EVANGEL
UNIVERSITY
A CHRISTIAN LEARNING-CENTERED UNIVERSITY

Graduate Counseling Program

GAC 597/COU 590 Field Experience I/ Practicum
Fall - 3 credits

University Mission Statement:
Evangel University is a comprehensive Christian university committed to excellence in educating and equipping students to become Spirit-empowered servants of God who impact the church and society globally.

Counseling Program Mission Statement:
The Evangel University Counseling Program trains graduate students to become professional counselors who integrate their Christian faith while providing holistic and ethical counseling services to diverse individuals and groups across the lifespan.

Bible Verse:
Proverbs 9:9: Give instruction to a wise man, and he will be yet wiser: teach a just man, and he will increase in learning.

Instructor Name:
Office Phone Number: 417-865-2815
Email:
Office:

Class Time:
Location:
Office Hours:

Teaching Philosophy and Methods:

Learning should be enjoyable, contagious, and life-long. Learning does not have to be difficult even though it can be challenging. I never assume anything about what a student should know, because students of all ages have different educational experiences, interests, and learning preferences. Methods of learning address individual needs but always involves engagement of the learner enhanced by independent and cooperative learning activities.

Varieties of methods used are Outlines of Lectures, PPTs, Webinars, Video Clips, TED-Talks, Cooperative Learning Activities, Peer Reviews, Discussion Boards, Course Commons (Canvas) Learning Management System.

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Course Catalogue Description:
School Counseling Practicum is designed to provide students with field-based counseling experiences within the school setting. The practical experiences enable students to transfer acquired knowledge into applied practice. The completion of the required hours includes curriculum activities, individual planning, responsive services, and system support.

Course Purpose:
Students in practicum receive their supervision at their placement site from a fully certificated school counselor. Practicum consists of a minimum of 150 clock hours of professional activity. These hours include guidance curriculum activities, individual planning, responsive services, and system support. Direct contact hours may include individual counseling, experiences in leading or co-leading groups, classroom guidance curriculum delivery, and involvement in parent consultation.

Required Text(s):
Stone, C.B. & Dahir, C.A. (2015). *The transformed school counselor*. (3rd edition) Boston, MA: Wadsworth Publishing. (**ISBN-10:** 1305087275; **ISBN-13:** 978-1305087279)

Professional Codes:

American Counseling Association (2014). *ACA code of ethics.* Alexandria, VA: Author.
Free download available at http://counseling.org/knowledge-center/ethics

American School Counselor Association. (2016). *Ethical standards for school counselors*. Alexandria, VA: Author. Free download available at http://www.schoolcounselor.org/school-counselors-members/legal-ethical

American Psychological Association (2016). APA code of ethics. Free download available at http://www.apa.org/ethics/code/index.aspx

Recommended Text(s):

Stone, C.B. (2013). *School counseling principles: Ethics and law*. Alexandria, VA: American School Counselors Association.

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STANDARD CACREP 2016	STANDARD Mo School Counselor	OBJECTIVE	LEARNING EXPERIENCE	ASSESSMENT
2.F.1.f	**4.2;5.1;5.2**	Locate websites of professional	Summarize the benefits of joining,	Voluntary membership and

		counseling organizations, including membership benefits, activities, services to members, and current issues.	the costs of membership, and the professional development opportunities afforded by memberships.	participation in SMSCA, MSCA Conferences, and CSOS (Counselor System of Support) District Trainings; Electronic Log to reflect professional engagement.
2.F.1.g	**4.2;5.1;5.2**	Locate information about credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues.	Class discussions related to meeting requirements and applying for credentials and certifications. Students to access DESE, Missouri LPC Board, and NCC websites to gain information about deadlines and procedures.	Locate websites to know how to begin credentialing and certification processes. Locate resources that provide step by step credentialing processes.
2.F.1.i (SLO*); 5.G.2.l	**4.2;5.1;5.2**	Comprehend and demonstrate ethical standards of professional counseling organizations and credentialing bodies and apply ethical and legal considerations in professional counseling.	Evaluate ethical dilemmas and apply ethical standards as determined by the American Counseling Association (ACA) and American School Counseling Association (ASCA).	Demonstrate, in small group activities, problem solving real life ethical situations in school settings, specifically those experienced during field experiences.
2.F.1.j; 2.F.5.e	**2.3**	Identify how technology impacts and influences the counseling profession and the	Complete cooperative learning activity defining what students perceive as beneficial technology resources, defining	Students to demonstrate how counselors use technology at their school site and use a ranking chart to

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		counseling process.	those resources, and indicating their competencies in using the resources.	tabulate what appears to be popular uses of technology, such as Google Docs, with descriptors of the technology.
2.F.1.m	**3.1;3.2;3.3**	Apply supervisory feedback in order to advance counseling skills.	Weekly supervision; Feedback from Supervisors; ASCA Self-Performance Appraisal	Site Supervisor Midterm and Final Evaluation; Reflection Paper; ASCA Self-Performance Appraisal Rating
2.F. 2.d. (SLO*)	**1.4**	The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others.	Class discussion surrounding the information components to include in a case study report.	Final Evaluation; Reflection Paper; Case Study Presentation; Video Review
2. F. 5.f (SLO*) 2. F.5.g	**1.1;1.2;1.3; 1.5**	Identify counselor characteristics and behaviors that influence the counseling process. Demonstrate essential interviewing, counseling, and case conceptualization skills.	Class discussion surrounding the information components to include in a case study report. Students complete a case study reflective of working with an individual student during their field experience.	Final Evaluation; Reflection Paper; Case Study Presentation
2. F.5.g	**1.3**	Demonstrate essential	Students complete a case study reflective	Case Study Presentation

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		interviewing, counseling, and case conceptualization skills.	of working with an individual student during their field experience and video/live observation.	and Video/Live Observation
5.G.2.k (SLO*)	**3.4;4.2;4.3; 4.3**	Develop strategies to promote client understanding of and access to a variety of community-based resources	Review of school districts' resource community listings.	Create a typed list of 10 resources accessible to populations served and indicate in footnote or presentation form the way to publish and distribute to the school community.
2.F.5.l	**1.3;1.5;3.1; 3.2;3.3.**	Identify suicide models and strategies.	Review and discuss in class the QPR Method and review PPTs and Websites via Course Commons that provide models and strategies to equip counselors in responding to suicide ideation.	As a group activity, verbalize the components and respond to short verbal Q over the QPR Method.
2.F.6.b. (SLO*)	**1.1;1.2;1.3; 1.4**	Appraise counselor characteristics and behaviors that influence the counseling process	Review competencies of areas of strengths and weaknesses in ASCA Self-Performance Evaluation	ASCA Self-Performance Evaluation
2. F. 3.g; 2.F.5.j;	**5.1;5.2;5.3; 5.4**	Recognize roles and	Direct Service; Crisis Training	Supervisor Evaluation;

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2.F.7.d; 5.G.2.e		responsibilities in emergency management plans, crises, disasters, and trauma and the effects on diverse individuals across the lifespan.	provided bi-annually through SMSCA and/or professional organizations. Mandated Reporting Training offered annually in the spring at Evangel.	Locating, reviewing, and editing of School Site Crisis Plans. Participate in annual Spring Mandated Reporting Training at Evangel and Crisis Training via SMSCA. Mandated reporting training documentation is required before a degree conferral.
2.F.8.a (SLO*); 2.F.8d; 2.F.8.i;. 5.G.3.n; 5.G.3.o	**2.4; 3.3; 4.4**	Class discussion about the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice and demonstrate analysis and the use of accountability data to inform decision making, develop outcome measures for counseling programs, and to advocate for programs and students.	The counselor demonstrates how to use program, personnel, and results based evaluation procedures to plan, design, implement, evaluate, and enhance a comprehensive program.	PROBE Project and/or IIR Project; TASK 1,2,3 preparation of certification tests.
2.F.6.b (SLO*); 5.G.3.d; 5.G.3.e; 5.G.3.f;. 5G.3.g;	**1:3**	Apply helping relationship concepts, skills, strategies, and techniques to	Class activities to address direct student contact when addressing individual planning	Weekly Supervision; Supervisor's Midterm and Final Evaluation; Reflection Paper;

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5.G.3.h; **5.G.3.I;** **5.G.3.j;** **5.G.3.k**		establish and maintain therapeutic relationships and to provide interventions to address academic, personal, social, emotional, behavioral, career, and graduation concerns.	and responsive services. Supervisor Feedback.	Case Study Presentation; Electronic Log; Audio/video recording or live supervision of intern's interactions with students.
2.F.8.c	**2.4**	Incorporating Needs Assessments into Curriculum Planning	Review DESE MoSTEP Needs Assessment Survey and other available needs assessments used by school districts	Develop or locate a needs survey that can be used at site when a survey is required as an assessment of school counseling program.
2.F.8.i; **5.G.3.n**	**2.4;3.3;4.4**	Demonstrate analysis and the use of accountability data to inform decision making	Class discussion and review of PRBE, Performance Results Based Evaluations (a.k.a Action Research)	Students complete introductory training and quiz over PRBE.
5.G.3.c	**2.1;2.2**	Implementation of a comprehensive school counseling curriculum, to include curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies.	Peer Review of Electronic Log to Evaluate Activities Distributed among Curriculum, Individual Planning, Responsive Services, and System Support	Electronic Log Entries to Support Relative Intern Activities; Supervisor Evaluations
5.G.3.d; **5.G.3.e;** **5.G.3.f;.** **5G.3.g;**	**1:3**	Apply helping relationship concepts, skills, strategies, and	Class discussion; Class activities to address direct student contact	Weekly Supervision; Supervisor's Midterm and

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5.G.3.h; 5.G.3.I; 5.G.3.j; 5.G.3.k		techniques to establish and maintain therapeutic relationships and to provide interventions to address academic, personal, social, emotional, behavioral, career, and graduation concerns.	when addressing individual planning and responsive services. Supervisor Feedback.	Final Evaluation; Reflection Paper; Case Study Presentation; Electronic Log; Audio/video recording or live supervision of intern's interactions with students. Sattler's Bully PPT with audio overlay; student's 25 significant comments.
2. F. 1. m	**3:1,3:2,3:3**	Apply supervisory feedback in order to advance counseling skills.	Weekly supervision; Feedback from Supervisors; ASCA Self-Performance Appraisal	Site Supervisor Midterm and Final Evaluation; Reflection Paper; ASCA Self-Performance Appraisal Rating
5.G.3.a	**2.1;2.2**	Develop school counseling program mission statements and objectives	Class discussion and review of ASCA Annual Agreement Template that requires identification of SC Program Mission Statement and Goals.	Students to complete, in conjunction with their site supervisor, the ASCA Annual Agreement Template.
5.G.3.l	**3.1;3.2;3.3; 3.4**	Techniques to foster collaboration and teamwork within schools	Class Discussion Topic: Counselor's Role in Response to Interventions (RTI) and review of the ASCA Annual	Students are to complete, in conjunction with their site supervisor, the ASCA Annual Agreement

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			Agreement Template that requires documentation of professional collaboration and responsibilities	Template.
5.G.3.m	**4.3;4.4;4.5**	Strategies for implementing and coordinating interventions, including peer intervention programs	Discussion Topic: Counselors Roles in Assessments, 504 Plans, IEP's, and review of the ASCA Annual Agreement Template that requires documentation of professional collaboration and responsibilities	Students to complete, in conjunction with their site supervisor, the ASCA Annual Agreement Template
*** Student Learning Outcome (SLO) Assignments:** A student-learning outcome is a statement about what a student will learn as a result of a specific class and/or educational program. SLOs are used to assess a program as well as student progress. The Evangel University Counseling Program utilizes a 0-2 rating system (0 = does not meet expectation, 1 = meets expectations, 2 = exceeds expectation). The rating rubric and criteria can be found in Course Commons, but it is not an assignment that the student needs to complete and the SLO is not awarded a grade for the course.				

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Grading:

Grades are based on number of points accumulated by completing course requirements. Points accumulated are divided by the total points available in the class. **The instructor retains the right to edit assignments or points to meet objectives of the course.**

The student must complete all of the course requirements in order to receive a passing grade. Failure to complete any of the following requirements will result in an incomplete or a failing grade. **If a student does not turn in an assignment, the student will not be able to receive an A for the course, even if the student has enough points to make an A without the points of the missing assignment**. In other words, it is better to turn in a completed (late) assignment and receive reduced or no points rather than to not turn in an assignment and automatically negate the chance for an A. Ten percent (10%) of total points are deducted for each day overdue.

Attendance also influences grades. As indicated in the grading scale graph below, an "A" grade

will only be awarded to individuals who earn 94% of total points available plus no more than a single absence.

Additionally, an "A" for the course may be earned statistically, but the instructor retains the right to determine the final grade based upon demonstrated interpersonal relationships with classmates and university staff members. Percentages are not rounded up. Grading is based on the following:

Points assigned to each assignment are indicated in Course Commons Gradebook and in Assignment Table Below.

Grading Scale:

A*	**94 -100%**	**B-**	**80 – 82%**
A-	**90 – 93%**	**C+**	**77 – 79%**
B+	**87 - 89%**	**C**	**73 - 76%**
B	**83 – 86%**	**F**	**Less than 73%**

***An "A" grade will only be awarded to individuals who earn 94% of total points available plus no more than a single absence.**

APA Style

Written assignments are graded on grammar, spelling, and APA format. Students are challenged to incorporate new information into subsequent assignments. All outside class assignments are to be typed; any hand written assignments must be approved by the instructor. Quick online APA: resource http://www.apastyle.org/ or Purdue OWL.

Course Assignments:

The student must complete all of the course requirements in order to receive a passing grade. Failure to complete any of the following requirements will result in an incomplete or a failing grade.

All assignments are subject to change in order to improve learning or to reflect the needs of the class. Points assigned to each assignment are indicated in Course Commons Gradebook and in chart below:

Course Assignment	**Points**	**Percent of Grade**
Site Supervisor Agreement Form	5	.06
Affiliation Agreement Form	5	.06
W-9 Forms	5	.06
Electronic Activity Log (4 x 25)	100	13
Reflection of Experience	25	3

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Case Presentation	75	10
PRBE a.k.a. Action Research Review	25	3
Site Supervision Mid-term & Final Mid-Term Personal Domains Evaluation = 10 Mid-Term Evaluation:Validation of Activities = 62 Final = 138	210	27
Audio / Video or Live Counseling Observation with Rubric Scoring	75	10
ASCA Annual Agreement Template Reflective of SC Mission and Goals	20	2
ASCA Self-Performance Appraisal	20	2
QPR Verbal Group Quiz	10	1
School Community Resources	25	3
Needs Assessment	10	1
Sattler's Bully PPT with audio overlay; student's 25 significant comments	25	3
Evaluation of On-Site Supervisor	10	1
Participation Points	130	17
TOTAL POINTS	**775**	
Please Note: Detailed explanations of assignments and <u>detailed Course Schedule located in Course Commons</u>; State meetings and workshops are also listed on Course Common's Schedule.		

Course Schedule				
Week	***Lecture/ Activity***	***Reading***	***Assignments Due Date***	***CACREP Standard***
1	Review and discuss accountability documents and responsibilities required for field experience.	Course Commons	**Due:** W9 Form; Affiliation and Site Supervisor Agreement	**2.F.l.m**
2	Review of Electronic Log to Evaluate Activities Distributed among Curriculum, Individual Planning, Responsive Services, and System Support.	Electronic Logs	**None Due**	**5.B.3.c**
3	Locate websites of professional counseling organizations, including membership benefits, activities, services to members, and current issues. Summarize the benefits of joining, the cost of memberships, and the professional development opportunities afforded by	Websites	**Due:** Choice of organization to join	**2.F.1.f**

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	memberships.			
4	Recognize roles and responsibilities in emergency management plans, crises, disasters, and trauma and the effects on diverse individuals by discussions of experiences with crises and locations of on-site school crisis plans; Identify suicide models and strategies.	MSCA Crisis Manual; QPR Informational PPT	**Due:** Electronic Log to Date	**2.C.2.f ; 2. F. 3.g; 2.F.5.j; 2.F.7.d; 5.G.2.e**
5	Class discussion surrounding the information components to include in a case study report.	Course Commons Docs	**None Due**	**2.f.5.f; 2.F.5.g**
6	Class discussion surrounding applying supervisory feedback in order to advance counseling skills and applying helping skills and techniques to establish and maintain therapeutic relationships when providing interventions.	Course Commons Docs	**None Due**	**2.F.6.b; 5.G.3.d; 5.G.3.e; 5.G.3.f;. 5G.3.g; 5.G.3.h; 5.G.3.I; 5.G.3.j; 5.G.3.k**
7	Class discussion incorporating needs assessments into curriculum planning; Analysis and the use of accountability data to inform decision making.	Course Commons Docs	**Due:** Electronic Log to Date; Reflection Paper; Sattler's Bullying/ Cyberbullying Comments	**2.G.8.c; 2.F.8.i; 5.G.3.n**
8	Class discussions related to meeting requirements and applying for credentials and certifications. Evaluate ethical dilemmas and apply ethical standards as determined by the American Counseling Association (ACA) and American School Counseling Association (ASCA).	DESE, Missouri LPC Board, and NCC, ACA, and ASCA websites	**Due:** Mid-Term Eval. And Dispositions/Competencies	**2.F.1.g**
9	Class discussion of techniques to foster collaboration and teamwork within schools; Strategies for implementing and coordinating interventions, including peer intervention programs; counselors' roles and responsibilities as school counselors.	Course Commons Docs(RTI; DESE Core Data)	**Due:** PRBE Online Training; Electronic Log to Date	**5.G.3.l; 5.G.3.m**
10	Continuation of techniques to foster collaboration and teamwork within schools	Coop. learning activities (504; IEPs); Video/Observation	**Due:** ASCA Annual Agreement	**2.F.2.i; 5.G.2.l**

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		Reviews	and SC Performance Self-Eval.	
11	Develop strategies to promote client understanding of and access to a variety of community-based resources.	Resources accessible to populations served and determine a way to publish and distribute to the school community; Case Studies	**Due:** Case Study Presentation	**2.F.5.k.**
12	Discussion of how technology impacts the counseling profession and the counseling process.	Coop. learning activities defining what students perceive as beneficial ; technology resources, defining those resources, and indicating their competencies in using the resources; Demonstrating fav. documents	**Due:** Electronic Log to Date	**2.F.1.j; 2.F.5.e**
13	Overview of internship experiences and accountability documentations	Evaluation of site supervisor	**Due:** Final Eval by Site Supervisor; Site Supervisor Eval. By Student	**2.F.1.m**

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EU ACADEMIC AND PROGRAM POLICIES

Academic Integrity Policy

Students are expected to maintain high levels of academic honesty as people of Christ. By virtue of your integrity, you signify that all work submitted is your original work completed by you. Submitting someone else' work as your own (without proper citations, identifying particular research) is dishonest and is not congruent with a Christian life. Furthermore, the use of published study guides, solution manuals, or test banks not offered by the text's publisher will be deemed

cheating. If you have questions as to the legitimacy of a study resource, consult your course professor. The program faculty and coordinator will handle incidents of academic dishonesty (plagiarism and cheating). If warranted, offenses will be reported to Academic Affairs Division and Student Development Division. Consequences may include but not limited to grade adjustment, academic probation, withdrawal of candidacy, or dismissal. Please see Graduate catalog: http://web.evangel.edu/apps/mastercatalog/view/view.asp?CatalogID=2&Section=36

Code of Ethics

Compliance with the Code of Ethics for the profession and applicable state/federal laws is expected at all times. A Code of Ethics is a public statement that sets clear expectations and principles to guide professional behavior. A commonly agreed upon and followed set of principles and guidelines assist the counselor in the exercise of professional judgment and decision making.

Confidentiality regarding clients is expected to be a priority and is to be protected. Information about students and school situations is NOT to be discussed outside of the field experience site or individual and group supervision.

Attendance Policy

Students are asked to participate in class, volunteer for demonstrations, and come to class fully prepared. As this course only meets once a week, attendance at all sessions is critical. In order to maintain in good standing, a student must attend 75% of the scheduled class time. Students missing more than 3 classes will be dropped from the class. Partial attendance (coming late or leaving early) will be factored into attendance. Students who miss class because of illness, participation in authorized co-curricular activities, or for other unavoidable reasons will be given the opportunity to complete missed assignments or the equivalent. Students who miss class for other reasons may only make up work at the discretion of the individual instructor as stated in the course syllabus.

Participation/Punctuality

Graduate students are expected to attend classes with punctuality on a regular basis as well as to participate in discussions and activities. Professional standards of behavior are expected, which emphasizes respect at all times. Independent thinking and open discussions are encouraged; a positive attitude is an asset.

Participation points (10 points per class session) can only be acquired through attendance, active engagement in class activities, and obvious preparation for class. If a student arrives more than fifteen minutes late to class or leaves more than fifteen minutes before the class dismisses, the student will receive half (5) of their attendance points. Weekly participation points cannot be made up (except for temporary disability as defined by Title IX); therefore, students are encouraged to maintain excellent attendance to offset chosen or unexpected absences.

Inclement Weather or Cancellations

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Whether it is for ice storms, tornadoes, floods, or other unexpected circumstances, the student must decide personally as to whether to attend classes that are in session. **Above all, the student should prioritize personal or family safety**. School cancellations are available via the university website or telephone answering service. When professors decide to cancel classes when the university remains in session, the professor will contact students by e-mail or by phone. **All students** need to complete the contact form so that personal information is up-to-date.

Students with Disabilities:
If you anticipate the need for reasonable accommodations to meet the requirements of this course, you must set up academic accommodations through Academic Support in the Center for Student Success. Contact Stephen Houseknecht, Director of Academic Support, 1111 N. Glenstone Ave, Springfield, MO, 65802, (417) 865-2815 ext. 8271 or email: houseknechts@evangel.edu. Students are required to provide documentation of disability to Academic Support prior to receiving accommodations.

Note: If you have a disability, ***it is your obligation to notify me*** before the end of the first week of classes. If I do not hear from you, I assume you do not need any special consideration. See the following for more information: http://web.evangel.edu/community/?p=ASC&i=1437&t=.

Use of Electronic Devices in Class
The use of electronic devices in the classroom is intended to enhance the learning experience for you and your classmates. Any use of technology that substantially degrades the learning environment, distracts you and/or your classmates, promotes dishonesty or illegal activities is prohibited. Be sensitive to this temptation to mentally leave the class while using your device. It is recommended that mobile phones be silenced during class.

Statement Regarding Risks and Benefits of Counselor Education
Pursuing a graduate education in counseling can facilitate meaningful professional and personal growth opportunities via insight and increased awareness. Nevertheless, material covered in any counseling course, various experiential exercises, assignments, and/or field based experiences, may facilitate intense, negative, and even emotionally overwhelming responses. Consequently, such responses may inhibit the student's functioning, academic performance, and fit for field work. Students are encouraged to be candid about the impact of such experiences and address any concerns about present functioning with their instructor. If an instructor or staff member (in conjunction with the Program Coordinator) observes evidence of problematic functioning, he/she will bring it the student's attention. Students may be advised in one or more of the following directions:

1. Enter personal counseling while remaining in the program and report back to their Academic Advisor or Program Coordinator.
2. Take a leave of absence from the program, with conditions specified by the program.
3. Follow a remediation plan that may include additional coursework or supervisory

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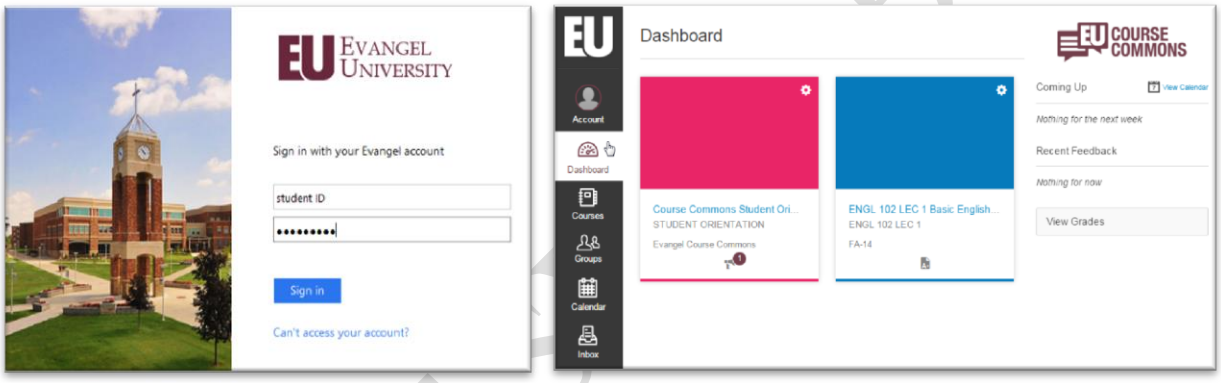
experiences.

4. Withdraw from the program.

The intent of the above directives is to help students address and resolve psychological material that may impact their future work as mental health care providers. Final determinations for continued progression through the clinical mental health program will be at the sole discretion of the program personnel and will be made with the utmost care and student's best interest in mind. Students have the right to appeal any decision under the Student Handbook procedures.

Course Commons

This course will use Course Commons, Evangel's learning management system. There are links to Course Commons in the Student Portal and the Evangel website. The login page for Course Commons is https://courses.evangel.com/.



Use your Evangel username and password to login.

Course Commons Student Orientation

All Evangel students have access to the Course Commons Student Orientation. If you are new to Course Commons, you are encouraged to take advantage of this excellent resource. As part of your course preparation, this will help you make the most of the features that are available to you as a student.

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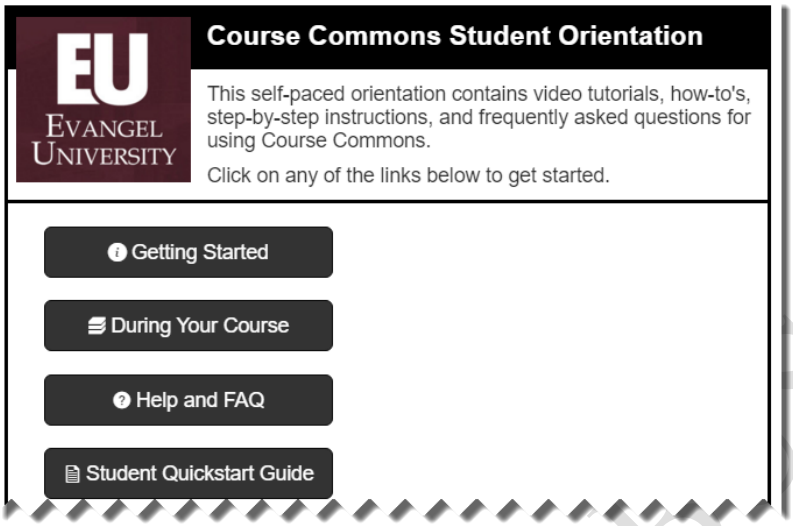


Accessing the Course in Course Commons

Access your courses list by clicking on the Courses icon on the Global Navigation menu on the left of the screen. You can also click on the course card on the Dashboard.

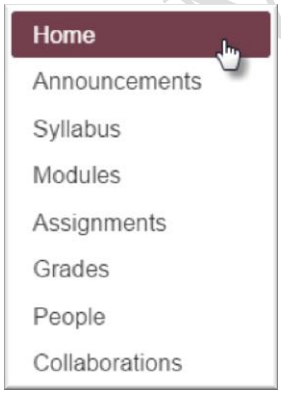
To customize your Courses list, see the following Help Guide: How do I customize my Courses list?

Students will have access to this course in Course Commons seven (7) days before the official beginning of the semester. Students have until seven (7) days after the semester begins to complete financial registration. If financial registration is not completed by the seventh day, course access will be revoked.

After the end of the semester, students will have read-only access to the course through Course Commons. Only access to already submitted work, course resources and grades will be available.

Accessing Course Content in Course Commons

The professor controls the availability of course content and features. Some items may be unavailable until a date set by the professor.



You can navigate the course content and features using the Course Navigation menu on the left. This menu can be customized by the professor, so it may differ from course to course, depending on what features the professor has chosen to make available.

You can collapse the Course Navigation menu to focus on the page content. Click on the menu icon in the upper left (which looks like 3 lines). You can expand the menu by clicking on the menu icon again.

All course content (syllabus, modules, course materials, assignments, online quizzes, online discussions, grades, etc.) can be accessed using the links in the Course Navigation menu.

Personal Settings in Course Commons

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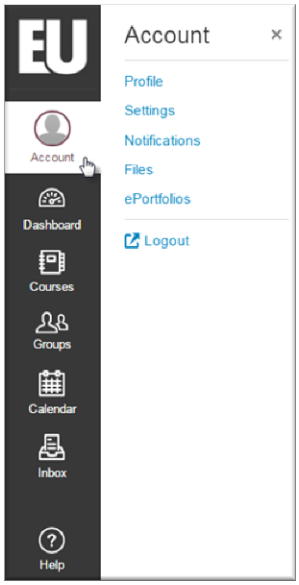


Students can adjust their personal settings in Course Commons. Click on the Account icon to access the Account menu.

On the **Profile** page, you can add a profile picture to your account. You can also edit your display name, which will show to your instructor and peers throughout Course Commons.

The **Settings** link allows you to add additional contact methods (personal email or cell phone number for text message alerts) to your account. You can also add external services, like Twitter, Skype or Google Drive.

The **Notifications** link allows you to customize *what* notifications you receive from Course Commons and *how* and *when* you receive them. This is a student-centered feature that allows you to optimize your notifications to help you stay connected to what is happening in all your courses.

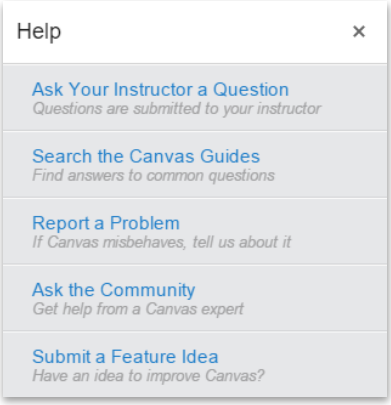
For more information, see the following pages in the Course Commons Student Orientation: How to Update your Profile and Settings and How to Update Your Notifications Preferences.

Accessing Grades in Course Commons

All course grades will be recorded and shown through Course Commons. Simply click the "Grades" button on the lower right of the Dashboard to access your grades for all courses. You can also use the Grades link in the Course Navigation to access your grades for this course.

For more information on how to check your grades and what you can do from the Grades page, see the following page from the Course Commons Student Orientation: How to Check My Grades.

How to Get Help with Course Commons



Help is never more than a few clicks away! You can access the Help menu from any page in Course Commons.

Click on the Help icon in the lower left corner of the screen. Because the Course Commons is powered by the Canvas Learning Management System, all help guides and helpdesk tickets will reference Canvas.

From the Help menu, you can send a message to your instructor, search the Canvas Help Guides, or report a problem.

You can browse and search the Help Guides using the following link: https://community.canvaslms.com/community/answers/guides/.

Course Commons Troubleshooting

Do you have a question about a quiz, an assignment, or another item in the course? Contact your professor.

Are you having technical problems with Course Commons? Click the Help icon, click "Report a Problem" and complete the form to file a ticket for a personal response from the support team. Please be sure to include a thorough description of the problem.

SAMPLE SYLLABUS

(**GAC 597/COU 590 Field Experience I/ Practicum**

Are you having trouble with your Evangel account (username and password)? Contact the IT Helpdesk at 417-865-2815 ext. 8368 (phone), helpdesk@evangel.edu (email), or help.evangel.edu.

SAMPLE SYLLABUS