two full pages of content | 1/2 full page of content | Less than 1/2 full page of content |
| **Support**  **KSGC** C 2 a, b; **KCPGO** 6 a, b, c, d, e, f, g; **InTASC** 1 (a), 2 (d), 3 (f), 9 (e); **CAEP** A.1.1, A.1.2 | Observations and/or statements are logical and supported by information from the reading assignments, internet resources, and activities for the week. | Observations and/or statements are logical but made with little or loose support from the reading assignments, internet resources, and activities for the week. | Observations and/or statements are logical but not supported. | Observations and/or statements are not logical. |
| **Connections**  **KSGC** C 2 a, b; **KCPGO** 6 a, b, c, d, e, f, g; **InTASC** 1 (a), 2 (d), 3 (f), 9 (e); **CAEP** A.1.1, A.1.2 | Reflection makes clear connections to SGC 531 content | Reflection makes loose connections to SGC 531 content. | Reflection makes little connection to SGC 531. | No attempt is made to connect the experience to SGC 531. |
| **Mechanics** | Response is free from grammatical, spelling, or punctuation errors. | A few grammar, spelling, or punctuation errors exist, but they do not impact the understanding of the reader. | Several grammar, spelling, and punctuation errors exist. | Grammar, spelling, and punctuation errors impede the understanding of the reader. |
| **Timeliness** | Assignment is submitted by the due date. | Assignment is submitted one day late. | Assignment is submitted two days late. | Assignment is submitted more than two days late. |

**Field Experience Reflection**

**Scoring Guide**

**100 pts.**

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| --- | --- | --- | --- | --- |
| **Category** | **90-100** | **80-90** | **70-80** | **Below 70** |
| **General Assignment**  **KSGC** C 2 a, b; **KCPGO** 6 a, b, c, d, e, f, g; **InTASC** 1 (a), 2 (d), 3 (f), 9 (e); **CAEP** A.1.1, A.1.2 | Reflection contains information from all parts of the field experience in equal amounts | Reflection contains information from all parts of the field experience, but some are more developed than the others. | Reflection contains information from most of the field experience. | Reflection only contains information from a small part of the field experience. |
| **General Assignment** | Overall topics/headings are developed and supported with information from entire field experience. | The parts of the field experience are in separate un-integrated sections of the paper. | The reflection contains a list of experiences and with little real reflection. | Reflection contains little information. |
| **Length** | Five or more full pages of content | Four to five full pages of content | Three to four full pages of content | Less than three full pages of content |
| **Support**  **KSGC** C 2 a, b; **KCPGO** 6 a, b, c, d, e, f, g; **InTASC** 1 (a), 2 (d), 3 (f), 9 (e); **CAEP** A.1.1, A.1.2 | Observations and/or statements are logical and supported by information from the text and/or articles. | Observations and/or statements are logical but made with little or loose support from the text and/or articles. | Observations and/or statements are logical but not supported. | Observations and/or statements are not logical. |
| **Connections**  **KSGC** C 2 a, b; **KCPGO** 6 a, b, c, d, e, f, g; **InTASC** 1 (a), 2 (d), 3 (f), 9 (e); **CAEP** A.1.1, A.1.2 | Reflection makes clear connections to SGC content | Reflection makes loose connections to SGC content. | Reflection makes little connection to SGC content. | No attempt is made to connect the experience to SGC content. |
| **Mechanics** | Response is free from grammatical, spelling, or punctuation errors. | A few grammar, spelling, or punctuation errors exist, but they do not impact the understanding of the reader. | Several grammar, spelling, and punctuation errors exist. | Grammar, spelling, and punctuation errors impede the understanding of the reader. |
| **Timeliness** | Assignment is submitted by the due date. | Assignment is submitted one day late. | Assignment is submitted two days late. | Assignment is submitted more than two days late. |

**SGC 531 Group Counseling**

**Small Group Counseling Plan**

**Scoring Guide**

**100 pts.**

Write a small group counseling plan to be utilized in a school setting. The plan will include the group topic, the screening process, identify the manner in which confidentiality is established among group members, establish techniques and practices to be used within the group, include a timeline for the group, include three lesson plans for the group, identify how technology will be utilized, and include a follow up for group members.

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| --- | --- | --- | --- | --- |
| Criteria | 90-100. | 80-89 | 70-79 | Below 70 |
| Content (Narrative)  KSGCP: C 2 a, b  KGCPO: 6 a, b, c, d, e, g  InTASC: 1 (a), 2 (d), 3(f), 3(g), 4(b), 4(g), 7(d), 8(d), 8 (i)  CAEP Advanced Standards: A.1.1, A.1.2 | The plan provides specific information about each criteria in the prompt (e.g. For this group focusing on test anxiety, ninth graders will be screened using the Test Anxiety Inventory from the University of Wisconsin website. The ten students with the most items identified will be invited to participate in the group.) | The plan provides general information about each criteria in the prompt (For this group focusing on test anxiety, students will be screened to determine whether the group would be helpful for them.) | The plan provides information about most of the criteria in the prompt. | The plan is lacking information about several of the criteria in the prompt. |
| Lesson Plans  KSGCP: C 2 a, b  KGCPO: 6 a, b, c, d, e, g  InTASC: 1 (a), 2 (d), 3(f), 3(g), 4(b), 4(g), 7(d), 8(d), 8 (i)  CAEP Advanced Standards: A.1.1, A.1.2 | Objectives in the lesson plans are measureable, specific open ended discussion questions are identified, activities are specifically described, and the method of assessment is identified (e. g. Students use relaxation strategies learned through the group before and during testing to alleviate test anxiety). | Objectives in the lesson plans are not measureable, a general description of discussion is identified, activities are listed but not describes, and the method of assessment is identified (e.g. Student understand different relaxation strategies). | One of the components of a guidance lesson plan is not included. | More than one of the components of a guidance lesson plan is not included. |
| General Assignment  CAEP Advanced Standards: A.1.1 | Headings that specifically correspond to criteria in the prompt are utilized to organize different sections of the Small Group Plan. (e.g. Small Group Topic, Screening Process, Confidentiality, Techniques and Practices Employed, etc.) | Headings that generally correspond to criteria in the prompt are utilized to organize different sections of the Small Group Plan. (e.g. Background, Participation, Beginning Activities, Engagement, etc.) | Headings do not really indicate what the content of the sections is (e.g. Introduction, Sessions, Conclusion, etc.) | Headings are not utilized. |
| Mechanics  CAEP Advanced Standards: A.1.1 | Plan is free from grammatical, spelling, or punctuation errors. | A few grammar, spelling, or punctuation errors exist, but they do not impact the understanding of the reader. | Several grammar, spelling, and punctuation errors exist. | Grammar, spelling, and punctuation errors impede the understanding of the reader. |
| APA  CAEP Advanced Standards: A.1.1 | All sources are cited correctly within the body of the text and referenced correctly in the reference section utilizing the sixth edition of the APA Manual. | All sources are cited with a few minor errors within the body of the text and referenced correctly in the reference section utilizing the sixth edition of the APA Manual. | Sources that are not cited in the body of the text appear on the reference page and/or sources that are cited in the body of the text are not included on the reference page. | There are no efforts to cite or reference resources used. |
| Timeliness | Assignment is submitted by the due date. | Assignment is submitted one day late. | Assignment is submitted two days late. | Assignment is submitted more than two days late. |

**Discussion Forum Scoring Guide**

Participation in discussion forums includes an initial response to the discussion forum prompt provided by the professor and responding to a minimum of two other classmates’ responses per discussion forum. Discussion forums are based on readings for the course and are designed to begin the conversation about the course content for the week. They prepare students for the activities and assignments for the week, so it is crucial for the class that they are completed during the week they are assigned. For this reason, **students will not receive credit for discussion forums that are completed late for any reason.** When you complete your forums late, not only are you not prepared for class that week, but you are impacting how prepared your fellow classmates are as well**. If you choose to put your forums off until the last minute and an emergency arises, an extension will not be granted. All discussion forums for the week are due on Saturday evenings at midnight EST.**

**Initial Response**

**4 pts.**

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| **Category** | **4** | **3** | **2** | **1** |
| **General Assignment**  **KSGC** C 2 a, b; **KCPGO** 6 a, b, c, d, e, f, g; **InTASC** 1 (a), 2 (d), 3 (f), 9 (e); **CAEP** A.1.1, A.1.2 | **All topics** introduced in the prompt are **fully** addressed. | **All topics** introduced in the prompt are **addressed.** | **Some topics** introduced in the prompt are addressed. | The **prompt is not addressed** in the response. |
| **Length** | **More than 10 complex** sentences. | **7-10 complex** sentences. | **4-6** sentences. | **1-3** sentences |
| **Support**  **KSGC** C 2 a, b; **KCPGO** 6 a, b, c, d, e, f, g; **InTASC** 1 (a), 2 (d), 3 (f), 9 (e); **CAEP** A.1.1, A.1.2 | Arguments and/or statements are **logical and supported** by information from the **text and articles.** | Arguments and/or statements are **logical** but made with **little or loose support** from the text and articles. | Arguments and/or statements are **logical but not supported.** | Arguments and/or statements are **not logical.** |
| **Connections**  **KSGC** C 2 a, b; **KCPGO** 6 a, b, c, d, e, f, g; **InTASC** 1 (a), 2 (d), 3 (f), 9 (e); **CAEP** A.1.1, A.1.2 | Response makes **clear connections** to **current or past experiences in the classroom, school, or political environment.** | Response makes **loose connections** to **current or past experiences in the classroom, school, or political environment.** | Response makes **little real life connection.** | **No attempt** is made **to connect prompt to real life** situations. |
| **Mechanics** | Response is **free** from grammatical, spelling, or punctuation errors. | A **few** grammar, spelling, or punctuation errors exist, but **they do not impact the understanding of the reader.** | **Several** grammar, spelling, and punctuation errors exist. | Grammar, spelling, and punctuation errors **impede the understanding of the reader.** |

**Response to Peer (You must respond to two peer initial responses per discussion forum)**

**3 pts. each**

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| --- | --- | --- | --- |
| **Category** | **3** | **2** | **1** |
| **General Assignment**  **KSGC** C 2 a, b; **KCPGO** 6 a, b, c, d, e, f, g; **InTASC** 1 (a), 2 (d), 3 (f), 9 (e); **CAEP** A.1.1, A.1.2 | Response provides **constructive criticism or information.** | Response provides **no constructive criticism** and demonstrates **little understanding** of the content. | Student **does not respond** to the initial response or the response is **inappropriate.** |
| **Length** | **More than 5 complex** sentences. | **3-5 complex** sentences. | **1-2** sentences. |

**Disability Statement:** Campbellsville University is committed to reasonable accommodations for students who have documented learning and physical disabilities, as well as medical and emotional conditions. If you have a documented disability or condition of this nature, you may be eligible for disability services. Documentation must be from a licensed professional and current in terms of assessment. Please contact the Director of Disability Services at (270) 789-5450 to inquire about services.

#### Plagiarism Policy

Campbellsville University’s policy on Academic Integrity states: “Each person has the privilege and responsibility to develop one’s learning abilities, knowledge base, and practical skills. We value behavior that leads a student to take credit for one’s own academic accomplishments and to give credit to others’ contributions to one’s course work. These values can be violated by academic dishonesty and fraud.” (2015-17 Bulletin Catalog). Plagiarism and cheating are examples of academic dishonesty and fraud and neither will be tolerated in this course. Plagiarism is quoting or paraphrasing a phrase, a sentence, sentences, or significant amounts of text from a web or print source, without using quotation marks and without a citation. The plagiarist submits the work for credit in a class as part of the requirements for that class. Examples of cheating include cheating on a test (copying off someone else’s paper) or an assignment (e.g., development of a lesson plan) and submitting the work as your own. If a student commits plagiarism or cheats in this course, the professor will decide on one of two penalties: (a) an F on that assignment or (b) an F in the course. The student’s Dean and the Vice- President for Academic Affairs will be notified of either consequence.

## Campbellsville University’s Online Attendance Policy

Bi-term and 8 week terms: Online students must participate weekly as defined by the professor in the syllabus. After 1 week (12.5%, 1/8th of the scheduled classes) without contact the student will be issued an official warning. After the second week (25%, 1/4th of the scheduled class) without contact the student would fail the course and a WA would be recorded.

## Incomplete Statement

A grade of “I” is assigned to a student when the course requirements are not completed due to illness, accident, death in the immediate family, or other verifiable, extenuating circumstances. The course requirements to change the “I”; grade must be completed within 12 months from the time awarded. It is the student’s responsibility to complete requirements within the 12 month period. It is the professor’s responsibility to change the grade by filling out the proper forms in the Office of Student Records.

**Title IX Statement:** Campbellsville University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment

and to comply with Title IX of the Education Amendments of 1972 and guidance from

the Office for Civil Rights, the University requires all responsible employees, which

includes faculty members, to report incidents of sexual misconduct shared by students

to the University's Title IX Coordinator.

Title IX Coordinator:

Terry VanMeter

1 University Drive

UPO Box 944

Administration Office 8A

Phone – 270-789-5016

Email – twvanmeter@campbellsville.edu

Information regarding the reporting of sexual violence and the resources that are

available to victims of sexual violence is set forth at: www.campbellsville.edu/titleIX

**Student Academic Progress (SAP)**

Department of Education federal regulations require Campbellsville University to monitor its student's academic progress to ensure that they maintain a minimum standard GPA and make steady progress toward degree completion. Students who do not meet the SAP requirements may lose their financial aid eligibility. All students that were enrolled during the current school year and those who have submitted a FAFSA for the upcoming year will be evaluated for SAP at the end of each term including summer. See your Student Handbook for specific details and/or discuss with your advisor.

## Communication Requirement

Students are expected to activate and regularly use the university provided email domain studentname@stu.campbellsville.edu) for all email communication for this class.

## Disposition Assessment

Dispositions in teacher education preparation refer to behaviors and attributes while interacting on campus, online, and in clinical experiences with students, families, colleagues, communities, and faculty. Such dispositions are necessary to the empowerment for learning process stemming from the unit mission, conceptual framework, state codes of ethics, and national standards. Campbellsville University’s educator preparation program strives to lead candidates in the self- efficacy process of recognizing when their own dispositions shall be developed in the Pre-Professional Growth Plan (PPGP).

Candidates (CU students) will be introduced to the education program’s conceptual framework, which includes disposition expectations in the introductory courses and will also become familiar with and commit to the *Codes of Ethics for Professional Educators* which delineates behaviors for teachers related to students, parents and colleagues. In addition, candidates must adhere to the CU Computer Resource Acceptable Use Policy that includes posting information, videos, pictures, etc.,that infringe on copyright laws or is deemed inappropriate by the mission of CU and the School of Education (p 50, ST Handbook). This includes both on campus and off campus activities. Although the unit has adopted a “Disposition Recommendation” form for general use, it is understood that dispositions are also evaluated during instructional opportunities through field and clinical experiences and regular course opportunities. All disposition data are collected and filed in the student’s School of Education binder.

CU Philosophy of Behavior was founded with the goal of providing a quality education along with Christian values. Learning takes place guided by Christ-like concern and behavior on campus and online. A student whose conduct violates stated behavioral expectations faces specific disciplinary sanctions.

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