# MFT 624 – The Child and Adolescent in Marriage and Family Therapy

## Instructor Information

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Office Hours:

Office Location:

Telephone: (502) 724-5691

## Course Information

Course Number: MFT 624

Course Name: The Child and Adolescent in Marriage and Family Therapy

Credits: 3 Credit Hours

Format: Online

## Course Description:

MFT 624: Child and Adolescent Counseling (3 credit hours). This course examines the theories, methods, and techniques of counseling and psychotherapy with children and adolescents. Emphasis will be placed on a multidimensional view of intervention with children and adolescents, giving attention to development, cognitive, behavioral, organic, educational, social, and environmental issues and development of skills in counseling children and adolescents individually and in family therapy. Coordination of services with agencies, the juvenile court system and assessment instruments with adolescents is examined.

## Course Objectives & Learning Outcomes

Upon completion of the course, students should be able to:

* MFT Program Competence 1.1: Understand systems concepts, theories and techniques that are foundational to the practice of marriage and family therapy.
* MFT Program Competence 2.1: Understand principles of human development, human sexuality, gender development, psychopharmacology, couple processes and family development and processes (e.g., family, relational and system dynamics).
* MFT Competence 2.5 and 2.5a: Consider physical/organic problems that can cause or exacerbate emotional/interpersonal symptoms. Identify the difference between organic problems and emotional symptoms.
* MFT Competence 4.3: Match treatment modalities and techniques to clients' needs, goals and values.
* MFT Competence 6.2, 6.2a, and 6.5: Understand research and program evaluation methodologies, quantitative and qualitative, relevant to mental health services. Identify and interpret programs and research relevant to practice. Evaluate knowledge of current clinical literature and its applications.
* MFT Competence 5.4: Obtain knowledge of advances and theory regarding effective clinical practice.
* MFT Competence 7.2 and 7.8: Promptness in completing work assignments. Professional relationships with colleagues.

## Course Requirements

### Computer Literacy

Students are expected to be able to use word processing and presentation software, as well as access E-mail, utilize Moodle (including forums, assignment submissions, quizzes), Google Docs and other technological tools that may enhance the content of this course. Please refer to the [CU Distance Education Help Desk](http://cde.freshdesk.com/support/home) for instructions, when necessary.

### Required Materials

Thompson, C.L. & Henderson, D.A. (2015). *Counseling children (9th ed.).*Boston: Cengage Learning.

ISBN-13:  9781285464541

ISBN-10:  1285464540

Barrett, P.M. & Ollendick, T.H. (Eds.). (2004). *Handbook of interventions that work with children and adolescents: Prevention and treatment.* Hoboken, NJ: John Wiley & Sons, Inc.

ISBN-13:  9780470844533

ISBN-10:  0470844531

Gil, E. (2015). *Play in family therapy (2nd ed.).* New York: The Guilford Press.

ISBN-13: 978-1462517497

ISBN-10: 1462517498

Gil, E., & Drewes, A. (Eds.). (2005). *Cultural issues in play therapy.* New York: The Guilford Press.

ISBN-13: 978-1593853808

ISBN-10: 1593853807

### Suggested Materials (Optional)

#### **Online Resources:**

##### SMARTHINKING

[SMARTHINKING](http://www.smarthinking.com/services-and-subjects/services/live-online-tutoring/) is an online tutoring service provided by Pearson. Students can log in to the SMARTHINKING website for tutoring throughout the online term. It could be especially helpful before exams or review sessions. Students have access to archives of each of their SMARTHINKING tutoring sessions. These archives can be used to review the content of a tutoring session or as the starting point for follow-up sessions with a tutor.

## Responsibilities of the Online Student

The student is responsible for:

1. Having consistent and easy access to a personal computer (Windows or Mac) with a reliable high-speed Internet connection.
2. Gaining access to online courses in the learning management system (LMS).
3. Acquiring all course materials (textbooks, software, etc.) in a timely manner.
4. Knowing and abiding by all applicable policies and procedures as prescribed in the [Bulletin-Catalog](http://www.campbellsville.edu/catalog), [Online Student Handbook](http://www.campbellsville.edu/Websites/cu/files/Content/2483573/DE_Student_Handbook_2013-14.pdf) and individual course syllabi.
5. Acquiring and maintaining the knowledge base needed to operate successfully in an online course/program.
6. Communicating to and from the instructor via the LMS and the CU student e-mail address.
7. Accessing the online course regularly and complete course activities on time regardless of equipment/technology problems. Students are recommended to log into their course once a day.
8. Observing deadlines as stated on the [academic calendar](http://www.campbellsville.edu/academic-calendar1) and in individual course syllabi.
9. Communicating hardships with the advisor and instructor(s) immediately.
10. Paying the online technology fee, if applicable.

A more detailed explanation of policies and procedures governing online courses and degrees is provided in the [Online Student Handbook](http://www.campbellsville.edu/Websites/cu/files/Content/2483573/DE_Student_Handbook_2013-14.pdf).

## What to Expect from an Online Course

An online course is typically going to require significantly more time than a traditional course. The undergraduate student should allow five – eight hours a week to complete all activities prescribed for the week/unit. The graduate student should allow twelve – fifteen hours a week to complete all activities. It is the student’s responsibility to login and check for announcements, emails, new discussion postings, assignments or assessments that have been released and complete the work. Also, students should not wait until the last minute to submit assignments or take exams. Technical glitches are a very real possibility. If something does happen while taking an assessment or trying to submit assignments, students should notify the instructor immediately.

## What You Can Expect from your Instructor

You can expect that I will....

* Hold you to a high standard.
* Challenge you intellectually.
* Provide constructive feedback on learning activities.
* Log on to the course daily.
* Be responsive to requests for help. Please allow 24-48 hours to respond to emails.
* Refer you to other sources when additional help is needed.

## Class Attendance/Participation

As stated in the Campbellsville University catalog, students are expected to attend class regularly. To be counted present, a student in online courses must log-in to their course in the LMS (Moodle) at least once a day and complete those activities as prescribed by the instructor in the syllabus. When the prescribed amount of inactivity has passed or the prescribed number of assignments have been missed (or any combination thereof), the instructor will issue the grade of “WA.” This grade, representing administrative withdrawal, acts as the grade of “F” in the GPA calculation.

## Revolving Technical Issues

**Contact the helpdesk** if you have a technical problem accessing the course.

* Problems logging into Moodle – Contact the CU Distance Education Help Desk at (270) 789-5355.
* Other technical problems within Moodle – Contact the 24/7 Help Center at 800-985-9781 or [24/7 Help Center](http://kb.learninghouse.com/).

## Course Policies

### Citations and References

Unless otherwise noted, all written learning activities should include citations and references, as appropriate, using APA format. ***Students are encouraged to utilize the APA Publication Manual, Sixth Edition for explicit guidance and direction. Failure to cite properly can result in a failing grade.*** Students with questions or concerns about their writing – particularly how to cite and reference appropriately – should contact the instructor or the [writing center](http://www.campbellsville.edu/the-writing-center) .

### Time Management and Late Activities

Expect to spend approximately 5-8 hours per week for undergraduate courses and 12-15 hours per week for graduate courses. You should spend approximately 3-4 hours online each week (reading and responding to others) and 1-4 undergraduate hours or 8-11 graduate hours off-line (reading and completing written learning activities). Make sure to give yourself enough time to submit work that represents the best of your abilities and that has been completed without collaboration with other students. Collaboration without instructor knowledge/permission is considered academic dishonesty and can result in a failing grade for the course.

Deadlines are an unavoidable part of being a professional; this course is no exception. Avoid any inclination to procrastinate. To encourage you to stay on schedule, due dates have been established for each learning activity. The late submission policy is as follows: 10% of the total points will be deducted after the first day the learning activity is late; then there will be an additional 5% penalty for each additional day late with no assignments being accepted after 7 days. At this point the assignment grade will be a zero.

It is your responsibility to ensure your learning activities are uploaded into Moodle properly and on time. After learning activity upload you can go back into the assignment area in Moodle to ensure your learning activity has been uploaded. It is also your responsibility to allow enough time so that if there is an issue with the upload or a technology glitch, you still have time to upload your learning activity before the due date.

## Evaluation of Learning Activities

### Graded Assignments

Please submit all assignments through Moodle.

1. Initial discussion forum post due Thursday 11:55 p.m.
2. Response to at least one classmate due Sunday 11:55 p.m.
3. Quiz due Saturday 11:55 p.m.
4. Journal entry due Sunday 11:55 p.m.
5. Book Reviews due Sunday, end of weeks 4 & 8, 11:55 p.m.

### Weekly Forum Discussions

Each week you will respond to the discussion forum topic. In addition, you are required to respond to one posting of your colleagues. Initial postings are due by 11:55 p.m. on Thursdays and the responses to classmates are due by 11:55 p.m. on Sundays. Postings on discussion board should demonstrate advanced understanding and integration of readings and everyday experiences. Advanced understanding means (1) know the material, and (2) be critical about it (agree or disagree based on other research and based on your own experience). Your response to your colleagues posting should be well thought out and should add to the understanding and discussion. In each initial posting you must cite at least one time the course textbook. Do so in-text and also at the end of your initial forum posting as an APA formatted reference. In addition, you must cite one other external resource. This may be a media resource. Use headings and subheadings to guide your reader. Use the Discussion Board Rubric to guide your writing in greater detail. Discussion forums should be posted within the assignment box and do not require a separate, attached document. APA compliance with organization by headings, in-text citation, and end of text referencing can be accomplished within the assignment box.

### Weekly Quizzes

Quizzes will be available from Monday at 8:00 a.m. to Saturday at 11:55 p.m. during each week. Time will be unlimited; however, you will only be allowed one submission.

### Weekly Journal Entries

Journaling throughout the course is a means of communication between student and instructor. Students can say honestly and freely how they are progressing. A journal entry should contain comments such as: "I learned this week about ...abc.; I struggled with ... xyz.; I think this material comes in handy in my work because ..." Journal entries help students process information in a down-to-earth manner and see the progress they make week by week. Make your journal entries between 100- 300 words. Journal entries are due by Sunday, 11:55 p.m.

### Book Reviews—Due Week 4 and Week 8

For this course, you will complete book reviews for two of our required textbooks:

Gil, E. (2015). *Play in family therapy (2nd ed.).* New York: The Guilford Press.

Gil, E., & Drewes, A. (Eds.) (2005). *Cultural issues in play therapy.* New York: The Guilford Press.

You will write a 5-6 page paper (not including title page and references), ***typed and double spaced, with 1'’ margins and 12 pt. typeface.*** The following is a suggested outline for the book review.

I. Title Page:

Book Review

Author and Title (APA format). Include number of pages in the book at the end. (e.g. 429 pp.)  
Reviewed by: (your name)

II . Summary: This should be a concise summary of the content of the book including why the writing is significant.

III. Reaction: Include your opinion of the content in the book. Give what you believe to be the major strengths and weaknesses of the ideas presented. Provide support for opinions and reactions.

IV. Conclusion: Comment on overall impact the book had on you and your thinking. List any questions you feel are left unanswered or which have been raised to reflect on. Comment on the overall value of the book over time—will the ideas be dated in the next five to ten years or is it a classic?

V. References: Should be provided for any citations for information and/or ideas that are not contained within the book being reviewed

Grading of the review will be based on the following criteria:

1. **Completeness**- procedures followed; all elements included (e.g. summary, reaction, conclusions).  
2. **Involvement**- clarity of opinions, quality of reactions and critical evaluation of ideas presented in the book.

3. **Integration** of concepts from other readings and forum discussions.  
4. **Insight** - Demonstrate understanding of concepts and how they impact individuals and the local/global community  
5. **Format and Style**- APA format; acceptable written English, no slang or colloquial expressions; evidence of proof reading; and corrections made.

No late submissions accepted.

## Grading

**Grading:**

|  |  |
| --- | --- |
| **Assignment** | **Points** |
| **Weekly Forum Posts (8 total – 10 pts each)** | **80 points** |
| **Weekly Quizzes (8 total – 10 pts each)** | **80 points** |
| **Weekly Journal Entries (8 total – 10 pts each)** | **80 points** |
| **Book Reviews** | **260 Points** |
| ****Total**** | **500 Points** |

The following criteria will be used to determine the letter grade you receive.

|  |  |  |
| --- | --- | --- |
| A | 90 – 100 % | 448 – 500 pts |
| B | 80 – 89 % | 398 – 447 pts |
| C | 70 – 79 % | 348 – 397 pts |
| D | 60 – 69 % | 298 – 347 pts |
| F | Under 60 % | Under 298 pts |

## Course Schedule

The course will be structured into weekly modules. Weeks will run from 12:01 am Eastern Standard Time (EST) Monday to 11:55 pm EST Sunday.

|  |  |  |  |
| --- | --- | --- | --- |
| ­Week | Topic | Learning Activities | Due Dates |
| 1 | **Intro to a Child’s World; Developmental and Cultural Considerations; The Counseling Process** | Thompson & Henderson Chapters 1-3  Discussion Forum  Quiz 1  Journal Entry  Response to Classmate’s Post | --------------------------  Thursday by 11:55 pm  Saturday by 11:55 pm  Sunday by 11:55 pm  Sunday by 11:55 pm |
| 2 | **Contemporary Issues Related to Competent Clinical and Research Practice** | Barrett & Ollendick Chapters 1-4  Discussion Forum  Quiz 2  Journal Entry  Response to Classmate’s Post | --------------------------  Thursday by 11:55 pm  Saturday by 11:55 pm  Sunday by 11:55 pm  Sunday by 11:55 pm |
| 3 | **Psychoanalytic Counseling; Person-Centered Counseling; Reality Therapy; and Brief Counseling** | Thompson & Henderson Chp. 5-6, 9-10  Discussion Forum  Quiz 3  Journal Entry  Response to Classmate’s Post | --------------------------  Thursday by 11:55 pm  Saturday by 11:55 pm  Sunday by 11:55 pm  Sunday by 11:55 pm |
| 4 | **Gestalt Therapy; Behavioral Counseling; Rational-Emotive-Behavioral Therapy; and Cognitive-Behavioral Therapy** | Thompson & Henderson Chp. 7-8, 12-13  Discussion Forum  Quiz 4  Journal Entry  Response to Classmate’s Post  Book Review Due | --------------------------  Thursday by 11:55 pm  Saturday by 11:55 pm  Sunday by 11:55 pm  Sunday by 11:55 pm  Sunday by 11:55 pm |
| 5 | **Individual Psychology; Transactional Analysis; and Family Counseling** | Thompson & Henderson Chp. 11, 14-15  Discussion Forum  Quiz 5  Journal Entry  Response to Classmate’s Post | --------------------------  Thursday by 11:55 pm  Saturday by 11:55 pm  Sunday by 11:55 pm  Sunday by 11:55 pm |
| 6 | **Play Therapy and Group Counseling with Children** | Thompson & Henderson Chapters 17-18  Discussion Forum  Quiz 6  Journal Entry  Response to Classmate’s Post | --------------------------  Thursday by 11:55 pm  Saturday by 11:55 pm  Sunday by 11:55 pm  Sunday by 11:55 pm |
| 7 | **Counseling Children with Special Concerns; Counseling with Children with Disabilities; and Assessment and Treatment of Ethnically Diverse Children and Adolescents** | Thompson & Henderson Chapters 19-20  Barrett & Ollendick Chapter 5  Discussion Forum  Quiz 7  Journal Entry  Response to Classmate’s Post | --------------------------  Thursday by 11:55 pm  Saturday by 11:55 pm  Sunday by 11:55 pm  Sunday by 11:55 pm |
| 8 | **Legal and Ethical Considerations; Consultation and Collaboration** | Thompson & Henderson Chapters 4, 16  Discussion Forum  Quiz 8  Journal Entry  Response to Classmate’s Post  Book Review Due | --------------------------  Thursday by 11:55 pm  Saturday by 11:55 pm  Sunday by 11:55 pm  Sunday by 11:55 pm  Sunday by 11:55 pm |

## University Policies

### Student Behavioral Expectations

A student attends Campbellsville University voluntarily and is expected, for the sake of the community, to conduct himself or herself with a high standard of personal behavior. While we realize that it is impossible to create an academic community whose behavioral norms will be acceptable to every person, we believe that it is important to identify the ways in which individual and community concerns can be harmoniously balanced. Personal and communal values must be formed by specific behavioral expectations (rules and regulations). Campbellsville University has defined the values, behavioral expectations, rights and responsibilities that we feel will create an environment in which students can grow spiritually, morally, and intellectually. Of course, a student whose conduct violates stated behavioral expectations faces specific disciplinary sanctions. Behavioral expectations are clustered around the following individual and community values: worth of the individual, self-discipline, academic integrity, property and the environment, and respect for authority.

### Student Conduct/Netiquette

All students are expected to know and to follow Campbellsville University policy and procedures that govern the entire college student experience (from admission to graduation) as set forth in admissions materials, the [CU Bulletin-Catalog](http://www.campbellsville.edu/catalog), the [CU Student Handbook](http://www.campbellsville.edu/Websites/cu/files/Content/2483573/DE_Student_Handbook_2013-14.pdf), and other printed/published materials. This includes a unique form of behavior in online courses called “netiquette.”

"Netiquette" stands for "Internet etiquette", and refers to the set of practices which help make the Internet experience pleasant for everyone. Like other forms of etiquette, netiquette is primarily concerned with matters of courtesy in communications. The following sections provide more information.

#### General Netiquette for Email, Discussion Boards and Chat Rooms

* Check spelling, grammar, and punctuation before sending your words over the Internet. Chatting and posting are more like speaking, but they are still academic when done for a course. Abbreviated writing that might be appropriate when text messaging might NOT be appropriate in an email. Also, avoid using all lower case words. Clear writing is a form of common courtesy and good manners.
* Write so that the recipient will not attribute unintended nonverbal meanings into the verbal message. Being online will not allow you to use non-verbal cues that are common in face-to-face discussion (i.e. tone of voice, winks, facial expressions). Sarcasm or jokes could be misunderstood. Use your common sense and avoid saying things that MIGHT be offensive to others.
* Emoticons are sometimes acceptable, but if others do not know what they mean, they become useless. Better to use straightforward language. In a formal setting, text-message acronyms should not be used at all (i.e., LOL or AFAIK). And remember, ALL CAPS is often perceived as SHOUTING!
* Think about email, chatting, and posting in the same way as making a verbal comment in a classroom. Any words you post can be made public! When in doubt, leave it out. Decorum is crucial in any online correspondence.
* If you attach documents or photos, be sure they follow the standards of respectful classroom behavior.
* When sending attachments, be sure they can be opened by the recipient of the email (e.g., Word, Excel, PowerPoint, Adobe).

#### Specific Netiquette for Various Communication Tools

##### Email Netiquette for Academic Purposes

* Always use your CU email account for official or class-related business.
* Always provide the purpose of the email in the subject line.
* Use an appropriate salutation or greeting to begin an email. “Hey, Dude!” may be an appropriate greeting for a friend, but it is not the type of respectful salutation that you should use when emailing a professor. Professors and staff should be addressed with appropriate title: Dr., Professor, Mr./Mrs./Ms., President, Vice President, etc.
* Conclude your message with complete identification and contact information at the bottom of the email.
* Be brief. Separate ideas into clear, concise paragraphs with spaces in between; do not write one long paragraph containing diverse points and information.
* Do not address several issues in one email; limit emails to one, two, or three related points on the topic in your subject line.
* Use distribution lists sparingly, preferring the Notice Board when there is a mass email to the entire campus community.
* Double check the “To” line in your replies to make sure that the email goes to the right party. Avoid “Replying to All” when you do not mean to.
* When appropriate, use the “Options” icon in Outlook to mark messages as personal, private, or urgent or to request that the message has been received or read.
* When you receive an email, reply within 48 hours, excluding weekends or holidays. Set auto response in “Option” to “Out of Office” if away for an extended time period.

##### Discussion Board and Forum Netiquette for Academic Purposes

* Pay attention to the discussion question posed by the instructor and answer the question in your posting.
* Label your posting appropriately to fit your message; an automatic reply keeps the instructor and class from looking down the list to find your message quickly. For example, if you’re posting your speech topic for approval, could you find your group members’ postings out of a list of 30 subject lines that say “Re: Speech Topic”?
* Respond to other student postings; after all, this is a discussion that is occurring in an on-line format. To engage in the discussion, read other postings and respond to them directly.
* If other students reply to your posting, respond to their questions or comments. As you would in a face-to-face conversation, acknowledge the person speaking to you.
* If you don’t have anything substantial or constructive to say for your reply, please do not reply. Responses like “that’s nice” do not keep the discussion going.
* For long responses, attach a document and type a message in the discussion box indicating what is in the attachment.

Students who choose to violate these policies are subject to disciplinary action which could include denial of access to courses, suspension, and expulsion.

### Academic Integrity

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 other’s contributions to one’s course work. These values can be violated by academic dishonesty and fraud.

Academic honesty is essential to the maintenance of an environment where teaching and learning take place. It is also the foundation upon which students build personal integrity and establish standards of personal behavior. Campbellsville University expects and encourages all students to contribute to such an environment by observing the principles of academic honesty outlined in the [Bulletin Catalog](http://www.campbellsville.edu/catalog) and the [Online Student Handbook](http://www.campbellsville.edu/Websites/cu/files/Content/2483573/DE_Student_Handbook_2013-14.pdf).

### Title IX

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. Please contact the Title IX Coordinator, Terry VanMeter, at 270-789-5016 or [twvanmeter@campbellsvill.edu](mailto:twvanmeter@campbellsvill.edu).

Terry VanMeter

1 University Drive

UPO Box 944

Administration Office 8A

Campbellsville, Kentucky 42718

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](http://www.campbellsville.edu/titleIX).

### Americans with Disabilities Act

No qualified individual with a documented disability shall be excluded from participation in, denied benefits of, or otherwise subjected to discrimination in any of Campbellsville University’s programs, courses, services and/or activities in compliance with the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. **Requests for reasonable accommodations in programs, courses, services and/or activities requires current (i.e. within three years) documentation of the disability after acceptance to the University and before registration.**

Campbellsville University is committed to reasonable accommodations for students who have documented physical and learning disabilities, as well as medical and emotional conditions. If a student has a documented disability or condition of this nature, he or she may be eligible for disability services. Documentation must be from a licensed professional and current in terms of assessment (within the last 3 years). Please contact the [Coordinator of Disability Services](http://www.campbellsville.edu/disability-services), Teresa Elmore, at (270) 789-5192 [tmelemore@campbellsville.edu](mailto:tmelemore@campbellsville.edu) or Ashley Abner at (270) 789-5450 [alabner@campbellsville.edu](mailto:alabner@campbellsville.edu) to inquire about services.

#### Verification of Disability

The Coordinator of Disability Services will ask for documentation to verify the disability, and if appropriate, will cooperate with instructors and Academic Support services to facilitate and track accommodations and services.

No accommodation will be provided without documentation. In addition, Campbellsville University will be unable to provide accommodations in the classroom if the student does not give permission to notify faculty that accommodations are needed. Information regarding a student’s disability is considered confidential. Information will not be released to anyone without the express written permission of the student.

#### Reasonable Accommodations:

* Accommodations are provided on an individual basis.
* Accommodations are provided to support the educational development of students with disabilities.
* In addition to the academic support services available to all Campbellsville University students, some examples of reasonable accommodations include extended time for tests, administration of oral test, note-taking assistance, and use of assistive devices such as calculators or computers.

#### Disability Services

Within the office of [Career Services](http://www.campbellsville.edu/career-services), accommodations are provided for students with disabilities. Helping remove barriers is the goal of Disability Services. Students who have a documented physical, psychological, emotional, and/or learning disability can work with Career Services to receive necessary accommodations. Students who want to inquire about required documentation and possible accommodations may contact the office of Career Services by calling (270) 785-5192 or emailing Teresa Elmore [tmelmore@campbellsville.edu](mailto:tmelmore@campbellsville.edu) or Ashley Abner at [alabner@campbellsville.edu](mailto:alabner@campbellsville.edu).

### Official Email

The @campbellsville.edu extension will be considered the official e-mail address for writing and forwarding electronic correspondence.

### Academic Appeal and Complaint Process

A student may appeal the fairness of any academic action or register a complaint, including a course grade, to the Academic Council following consultation with his/her advisor, the professor, and the appropriate department chair and/or the dean. Such an appeal must be submitted in writing to the vice president for academic affairs by end of the regular semester after the semester in which the action was taken. The Academic Council will then determine whether a hearing is necessary. The decision of the Academic Council is final. Student complaints other than appeals for course grades should be submitted in writing to the vice president for academic affairs. When the complaint is against the vice president for academic affairs, it should be submitted in writing to the president of the University.

\*As the instructor of this course, I reserve the right to make adjustments to the schedule as I see fit.

# Campbellsville University

## MISSION STATEMENT

Campbellsville University is a comprehensive, Christian institution that offers pre-professional, undergraduate and graduate programs. The University is dedicated to academic excellence solidly grounded in the liberal arts that fosters personal growth, integrity and professional preparation within a caring environment. The University prepares students as Christian servant leaders for life-long learning, continued scholarship, and active participation in a diverse, global society.

## CORE VALUES

* To foster academic excellence through pre-professional certificates, associates, baccalaureate, masters, and doctoral programs through traditional, technical and online systems
* To provide an environment conducive for student success
* To uphold the dignity of all persons and value diverse perspectives within a Christ-centered community
* To model servant leadership through effective stewardship of resources

## MISSION STATEMENT OF THE CENTER FOR DISTANCE EDUCATION AT CAMPBELLSVILLE UNIVERSITY

Campbellsville University, in support of its mission, strives to meet the needs of all students including those who may be unable to participate in the traditional university environment. Greater flexibility in scheduling provided by distance education courses allows CU to draw from a pool of students from all areas of society. These courses provide students with the education and tools that they need to reach their goals, whether these goals are professional or personal. Distance education provides an understanding level of education to everyone by removing the traditional barriers of time and place.