GROUP THEORY AND PRACTICE--COUN 543
Syllabus CACREP Section II D
SPRING 2016
Wednesdays 6pm-9pm
WHAM 205

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Course description

543-3 Group Theory and Practice. Focuses on the theory, functions, and techniques of group procedures appropriately applied to decision making, problem solving and resolution of conflict. Major emphasis is given to the dynamics of group behavior, the social-psychological interaction of small groups and their applications to group counseling. Dual emphasis is placed upon interpersonal self-understanding and the familiarity with group procedures. Prerequisite: COUN 500.

Course objectives

The purpose of this course is to introduce counseling students to the theory and practice of group work. The course is comprised of didactic and experiential learning experiences. Reading assignments, homework and projects are designed to enhance didactic and experiential learning.
Content areas: COUN 543 Group Theory and Practice is designed in accordance with CACREP’s standards for the Group Work core content area. In addition to the seminar portion of this class, this course also includes a 15-hour T-group component in accordance with CACREP requirements (CACREP II.6.e) during which students will participate as members in a small group activity.

Knowledge and Skill Outcomes: As a result of taking this course, students will learn material associated with the content areas outlined in CACREP Section II, 6. In addition, students will:

a. Understand relevance and utility of group work to the counseling profession.

b. Recognize challenges and strengths of group work research, comprehend current state of group work research and become familiar with relevant professional journals.

c. Research and integrate multiple legitimate sources of group work literature and research into a practical, comprehensive proposed group manual.

d. Consider multiple systems (such as school, agency and community) impacting group work, including planning, implementation, development and change possibilities.

e. Present work to peers and receive critical feedback to improve their work.

f. Identify and analyze group dynamics, leader skills, and group member roles in both videotaped groups and small group experiences.

g. Apply group development theories and group process to observed groups.

Course Evaluation & Assignments: (All assignments must be completed to receive a grade.)

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<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>CACREP Standards</th>
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<tbody>
<tr>
<td>A. Attendance &amp; Preparation</td>
<td>100</td>
<td></td>
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<tr>
<td>B. Homework/Quizzes</td>
<td>100</td>
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### SYLLABUS

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
<th>CACREP II.6.x</th>
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<tbody>
<tr>
<td>C. Group Work Research Review</td>
<td>150</td>
<td>CACREP II.6.c, d</td>
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<tr>
<td>D. Group Manual</td>
<td>300</td>
<td>CACREP II.6. a, b, c, d</td>
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<tr>
<td>E. Group Presentation</td>
<td>100</td>
<td></td>
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<tr>
<td>F. Reflection journals</td>
<td>100</td>
<td></td>
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<tr>
<td>G. T-Group Attendance</td>
<td>N/A</td>
<td>CACREP II.6.e</td>
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<tr>
<td>H. Professional Development</td>
<td>50</td>
<td></td>
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<tr>
<td>I. Final Exam</td>
<td>100</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>1000</strong></td>
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**Grading Scale**

- **A:** 900-1000 points
- **B:** 800-899
- **C:** 700-799
- **D:** 600-699
- **F:** 599 and below

**Attendance & Participation**

In this course, perhaps as in few others, individual learning can only happen within the context of the interpersonal relationships among class/group members. Regular participation and attendance is expected. Unexcused absences may lower your grade by as much as 20 points each time. The only excused absences are those verified by a doctor’s note or other dated/time-stamped documentation. Even if you are unable to make
it to class on time, make every effort to attend your T-Group; your group members depend on your being there! **Students missing more than two T-group sessions for any reason will be required to complete an additional semester of T-group sessions. THIS IS A MASTERY COMPONENT!**

Come to class having read the day’s assignments, and prepared to discuss the readings. Lack of preparation and participation will adversely affect your grade.

**Scholarly writing & APA format**

Unless otherwise noted, always use APA style (6th ed.): double space, 1 inch margins, 1.5 margin on left if bound, 12 pt. type (10 cpi), left justification, one space following all punctuation, and hanging indent for references (check the style manual carefully for additional requirements). Appropriate academic language, spelling, grammar and sentence structure count.

**Texts:**


**Supplemental readings as assigned, including selected chapters from the following:**


**Assignments**

1) Small Group Research Article Reviews & Summary

An integral part of effective group planning is knowledge of current relevant research. This assignment is designed to introduce you to small group research with the goal that you may integrate what you learn into your planned group.

a) Article Review Papers (3 each): Review three articles related to group work published in peer reviewed professional journals. At least two articles must present research and at least one must be theoretical or descriptive in nature. *(Research articles present systematic inquiry (either quantitative or qualitative) into a specific aspect of group work (most commonly effectiveness or outcome). Descriptive/theoretical articles do not contain research per se; instead, these articles may describe a particular type of group or group work with a specific population, or a unique or creative approach.)* Write a brief synopsis of each article, including the type of article, the article’s focus or purpose, any research findings, and/or authors’ conclusions. For each review, briefly identify and apply what you have learned to date in class about group work, including development, dynamics, therapeutic factors, type, etc. *(Suggested length: <3 pages).*

b) Summary. Following your three article reviews, describe what you have learned about group work and small group research as a result. Integrate what you have learned during class, your time in T-groups, and your Group Manual. What are the implications of this research for your future professional work? How might you incorporate the articles’ ideas into your professional practice and why? *(Note: If chosen wisely, these article reviews can be part of Chapter 1 of your Group Manual.)* I am available for consultation and
guidance on appropriate articles and journals.

2) Group Proposal & Manual (see Appendix A)

For this assignment, you will develop a comprehensive manual detailing a small group (type and topic of your choosing). After selecting a theme and age level for your group design, and having examined current research, you are ready to develop a structured group manual. The manual should be functional and appropriate for ten 1-hour sessions. If 10 1-hour sessions are not appropriate for your design (i.e., young children), see me for approved alternatives. Information contained within the manual should be practical and written in an explicit manner so that others could implement the group using your manual. This project is an opportunity to be creative while grounding your proposed group in the established research and literature on group work and your target population. The group proposal you submit must be your original work; any submitted work that draws heavily on previously developed and published work will receive a failing grade. However, you may draw from such work to enhance your original idea. All work must be referenced. Be honest about the influences and adaptations you make to others’ work; give them credit and cite their work.

3) Group Proposal Presentations:

This assignment is designed to provide you with an opportunity to share your proposed Small Group with your classmates. A “poster session” format designed to give you a forum in which to share your creativity and hard work with the class will take place toward the end of the semester. More details, TBA.

4) Small Group (or T-Group) Experience (See Appendix B)
Students will participate as group members in a process-oriented group facilitated by doctoral students or advanced master’s counseling students. A detailed description of this required component of your group learning experience, including expectations, limits of confidentiality and dual relationship guidelines, is contained in Appendix B. **NOTE:** You must fully attend 8/10 sessions by the end of the course or you will not pass this course. **This is a mastery component!**

5) **Session Reflection Journals**

Maintain a written log after each T-group session. Group leaders will regularly read and respond to these journals. These are due by Friday at 11:30 pm after each Small Group Experience! Each session should have entries divided into (a) personal experience and (b) group process. The purpose of these journals is to give you a venue through which you can make sense of what transpired in the group session, for you and for the group as a whole. If you do a thoughtful job, you receive all 10 points. If you do not take this seriously, you will receive half credit. If you do not turn it in, you receive no credits.

(a) **Personal Experience:** It is very appropriate to describe your affective reactions in a journal entry. However, for the journals to be a useful tool for exploration and growth, they must be more than ‘dumping grounds’ for any unfiltered rants. Take the time to think about your reactions, and make some sense of them. Similarly, when you find yourself expressing opinions and making observations (also very appropriate journal content), honestly assess the feelings ‘underneath’ these for you. If you want to discuss interactions between members, describe it briefly but keep the focus on yourself; How did you react when X happened? What did it mean to you when Y happened? Do not use group members’ names; initials are OK.

(b) **Group process** reflections should be focused on the group-as-a-whole, how it changed throughout the session, what you think the group is trying to accomplish. Given that both X and Y happened, what do you think that means
for the whole group? Etc. Support your ideas with observations; what did you see happen in group?

*NOTE:* You must have 80/100 points by the end of the course or you will not pass this course. *This is a mastery component!*

6) **Quizzes:** There will be weekly quizzes that will be administered through D2L. They will consist of multiple choice questions based on the reading assigned for that week. The intention is for them to support your reading efforts and highlight key areas throughout the course. The lowest scored quiz will be dropped for grading purposes. *NOTE:* You must have 80/100 points by the end of the course or you will not pass this course. *This is a mastery component!*

**References:**


**Assignment Due Date Policy**

Assignments are expected to be turned in on time. Late assignments will be penalized by 10 percent of total points per day unless prior arrangements have been made with the instructor. For example, if you turn in some that is due at 5:30 pm at 5:35 pm, you will be docked 10% from the grade you would have earned. All assignments must be completed in order to pass the class.
Questions and Concerns

Please feel free to talk with me if you have follow-up issues to discuss, if you feel there is a problem or a misunderstanding, or if you have a question or concern. Sign up for office hours whenever possible, and if my office door is open, stop in. Email is usually a great way to get in touch with me, although I may not respond over the weekends.

Disability Support:

If you have any type of special need(s) or disability for which you require accommodations to promote your learning in this class, please contact me as soon as possible. The office of Disability Support Services (DDS) offers various support services and can help you with special accommodations. You may wish to contact DDS at 453-5738 or go to Room 150 at Woody Hall to verify your eligibility and options for accommodations related to your special need(s) or disability.

Academic Integrity:

Submitting the work of others as your own, submitting prior work for present assignments without written permission of the instructor, plagiarism in any form, intentionally using unauthorized materials in an academic exercise, or intentionally helping another to commit an act of academic dishonesty will result in penalties ranging from a failing grade on an assignment to expulsion from the university depending on the severity of the offense. Refer to SIU Student Handbook for further clarification.

All students: Review [http://www.plagiarism.org/learning_center/what_is_citation.html](http://www.plagiarism.org/learning_center/what_is_citation.html) for a brief overview of plagiarism and the benefit of accurate citations within your work.

Emergency Response Procedures:
SIU- Carbondale is committed to providing a safe and healthy environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on posters in buildings on campus, available on the BERT's website at www.bert.siu.edu, Department of Public Safety's website www.dps.siu.edu (disaster drop down) and in the Emergency Response Guidelines pamphlet. Know how to respond to each type of emergency.

Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency. The Building Emergency Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.
# COUN 543 Group Theories  
## Tentative Schedule Spring 2016  
### Wednesdays 6pm-9pm

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignments &amp; Readings</th>
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<tbody>
<tr>
<td>1/20</td>
<td>Course overview &amp; introductions/expectations, History &amp; social context of group work; Types of Groups</td>
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<tr>
<td>1/27</td>
<td>Therapeutic factors, Ethical issues in group work</td>
<td>Gladding, Chs 1, 2 &amp; 10 Yalom, Chs. 1&amp;2</td>
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<tr>
<td>2/3</td>
<td>Group dynamics, norms, and roles; member attitudes. Group Development Theories <em>Evolution of a Group video</em></td>
<td>Yalom, Ch. 11 Kline, Ch. 4 (PDF) <strong>Article review paper #1 due</strong> Bring your topic for your group manual to class</td>
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<tr>
<td>2/10</td>
<td>Group Development Theories</td>
<td>Yalom, Ch. 5, 6 &amp; 7 Gladding, Ch. 4</td>
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<tr>
<td>2/17</td>
<td>Leader role &amp; basic tasks</td>
<td>Corey &amp; Corey, Ch. 6 (PDF)</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Reading</td>
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<tr>
<td>2/24</td>
<td>Member self-disclosure &amp; risk-taking, Johari window</td>
<td>Gladding, Ch. 3 &amp; 5, Yalom, Ch. 8, 9, 10</td>
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<tr>
<td>3/2</td>
<td>Setting up and running groups, membership considerations</td>
<td>Kline 5, 6 &amp; 7 (PDF) Article review paper #2 due</td>
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<tr>
<td>3/9</td>
<td>Research in group work</td>
<td>TBA</td>
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<tr>
<td>3/16</td>
<td><strong>Spring Break- No class</strong></td>
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<tr>
<td>3/23</td>
<td>Group (process) theories</td>
<td>Gladding Ch 15 and 16</td>
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<td>3/30</td>
<td>TBA</td>
<td>TBA</td>
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<tr>
<td>4/6</td>
<td>Multicultural/diversity issues</td>
<td>Yalom, Ch. 12 &amp; 13 Gladding Ch. 8 Article review paper #3 due</td>
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<tr>
<td>4/13</td>
<td>On-going leadership tasks</td>
<td>Kline, Ch. 13 (PDF)</td>
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<tr>
<td>4/20</td>
<td>Challenging member roles &amp; intervention strategies</td>
<td><strong>Group Manual Presentations I</strong></td>
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<tr>
<td>4/27</td>
<td>Termination</td>
<td><strong>Group Manual Presentations II</strong></td>
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<tr>
<td>Date</td>
<td>Activity</td>
<td>Notes</td>
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<tr>
<td>5/4</td>
<td>Becoming a group leader</td>
<td>Evaluation</td>
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<td>Group Proposal and Manual DUE</td>
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<td></td>
<td>Small Group #10 7:30-9:00pm</td>
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<td>5/11</td>
<td>Finals Week</td>
<td>Scheduled exam time: TBA.</td>
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<td>**Session Reflection logs are due by Friday midnight to group leaders, or by arrangement with individual leader</td>
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A. **Chapter One: Introduction.** This chapter includes a review of previous research, all decisions made prior to the first group meeting, and justification for decisions using references. A minimum of 10 references should be used to support your group design. (You may not include textbooks as references; Yalom’s text is an original source book and is therefore ok).

1. Explain the **purpose** of the group. Who is it for? What issue does it address? What type of group is it?
2. Briefly summarize and critique the literature (research, theory, descriptive) as it applies to this type of group. Describe the nature of the research and results.
3. How does the literature support decisions for this design?
4. What are the **goals** for the group (what do you expect to accomplish in 10 weeks)? Goals should reflect the group purpose, and meet the needs of the members.
5. Briefly introduce pre-post assessment instruments and explain how your assessment methods will determine if the goals have been reached.
6. How many members? This decision should be supported by the literature.
7. Who are the members? How were they referred (i.e., self-referral, agency referral, court mandate, etc.)? What kind of information is relevant to member selection? Is a pre-session interview preferred for selection?
8. What are the preferred member characteristics? Heterogeneous? Homogeneous? Examples of member characteristics.

9. How are members prepared for the group?

10. Who is/are the facilitator(s)? Male/Female? One/Two? Training/Experience? What leadership style may be best suited to group and why?

11. When and where will the sessions be held?

12. Any additional information important for the reader of this manual.

B. Chapter Two: Session Outlines. The first group session will be introductory and the final session will be the termination session. This leave just 8 ‘working’ sessions; carefully consider how much a group can accomplish within each session. For each of the 10 sessions include the following:

1. **Theme:** What’s the main idea behind this session? Be brief: one phrase, sentence, line of poetry, etc.

2. **Rationale:** The rationale explains the aims and reasoning for the session. Sessions and activities should be selected and sequenced in some logical order. The rationale should make sense for both the learning goals of the group as well as for group development. For example, a discussion of group norms must occur in the earliest session(s) to lay the necessary foundation for important future group work. In a study skills group, you’d teach group members a method for effective note-taking after you’d covered simpler skills but before you asked them to bring in sample notes to share with peers for feedback.

3. **Objectives and Behavioral Outcomes:** Member-oriented, instructional objectives are simple sentences stating what members are expected to learn in the session. Each objective is supported by behavioral indicators (behavior outcomes) that may indicate that an objective has been met. Most sessions should contain objectives which address group development and/or therapeutic factors as well as
theme content.

4. **Activities**: What will you have members do in session, in order to meet session objectives? Each session will contain structured (or semi-structured) activities. Activities must be carefully considered and selected to ‘fit’ the group type and purpose, as well as member characteristics. (For instance, a psychoeducational group- like a study skills group for ninth-graders- would typically use structured activities, while a counseling group for college-age women focused on personal growth may use unstructured, member-generated activities.) List activities in order with an approximate time line identified. Each activity should be briefly described, followed by three or four process questions. Activity Process questions should pertain to content of the activity (what did members learn) and member reactions (feelings). Remember process questions are unique for each activity. Specific details, procedures, and materials for activities should be included in an appendix in the back of the manual. Be sure all information in the appendices is easy to locate.

5. **Session Processing**: In addition to processing each activity, the final 10 minutes are used to process the full session. List three or four process questions related to session objectives, behavioral outcomes and member affective reactions. These are important because they help members tell you what they learned in the session and how they are progressing toward group goals.

For additional guidance on developing Session Outlines, see p. 9, and the sample session outline.

C. **Chapter Three: Evaluation.** The purpose of evaluation is to determine if the group was effective at helping group members learn or develop in whatever way the group is intended to help them. Evaluations may be formal (a standardized instrument) or informal (a survey developed by the leaders for use in only this group). Evaluations can be focused on assessing change related to the target topic (In a group for teen girls with eating disorders, did members change their food-related thinking or behavior?) Evaluation can also focus on group members’ perceptions of the group itself (“What was the best thing that happened in group today?”) **It is important that more than one**
instrument/method be used. For this section, choose at least one standardized instrument (if possible) for comparison to a normative sample. To determine effectiveness, pretests and post-tests are usually used to measure change. Other non-standardized indices, such as rating scales or check lists, can be used to provide a quantifiable measure of behavior. To determine group members’ experiences (including learning) in group, it will be important to use the same assessment in several sessions.

Note: You aren’t designing a research project here, so you needn’t consider a control group, etc. The focus here is on identifying evaluation approaches that are appropriate for use in group work.

A. Explain your rationale for instrument selection. Why is this instrument suitable for use with your population? How is it relevant to your group goals? Consider the functioning level of group members. Samples of test items should be used in the discussion to verify face/content validity or instrument appropriateness.

b. When possible include a copy of instruments in the appendix. Further, information on validity and reliability should be included (see instrument manual, Mental Measurements Yearbook, etc...).

Final Order of the manual: Title page, Table of Contents, Chapter 1 (Literature Review), Chapter 2 (Session Outlines), Chapter 3 (Evaluation), References, and Appendices.

APPENDIX B
The T-Group (or Small Group) Experience

The power of the group lies in the space between members.

Training Groups

One cannot learn to be an effective group leader without having been a group member. The purpose of the T-group experience is educational, and is designed to help you become better prepared to function within groups as well as lead groups. If you are anything like other students who have taken similar graduate courses, you will learn about your communication style and some of the roles you normally take on in group. Additionally, the group can provide support in your development and growth as a professional counselor. It is not uncommon for graduate students to rate participation in their small group as one of the most significant experiences of their graduate education.

The T-group provides counselors-in-training with the ‘lived experience’ of participation in a small group. This is an invaluable opportunity to learn first-hand what group members experience, and provides us, as students of group work, unparalleled opportunity to study communication and small group process. The skill of using feedback and immediacy in the here-and-now of the group describes much of the group focus; therefore, one group goal is to discuss how you are experiencing the group and to explore the process of the group. You will also have the option of learning about yourself within the small group process. Your participation in the training group will not be evaluated as part of your grade for this class.

Please note that a T-group is not a counseling or therapy group: There is no assumption that anyone’s needs or desires will change, nor will you be expected to
disclose anything about your “there and then” life outside of the group. There is some risk of emotional discomfort in self-disclosing your experiencing of the here-and-now interaction, but the potential for personal and professional growth is far greater.

A good strategy is that anything you mention regarding your “there and then” life should be framed as it relates to how you are experiencing the group in this moment. The “here and now life of the group” includes times together within the group, and within the COUN 543 class. Rules and norms for how this will “look” in practice will evolve as the life of the group unfolds.

Successful and meaningful small group experiences depend on members’ active engagement and consistent participation. However, you are in charge of your level of disclosure. Deep self-disclosure is not necessary. For this reason, you will always have the option to pass or ask to be off focus at a particular time. However, students typically learn more about groups when actively participating. Do not interpret this right to be off focus as permission not to participate throughout the group sessions. Other members will need your help to make the group work.

Confidentiality and Limits: Students are fully responsible for what and how much they choose to share. As with any group, confidentiality is critical for the development of trust, yet it cannot be guaranteed by the group leader. In keeping with the aims of a counselor education program, the instructor will be providing supervision to the doctoral students facilitating the T-group experience. Leaders videotape all group sessions. The videotapes are used in supervision with the instructor where the focus is on the leader’s development. Supervision may include extended discussion and/or observation of audio-visual recordings of group sessions. Leaders do not report individual group members’ disclosures to the course instructor except in the very rare case that the leader has cause for concern regarding a student’s ability to work with vulnerable populations.

In summary: Confidentiality in T-groups is limited and cannot be guaranteed. Confidentiality does not apply to anything that you disclose in class, nor does it apply to
your T-group leader if he or she perceives the need for outside consultation or support from the instructor for this course, other program instructors, university personnel, first responders, the police or social services.

During the first weeks of class, we will discuss ethical issues of group work further, including the limits of confidentiality and dual relationships. There is an inherent dual relationship in my being in a position to evaluate your academic work while at the same time you are being asked to participate and share information about your experience in the T-group, albeit indirectly. It is important that we work together to ensure that communication in this class is open, but appropriate. Please feel free to ask me to clarify any questions you may have about dual relationships and your rights as a student.
SYLLABUS

IMPORTANT DATES *

Semester Class Begins ................................................. 01/19/2016
Last day to add a class (without instructor permission) ........ 01/24/2016
Last day to withdraw completely and receive a 100% refund .......... 01/31/2016
Last day to drop a course using SalukiNet ......................... 04/03/2016
Last day to file diploma application (for name to appear in Commencement program) .............................................. 02/12/2016
Final examinations ................................................... 05/09–05/13/2016

Note: For outreach, instruction, and short course drop add dates, visit Registrar’s Academic Webpage: http://registrar.siu.edu/

SPRING SEMESTER HOLIDAYS
Martin Luther King, Jr’s Birthday Holiday 01/18/2016
Spring Break 03/12–03/20/2016

WITHDRAWAL POLICY - Undergraduate only

Students who officially register for a session may not withdraw merely by the stopping of attendance. An official withdrawal form needs to be initiated by the student and processed by the University. For the proper procedures to follow when dropping courses and when withdrawing from the University, please visit http://registrar.siu.edu/catalog/undergraduatecatalog.html

INCOMPLETE POLICY - Undergraduate only

An INC is assigned when, for reasons beyond their control, students engaged in passing work are unable to complete all class assignments. An INC must be changed to a completed grade within one semester following the term in which the course was taken, or graduation, whichever occurs first. Should the student fail to complete the course within the time period designated, that is, by no later than the end of the semester following the term in which the course was taken, or graduation, whichever occurs first, the incomplete will be converted to a grade of F and the grade will be computed in the student's grade point average. For more information please visit: http://registrar.siu.edu/grades/incomplete.html

REPEAT POLICY

An undergraduate student may, for the purpose of raising a grade, enroll in a course for credit no more than two times (two total enrollments) unless otherwise noted in the course description. For students receiving a letter grade of A, B, C, D, or F, the course repetition must occur at Southern Illinois University Carbondale. Only the most recent (last) grade will be calculated in the overall GPA and count toward hours earned. See full policy at http://registrar.siu.edu/catalog/undergraduatecatalog.html

GRADUATE POLICIES

Graduate policies often vary from Undergraduate policies. To view the applicable policies for graduate students, please visit http://gradschool.siu.edu/about-us/grad-catalog/index.html

DISABILITY POLICY

Disability Support Services provides the required academic and programmatic support services to students with permanent and temporary disabilities. DSS provides centralized coordination and referral services. To utilize DSS services, students must come to the DSS to open a case. The process involves interviews, reviews of student-supplied documentation, and completion of Disability Accommodation Agreements. http://disabilityservices.siu.edu/

PLAGIARISM

Student Conduct Code http://srr.siu.edu/student_conduct_code/
Guidelines for Faculty http://pvcaa.siu.edu/_common/documents/Plagiarism/PreventingPlagiarism.pdf

MORRIS LIBRARY HOURS
http://morris.lib.siu.edu/about

SAFETY AWARENESS FACTS AND EDUCATION

Title IX makes it clear that violence and harassment based on sex and gender is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources here: http://safe.siu.edu

SALUKI CARES

The purpose of Saluki Cares is to develop, facilitate and coordinate a university-wide program of care and support for students in any type of distress—physical, emotional, financial, or personal. By working closely with faculty, staff, students and their families, SIU will continue to display a culture of care and demonstrate to our students and their families that they are an important part of the community. For Information on Saluki Cares: (618) 453-5714, or siucares@siu.edu, http://salukicares.siu.edu/index.html

EMERGENCY PROCEDURES

Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. We ask that you become familiar with the SIU Emergency Response Plan and Building Emergency Response Team (BERT) programs. Emergency response information is available on posters in buildings on campus, available on BERT's website at www.bert.siu.edu, Department of Safety’s website at www.dps.siu.edu (disaster drop down) and the Emergency Response Guideline pamphlet. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency.

INCLUSIVE EXCELLENCE

SIU contains people from all walks of life, from many different cultures and sub-cultures, and representing all strata of society, nationalities, ethnicities, lifestyles, and affiliations. Learning from and working with people who differ is an important part of education as well as an essential preparation for any career. For more information please visit: http://www.inclusiveexcellence.siu.edu/

LEARNING AND SUPPORT SERVICES

Help is within reach. Learning support services offers free tutoring on campus and math labs. To find more information please visit the Center for Learning and Support Services website:
Tutoring: http://tutoring.siu.edu/
Math Labs http://math.siu.edu/courses/course-help.php

WRITING CENTER

The Writing Center offers free tutoring services to all SIU students and faculty. To find a Center or Schedule an appointment please visit http://write.siu.edu/

AFFIRMATIVE ACTION & EQUAL OPPORTUNITY

Our office's main focus is to ensure that the university complies with federal and state equity policies and handles reporting and investigating of discrimination cases. For more information visit: http://diversity.siu.edu/

Additional Resources Available:

SALUKINET: https://salukinet.siu.edu/cp/home/displaylogin

ADVISEMENT: http://advisement.siu.edu/

PROVOST & VICE CHANCELLOR: http://pvcaa.siu.edu/

SIU ONLINE: http://online.siu.edu/

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