Clemmer College
Department of Counseling and Human Services
COUN 5100 Groups: Process and Practice

Syllabus

Fall 2021   Wednesdays 8:00 am - 10:50 am   Section 008   Location 311

Contact Information
Instructor: Christine D. Lewis Pugh, PhD, LPC (MS), NCC, NCSC
Email: lewispugh@etsu.edu
Phone: (423) 439-4184
Office: Warf-Pickel 310

Instructor Availability
Office Hours: Monday (11-2pm) & Wednesday (1-4pm) in-person or via Zoom, by request.

Please note: if you have specific concerns I request that you make an appointment or advise me of your desire to meet so that I can review any necessary items and best prepare to meet your needs.

Please feel free to contact me with any questions, comments or concerns you may have.

I prefer to be contacted via email, as this is the best way to receive a timely response from me. If you have not heard from me within 24-48 hrs (weekday), please feel free to send me a follow-up email. If you are emailing me after 5pm during the week or on the weekend please expect a delay in response, as I do not regularly check my email after hours.

Meetings and Location
Classroom: Room 311 (in the event that synchronous learning is necessary this will occur online via Zoom (see D2L for Zoom link)
Class Meeting Schedule: Wednesdays 8:00 am – 10:50 am

Course Information

Credit Hours
3 credit hours

Course Description
This course will provide students with knowledge of group theory and practice, allow candidates to integrate group theory and practice, increase personal and socio-cultural awareness through a growth group experience, and develop group facilitation and leadership skills.

Course Goals and Purpose

Group counseling is generally considered an effective, efficient modality of treatment and is preferred to individual counseling in many settings. While there is some overlap in the skill sets between individual and group modalities, there are also some pronounced differences. This goal and purpose of this course will allow candidates to explore the group experience as both a leader and participant while exposing them to the fundamentals of effective group counseling and applicability for client populations.

Course Objectives

Course Objectives and the Council for Accreditation of Counseling and Related Educational Programs (2016) Standards

The following table contains course objectives, methods of assessment, and applicable CACREP Standards.

Group Counseling and Group Work	*CACREP Standard*	*Curriculum/Evaluation Outcomes*
1. theoretical foundations of group counseling and group work	*2.F.5.a*	Week 12 Lecture and Discussion; **Reading Quiz**
2. dynamics associated with group process and development	*2.F.6.b*	Weeks 4,5,6,7,9,10,11 Lecture and Discussion **Group Proposal & Reading Quiz**
3. therapeutic factors and how they contribute to group effectiveness	*2.F.6.c*	Week 9 & 10 Lecture and Discussion **Final Exam**
4. characteristics and functions of effective group leaders	*2.F.6.d*	Week 3, 4 & 6 Lecture and Discussion **Final exam**
5. approaches to group formation, including recruiting, screening, and selecting members	*2.F.6.e*	Week 5 Lecture and Discussion; **Group Proposal & Reading Quiz**
6. types of groups and other considerations that affect conducting groups in varied settings	*2.F.6.f*	Week 2 Lecture and Discussion **Final Exam**
7. ethical and culturally relevant strategies for designing and facilitating groups	*2.F.6.g*	Week 4 Lecture and Discussion **Final exam & Group Proposal**
8. direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term	*2.F.6.h*	Weeks 2-13 **Group Experience and Participation**
School Counseling	*CACREP Standard*	*Curriculum/Evaluation Outcomes*
1. techniques of personal/social counseling in school settings	*SC G.3.f*	Week 13 Lecture and Discussion; **Reading Quiz**
2. skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement	*SC G.3.h.*	Week 13 Lecture and Discussion; **Reading Quiz**

Clinical Mental Health Counseling	CACREP Standard	Curriculum/Evaluation Outcomes
1. psychological tests and assessments specific to clinical mental health counseling	CMHC C.1.e	Week 15 Lecture and Discussion; **Reading Quiz**
2. techniques and interventions for prevention and treatment of a broad range of mental health issues	CMHC C.3.b	Week 15 Lecture and Discussion; **Reading Quiz**

Note: Bold indicates key assignments.

Major Topics

Group ethics; stages of group development; group leadership; roles of group members; therapeutic factors; program process versus content; functional subgrouping; turnarounds; self-reflection and awareness; systems theory of groups, seeing similarities in differences and seeing differences in similarities; fractals; boundaries; support; limits; safety; belonging; inquiry; scapegoating; identified patient; goals; beginning; ending; experiential presence; interventions; constellations

Methods of Instruction:

Small and large group discussion, experiential activities, presentations, audio/visual assignments, assigned readings, and lecture will be used in our exploration of this topic.

Course Requirements

NOTE: A canditate at ETSU is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

Textbooks and Readings

- Corey, M.S., Corey, G., & Corey, C. (2014). Groups: Process and practice (9th ed.). Pacific Grove, CA: Brooks/Cole Publishing Company. ISBN: 978-1-133-94546-8

- *The Publication of the American Psychological Association* (7th ed.). Washington, DC: American Psychological Association. 2020. ISBN 978-1-4338-32-17-8

- Additional readings as assigned in D2L.

Technical Requirements

This course requires reliable access to the internet and a webcam-enabled device such as a tablet, laptop, or desktop computer in order to participate in portions of the course on D2L, accessing lecture during class time via Zoom (if applicable), and to access the ETSU library to retrieve any additional assigned readings. You may also need access to a pdf viewer. You will need to use the camera on your internet-enabled tablet, laptop, or desktop computer to record sessions and you will need access to this device in a secure location where confidentiality will be preserved in order to conduct and review your sessions. Please do

not leave assignments until the last minute, as technology issues are not an excuse for not turning in course work on time.

Course Policies and Expectations

Email Communication

You are expected to check and use your ETSU email address for communication regarding this course. Practicing professional email etiquette is good preparation for the job search process and your future professional role(s). It is important to keep in mind that while emails may seem private or personal, when you use your university or employer's email service, your emails become a part of your employment record and can be accessed by your employer without notice to you. Further, private emails, text messages, and other forms of communication are records that can be subpoenaed. Candidates are encouraged to always include E number in the email.

Attendance and Participation

Attendance impacts both individual learning and class process. Candidates are expected to complete all assigned readings prior to class. Preparation, participation, and attendance demonstrate professionalism. Additionally, communication with your instructor about these issues demonstrates professionalism. You are expected to communicate with me about attendance issues (prior to class unless in the case of an emergency). If you are more than 15 minutes late to class, it will be counted as absent. Candidates who are consistently late/leave early will incur an absence once 30 minutes has accrued. Please be mindful of the fact that being late affects your ability to participate and may also affect this portion of your grade. Realizing that some class absences may be unavoidable due to sickness, family responsibilities, or professional obligation candidates are allowed one class absence. After that, course grades will be reduced by 10% for each additional absence. In certain rare cases, alternative assignments may be available if absences are unavoidable. This is at the discretion of the instructor and partially based on the canditate's current standing in the course. Candidates at risk of missing more than 2 classes need to meet with the instructor. Additionally, you may be requested to meet with the instructor. These face-to-face meetings are at the discretion of the instructor and may be available remotely. Failure to complete these requirements will result in loss of attendance and participation points.

Specific to online synchronous courses: During class time, you are expected to keep your camera turned on and to maintain professionalism during class time (i.e., not attending class from bed or underneath blankets on the couch). If you turn off your camera for more than 10 minutes during class time, the instructor reserves the right to remove you from the Zoom lecture and you will be responsible for logging back in and having attendance and participation points potentially docked. In case of technology failure or difficulty, please consult with the instructor as soon as possible. Please refrain from having other tabs open during class unless indicated by the instructor.

Course Style

This course will be presented as a "flipped" class. This means that the majority of reading, reflecting, and viewing of lecture material will be completed **outside** of class time. There are many advantages to this approach to class, not the least of which is that we have more time to practice skills and complete interactive activities in the class. Given that counseling is a skillset and a practice-based profession, this is especially important. You may, at any point, be required to complete quizzes, reflections, or other assessments to demonstrate that you have done the required outside preparation.

Course Ground Rules

You are expected to conduct yourselves with a professional and respectful demeanor both in person and online. It is possible that through discussion board, email, or other online interactions, one may feel a false sense of security or freedom about what one may say. Remember that without non-verbal cues, tone and word choice are of heightened importance. Please see the following guidelines, as well as the linked resources.

- Email (Candidates are encouraged to always include E number in the email)
  - Always include a subject line with the course number.
  - Always include a proper greeting and use proper grammar when composing an email.
  - Please include your name and the course number in the body or subject line of the email.
  - Remember that without facial expressions some comments may be taken the wrong way. Be careful in wording your emails. Occasionally the use of emoticons may be appropriate.
  - Respect the privacy of other class members.

- Discussion groups
  - Review the discussion threads thoroughly before entering the discussion.
  - Try to maintain threads by using the "Reply" button rather than starting a new topic.
  - Do not make insulting or inflammatory statements to other members of the discussion group. Be respectful of others' ideas.
  - Be patient and read the comments of other group members thoroughly before entering your remarks.
  - Be positive and constructive in group discussions.
  - Respond in a thoughtful and timely manner.

- Additional resources
  - Netiquette
  - UFL Netiquette Guide

Confidentiality and Respectful Dialogue

This course is not always a lecture course. Rather, it is sometimes reliant upon discussion which may bring to light differing perspectives. As a class, we may not agree on all the issues or come to a single understanding on any subject. There are, however, key elements

of the material that I will expect you to be able to explain and hold a conversation about—even if, as individuals, we hold differing and/or contradictory opinions about that element/issue. In that vein, everyone is expected to think about the role of oppression, power, and privilege, as well as their own assumptions surrounding issues of sexism, racism, heterosexism, classism, ageism, genderism, and other forces of inequality/oppression that may be discussed throughout the course. It is crucial that we all remain respectful, considerate, and willing to hear each other's opinions, thoughts, and feelings while maintaining awareness of the systems of oppression/privilege that may be influencing our experiences and beliefs. It is also crucial that we cultivate an atmosphere of safety wherein people can give and receive feedback on how they were heard/perceived or how the dynamics of power and privilege are at work in the classroom. It is also important that we keep in mind how our beliefs may be related to or in conflict with the codes of ethics and values of the profession of counseling. Finally, we occasionally deal with very personal and sensitive matters. Please show respect for your classmates by keeping confidential any personal information revealed during class time. If you are concerned about the welfare of a classmate please contact the instructor immediately. In closing, this section of the syllabus is open to comments and being amended in order to create safe spaces for all intersecting identities.

Calling In: http://everydayfeminism.com/2015/01/guide-to-calling-in/

Other Course Policies
Cellular phones and other communication devices should be turned off/to silent during class. Please note that vibrate settings are often as loud and disruptive as the ringer. If you have a need to have your phone available during class, you are required to speak to the instructor in advance. Additionally, although this course is conducted online, the use of computers, iPads, and other tablet computers are permitted only for purposes that contribute to class (e.g., notetaking or finding information relevant to class discussion). They should not be used for other purposes (e.g., web browsing, checking email, social media). Doing so will result in a loss of participation points. Repeated abuse of this policy will result in a conference with the instructor.

Course Assignments

Assignments should be submitted via D2L using the Dropbox function. Key Assignments should also be submitted using [Tevera](). You are expected to review feedback given once grading is completed and incorporate that feedback into your next assignment. This includes any discussion board posts.

Writing Style

Written assignments are to meet the style guidelines set forth by the *Publication Manual of the American Psychological Association* (7th ed.). All written assignments are preferred double spaced, 12-point Times New Roman font, and have one-inch margins. In addition, assignments are expected to be well-written and grammatically correct. If you submit an assignment that does not meet these standards, you will be assigned a grade that is reflective of this. You **may** be given the opportunity to revise and resubmit the assignment to receive half of the deducted points if you make and show proof of attendance at an appointment at the Center for Academic Achievement (1st floor of the Sherrod Library).

Assignments

Instruction, demonstration and group discussion on the reading material pertaining to the learning outcomes above will be done weekly. Exercises pertaining to the readings will be done in dyads or small groups. An experiential group for the whole class will be conducted every week. Candidates will participate in being both group members and observers. As opportunities for growth and development emerge during the class weekly experiential assignments will be given. These assignments will be aimed at taking what is learned in the group and practicing them outside the group.

PERSONAL OBJECTIVES PAPERS (1st @ 40 points; 2nd @ 50 points)
These papers are designed to allow candidates to examine personal goals for the course. You will delineate your personal goals. The paper should represent graduate-level work (e.g., grammar, punctuation, spelling) and should also be double-spaced and written using a typeface of Times New Roman, 12-point font. Please see the *Publication Manual of the American Psychological Association, 7th edition* for additional assistance.

POP #1*-
- Your first POP will include a discussion regarding (i.e. what do you want to get out of the group counseling course?)
- (2-3 pages), identify your goals, and then discuss how these goals will enhance your experience in the group-counseling course.

POP #2*-
- Your second POP will and evaluate whether or not you achieved your goals.
- (3-4 pages), evaluate your overall progress and discuss how you might utilize the information you learned from your group experience as a professional counselor.

*These papers may be written in first person.

GROUP EXPERIENCE/PROPOSAL AND PROCESS REFLECTION (150 points)
The GROUP EXPERIENCE: Candidates will participate in 10-12 hours of an interpersonal process group with their fellow classmates. This group experience is designed to allow candidates to learn and understand the group setting, but also for the candidates to experience group work.

GROUP PROPOSAL/PRESENTATION (100 points): Candidates will complete a 7-10 page group proposal including a group topic, group leadership methods, group theory, structure, recruiting and screening procedures, ethical and multicultural considerations, and an outline schedule for group meetings. This proposal will be supported with at least 10 peer reviewed resources. The proposal should be in APA 7th edition. The proposal should be submitted through D2L and Terva. Candidates will also prepare a 5-10 presentation of their group idea to the class. This presentation can be on powerpoint, google slides or other approved and tech supported program. Remember your group topic will be presented during class. Each group member will be responsible for taking on a piece of the group development.

GROUP PROCESS REFLECTION (50 points): candidates will write a four to six (4-6) page reflection for each group experience from a didactic and experiential point of view. These reflections include the thoughts and feelings you experienced in the group about yourself or others. Feel free to write about any discussions or interactions that took place. You are encouraged to be honest and candid, as only I will review your entry. Your reflection paper will need to be a minimum of four (4) and six (6) maximum pages double-spaced and in APA, 7th edition format. The page length does not include the required title page. Points will be lost for missing didactic and experiential components, page length, grammar/punctuation, and APA style errors. *These papers should be written in first person*. Please split your refection using the following experiential and didactic components:

- In the **experiential component**, write your reflections and ideas about today's group experience, including thoughts and feelings about yourself or others in the group. Feel free to write about any discussions or interactions that took place. You are encouraged to be honest and candid, as only I will review your entry. In this reflection, you assume the role of the participant.

- In the **didactic component**, write about any group dynamics you observed, comment on the stage the group is currently in, and discuss any techniques or activities used by the leaders. Again, you are encouraged to be honest and candid. In this reflection, you assume the role of an observer.

    Examples of content in experiential vs. didactic reflection:
        Experiential: I was really nervous about this session because...
        Didactic: To me, our group is in the stage known as...

***Please remember to use initials in place of classmates' real names to help protect their confidentiality.

READING QUIZZES (50 points)
Reading Quizzes will be given 11 times throughout the semester. Reading quizzes will be based solely on the reading for that week from the primary textbook. (Lowest quiz grade will be dropped).

FINAL EXAM (100 points)
Candidates will complete a final exam based on the weekly quizzes, readings, and lectures from the entire class. This exam will be given and completed the during the assigned exam time on the final day of class.

Professional Writing Format: Please use APA style/format for your paper as provided in the Publication Manual of the American Psychological Association (7th edition) as you will be required to use the format throughout your graduate and professional career. All assignments are to be typed using a double spaced 12-point font size.

*Remember: There is no perfect counselor, and therefore there is no perfect group counseling session! Take some risks; you'll learn more if you try what we discuss in class, come to supervision with an open mind, and allow yourself to be human (i.e., make mistakes).

Grading
Personal Objectives Paper #1 (40 Points)
- Expectation for Course (10 points)
- Personal Goals for Course (10 points)
- Discussion of how goals will enhance experience in course (15 points)
- Adhering to Professional Writing Guidelines/Mechanics (5 Points)

Personal Objectives Paper #2 (50 points)
- Goal Assessment Discussion (20 points)
- Evaluation of Progress and Utilaztion of skills in the field (25 points)
- Adhering to Professional Writing Guidelines/Mechanics (5 points)

Group Proposal (100 points)
- Group topic, group leadership methods (10 points)
- Group theory (20 points)
- Structure, recruiting and screening procedures (10 points)
- Ethical and multicultural considerations (20 points)
- Outline schedule for group meetings (5 points)
- at least 10 peer reviewed resources (10 points)
- *5-10 minute presentation (w/voice over) (20 points)
- Adhering to Professional Writing Guidelines/Mechanics (5 points)

Reflections (50 points)
- Expiriential/Diadiatic Components (45 points)
- Adhering to Professional Writing Guidelines/Mechanics (5 points)

Reading Quizzes
- Multiple Question/True False/Short Answer (50 points)

Final Exam
- Multiple Question/True False/Short Answer (100 points)

Participation (10 points)
This course requires active participation. You are expected to practice skills in class and participate in discussions.

Submission Guidelines

Tevera
The ETSU Counseling Program uses Tevera to collect data on Key Assignments. In addition to uploading or completing this assignment via D2L, you will also need to upload a copy of the assignment to Tevera by the due date noted in the syllabus. Failure to upload the assignment to both D2L and Tevera counts as a late submission and will carry the same consequence for late work defined in the syllabus.

Testing Policy
This course does not contain any tests. However, reading quizzes may be introduced at the discretion of the instructor. These will take place in class, with only individual effort allowed.

Late and Missing Submission Policy
It is the canditate's responsibility to turn in assignments by the deadline stated on the course schedule. Ten percent will be deducted for each 24-hour period the assignment is late. This 24-hour period starts immediately following the assignment due date and time. Contact the instructor as soon as possible if you will not be able to turn in an assignment on time. Missing assignments will be assigned a grade of zero.

# Grading Policy
A = A grade of A is assigned when candidates have demonstrated an exceptional level of performance. It is obvious that the candidate has read assigned material from his/her comments in class. Written work is thoughtful and complete and goes beyond expressing ideas. There is a synthesis (considering the material read and finding common threads, themes, similarities and differences, application from theory to practice) of the material rather than just a description of what one has read. Work at this level shows a commitment to one's goal of being a counselor or professional in your field of study. One finds ways to learn more than is required.

B = A grade of B indicates very good work that exceeds average effort. There is evidence of reading the assigned material, but not at the same depth as "A" level work. Written work is thoughtful and complete, but lacks the same level of synthesis as "A" work. The canditate has demonstrated a good understanding of the course and has performed at an above average level.

C = A grade of C indicates that the canditate has completed minimal requirements but has not been successful in fulfilling the commitment to learn at the depth expected by a graduate candidate. Work is not thoughtful or complete. One does less than is expected. Assignments are completed with less commitment than one would expect of a graduate canditate.

Excellent (A)	Assignments are on time, complete, and thorough. Efforts toward the paper/project (written material, class contributions) demonstrate thorough knowledge of the learning outcome and a nuanced understanding of the material. Contributions and reflections demonstrate an outstanding commitment to learning, dialogue, and to self- and other-exploration.
Acceptable (B)	Assignments are submitted in a timely fashion and are complete (per the assignment description in the syllabus). Efforts toward the paper/project (written material, class contributions) demonstrate an adequate understanding of the material and learning outcome. Contributions (class discussion on the topic; presentations) are appropriate and productive.
Unacceptable (C or lower)	Assignments are submitted late and/or are incomplete. Efforts toward the paper/project (written material, class contributions) demonstrate minimal effort and self-reflection. Material is not relevant to the course content and/or are inadequate in demonstration of the learning outcome. Written assignments have not been proofread/revised.

Grades are calculated on a point system.

Assignment	Points
Participation in Class	10
Personal Objective Paper (POP) #1	40
Personal Objective Paper (POP) #2	50
Group Proposal/Presentation	100
Group Process Reflection	50
Reading Quizzes	50
Final	100
Total	**400**

374-400=A
358-373=A-
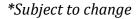346-357=B+
330-345=B
318-329=B-
306-317=C+
282-302=C
278-301=C-
277 and lower=F

Academic Integrity and Misconduct (Plagerism)

Candidates are expected to follow the honor code as outlined in *East Tennessee State University Policy*, (please review it in its entirety).

Subject to change

Student Services and Technical Resources

Student Services
The [ETSU Services webpage](#) includes a comprehensive list of services available to all ETSU students.

Academic Accommodations for Students with Disabilities
It is the policy of ETSU to accommodate students with disabilities, pursuant to federal law, state law and the University's commitment to equal educational access. Any student with a disability who needs accommodations, for example arrangement for examinations or seating placement, should inform the instructor at the beginning of the course. Faculty accommodation forms are provided to students through Disability Services in the D.P. Culp Center, Room 326, telephone 423-439-8346. [Visit the Disability Services webpage for more information](#).

Technical Resources
Help Desk
The Information Technology Services (ITS) Help Desk is the best resource for most technical problems. Find answers to common questions on the [Help Desk website](#), call, email, or stop in to see them on the first floor of the Sherrod Library. Phone: 423-439-4648 Email: itshelp@etsu.edu

Desire2Learn (D2L) Online Help
Many answers to D2L related questions can be found on the [D2L Help Student Home](#). If you are still having trouble finding what you need, contact the Help Desk.

Microsoft Office Software

Microsoft Office productivity applications, including Word, PowerPoint, Excel, OneNote, and more, are available free for students through the University's Office 365 campus agreement. For instructions on how to obtain the software, see the Office 365 page of the ITS Help Desk website.

Turnitin Plagiarism Detection

Turnitin is a plagiarism detection service available to students and faculty at ETSU. This tool compares student written work against a comprehensive database of other work as well as various internet sources. Faculty may employ this service for some or all written assignments, in order to help students learn to cite sources accurately and to ensure academic integrity. Learn more on the Turnitin home page.

ETSU Technical Resources

Many other technical resources can be found on the Online Help webpage.

University Information

Face-Covering Policy

Please wear a mask or other appropriate face covering when on campus. Wearing a mask that covers your nose and mouth communicates the care and respect you have for yourself, the care and respect you have for those you live with, and the care and respect you have for other members of this classroom community. The best evidence we have, from public health professionals, is that wearing masks is one of the best ways to protect against the spread of COVID-19 and other airborne illnesses. Students with medical conditions that inhibit their ability to wear masks should register through disability services. For more information, please review the ETSU Face-Covering Policy.

ETSU continues to follow the coronavirus pandemic closely and adjusts their policies in accordance with the current CDC guideline. For the most up-to-date information, please visit the Bucs are Back page at https://www.etsu.edu/coronavirus/ .

Important Dates

Please refer to the Academic Calendar for specific drop/add, refund, and withdrawal dates.

Syllabus Attachment

The ETSU syllabus attachment includes important material such as permits and overrides, advisement, hours, dates and other ETSU information.

ETSU Catalogs

Current Undergraduate Catalog

Current Graduate Catalog

Campus Services and Resources

Bucky's Food Pantry

If you find it difficult to afford food, please consider visiting Bucky's Food Pantry, located by the main Central Receiving warehouse by the Buc Ridge Apartment complex, on Treasure Lane (there is a bus stop on the Gold route). Requests for food can be made by completing an application online at http://www.etsu.edu/foodpantry/forms/request.aspx. For additional questions about Bucky's Food Pantry, call (423) 439-4234 or email at foodpantry@etsu.edu.

ETSU Counseling Center

This course and many others you will take throughout your training as a counselor require self-reflection and cover sensitive topics that touch most people on a personal, often first-hand level. Consequently, you may feel that you need help with emotions that come up. If you experience any personal discomfort, confusion, or distress during the semester, you do not have to face those issues alone. The ETSU Counseling Center provides personal and career counseling to all ETSU students. If you find that you need support (e.g., family or relationships issues, test anxiety, time and/or stress management, personal crises, etc.),

please contact the ETSU Counseling Center at (423) 439-3333 or email at counselingcenter@etsu.edu about their confidential and professional services. The ETSU Counseling Center is located on the 3rd floor of Nell Dossett Hall. The center's hours are Monday-Friday 8:00 a.m. to 4:30 p.m. However, if you have an immediate concern or are in crisis outside of those hours, call (423) 439-4841 and press "2" to talk with a counselor 24 hours a day, 7 days a week.

ETSU Disability Services

It is the policy of ETSU to accommodate students with disabilities, pursuant to federal law, state law, and the University's commitment to equal educational access. Any student with a disability who needs accommodations, for example arrangement for examinations or seating placement, should inform the instructor at the beginning of the course. Faculty accommodation forms are provided to students through Disability Services, which is located on the first floor of Sherrod Library. For additional information, call (423) 439-8346.

ETSU Office of Equity and Diversity

The OED website includes information about the Multicultural Center, Women's Resource Center, SafeZone, and additional resource links. See: https://www.etsu.edu/equity/

ETSU Services Quick Links

Additional campus resources can be found at https://www.etsu.edu/honors/links.php

Student Assessment of Instruction (SAI) Completion

During the last three (3) weeks of CLASSES (prior to exam week), a Student Assessment of Instruction (SAI) will be placed as a widget on the D2L home page for each of your course offerings (see course schedule). **Clemmer College requests that you please complete the SAI for this class prior to the deadline, and check this task off your list as you would any other assignment**. Clemmer College values student input, so please take completing this survey seriously. Your instructors actively use your feedback to help design more engaging and thought-provoking instruction. The SAI for each class should take no more than 10-15 minutes to complete.