# Florida Gulf Coast University

**College of Education**

Vision Statement: “*Learners and leaders of today and tomorrow*”

We envision our graduates, and those they influence, as the learners and leaders of today and tomorrow. As learners, our graduates will continue to grow and develop into leaders within their fields. As leaders, they will build upon the diverse backgrounds and perspectives they encounter to ensure that all individuals are able to construct the understandings necessary to become successful.

**SECTION 1: Course Information**

* 1. **Course Number and Title: MHS 6700**
	2. **Course Reference Number:**
	3. **Semester and Year: Summer 2010**
	4. **College/Department: College of Education/Counseling**
	5. **Required or Elective: Required**
	6. **Meeting Times/Location: W 5/12; 6/9 and on-line**
	7. **Format (Distance Learning; Hybrid – If applicable): Distance (two meetings)**
	8. **Instructor Information (Name, Rank, Relevant Degrees, Office Number, Campus Phone Number, E-mail Address, Office Hours)**

**Madelyn L. Isaacs, Ph.D. Professor**

**AB3 246 590-7785**

**misaacs@fgcu.edu**

**Office Hours: W 5/12 and 6/9 2-5; others on-line or by appointment**

**SECTION 2: Outcomes and Expectations**

* 1. **Course Description:**

**The focus of the course is on the legal premises, law, and ethics to which counselors are held. It is also about the development of professional judgment which incorporates client needs and professional behavior. In other words, this course is about how counselors, regardless of their work site, promote client welfare -- do good and right -- while making judgments in an increasingly complex profession.**

**To make good judgments in our complex profession of laws, regulations, and ethics, counselors must learn to examine their behavior and maintain professional currency. These are aspirational goals at best. At the least, counselors have practical concerns for their everyday practice and client welfare. They have concerns for making the myriad of roles in their lives work harmoniously and for keeping up with the explosion of knowledge which confronts every profession. School and mental health counselors have a special role as models of ethical behavior and effective living. They need to have information about what choices to make as well as a process by which to routinely make decisions.**

* 1. **Required Resources: (textbooks etc.)**

**Required Texts**

 **Corey, G., Corey, M.S. & Callanan, P.  (2010). Issues and ethics in  the helping professions (8th ed.). Pacific Grove, CA: Brooks/Cole.**

**Required of all counseling degree seeking students:**

**On-line purchase of Livetext, if you have not already purchased it.**

**Recommended Texts:**

**Stone, C. B. (2005).School counseling principles: Ethics and law. American School Counselor Association: Alexandria, VA.**

**Remley, T. P., Hermann, M. A., & Huey, W. C. (Eds.) (2003).  Ethical and Legal Issues in School Counseling (2nd ed.).  Alexandria, VA:  American School Counselor Association.**

**Fischer, L. & Sorenson, G. P. (1996). School law for counselors, psychologists, and social workers (3rd ed.). New York: Longman.**

* 1. **College Expectations:**

|  |  |  |
| --- | --- | --- |
| **Learning Objective** | **Competencies/Standards** | **Assessment Strategy** |
|  |  |  |
|  |  |  |

**Learning Objectives**

**  To identify the roles, functions and professional identity of school and mental health counselors, and the issues that affect the practice of counseling, specifically to identify those personal values and experiences which may affect individual practice.**

**  To provide students with the opportunity to explore and demonstrate knowledge of the legal and ethical responsibilities counselors bear to their clients, families, community, and employing institutions.**

**  To provide students with codes of ethics and/or standards of practice governing the profession and to provide students with experiences identifying ethical dilemmas and the methods for resolving them using these codes as in everyday practice.**

**  To provide students with experiences and resources to help them identify issues of equity for special populations and to ensure that such populations have equal access to services and expertise.**

**To provide students with the understanding of the ethical and legal issues relevant to group work, appraisal, research, and consultation.**

**  To provide students with information about obtaining, demonstrating and maintaining professional competence in the constantly changing field of counseling.**

**To provide students with professional preparation standards, their evolution, and current applications as well as the relationship of preparation to certification, licensure, and accreditation practices and standards.**

**To provide students with an understanding of public policy processes including the role of the professional counselor in advocating on behalf of the profession and its clientele.**

**To provide students with skills in using technology to identify statutory and case law relevant to counselors and counseling ethics, as a means of remaining current in the field, and with an understanding of the impact of technology on counseling and its ethical, legal, and efficacy implications.**

**This course is designed to address aspects of the following CACREP curriculum objectives:**

**1.PROFESSIONAL IDENTITY - studies that provide an understanding of all of the following aspects of professional functioning:**

**h. ethical standards of ACA and related entities, and applications of ethical and legal considerations in professional counseling.**

**2.SOCIAL AND CULTURAL DIVERSITY - studies that provide an understanding of the cultural context of relationships, issues and trends in a multicultural and diverse society related to such factors as culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, education, family values, religious and spiritual values, socioeconomic status and unique characteristics of individuals, couples, families, ethnic groups, and communities including all of the following:**

**f. ethical and legal considerations.**

**3.HUMAN GROWTH AND DEVELOPMENT - studies that provide an understanding of the nature and needs of individuals at all developmental levels, including all of the following:**

**e. ethical and legal considerations.**

**4.CAREER DEVELOPMENT - studies that provide an understanding of career development and related life factors, including all of the following:**

**i. ethical and legal considerations.**

**5.HELPING RELATIONSHIPS - studies that provide an understanding of counseling and consultation processes, including all of the following:**

**g. ethical and legal considerations.**

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

**g. ethical and legal considerations.**

**7.ASSESSMENT - studies that provide an understanding of individual and group approaches to assessment and evaluation, including all of the following:**

**i. ethical and legal considerations.**

**8.RESEARCH AND PROGRAM EVALUATION - studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation, including all of the following:**

**f. ethical and legal considerations.**

**CACREP School Counseling Standards:**

**A.FOUNDATIONS OF SCHOOL COUNSELING**

**11.ethical and legal considerations related specifically to the practice of school counseling (e.g., the ACA Code of Ethics and the ASCA Ethical Standards for School Counselors).**

**CACREP Mental Health Counseling Standards**

**A.FOUNDATIONS OF MENTAL HEALTH COUNSELING**

**5.ethical and legal considerations related to the practice of mental health counseling (e.g., the ACA and AMHCA Code of Ethics)**

**As well, it addressed content and objectives set out in the Florida Educator Accomplished Practices:**

**ETHICS: Adheres to Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida.**

**ROLE OF THE TEACHER: Works with various education professionals, parents, and other stakeholders in the continuous improvement of the educational experiences of students**

**PRIMARY METHODS OF INSTRUCTION**

|  |  |  |
| --- | --- | --- |
| **Included? Y/N** | **Method Type** | **Description** |
| X | Analysis and Reflection | Reflection on practice is of importance because it enables practitioners to assess, understand and learn through their experiences. A positive active process of reflection that reviews, analyses and evaluates experiences draws on theoretical concepts and previous learning and so provides an action plan for future experiences. |
|  | Artifacts (i.e., audio tape/video) | Audio and/or video recorded lessons are used for analysis, annotation and reflection on counseling concepts that are being put into practice.  |
| x | Cooperative Learning Activities | Cooperative learning is a generic term for various small group interactive instructional procedures. Students work together on academic tasks in small groups to help themselves and their teammates learn together. |
| X | Large/Small Group Discussion | Group work provides opportunities for intellectual and personal growth that cannot be achieved so easily in the standard lecture situation. It provides opportunities for interaction between students and among students. |
| X | Lecture  | The lecture is a teaching method where an instructor is the central focus of information transfer. Lectures are a straightforward way to impart knowledge to students quickly. |
|  | Role Play | Role-playing refers to the changing of one's behavior to assume a role, either unconsciously to fill a social role, or consciously to act out an adopted role. |
| X | Virtual/Online | The entire course is taught online with possibly a maximum of one or two face to face meetings. |
| x | Web Based Activity | Web based activities tend to provide information resources for students and/or help to create a richer learning environment that includes activities, resources, and assessment. |
|  | Field Experience Course | The course is primarily designed to provide practicum or internship experiences and supervision. |
| x | Guest Speakers/Field Trips | The course includes one or more guest speakers or trips to external sites (on an individual or group basis) to support learning from experts or examples from the field. |

* 1. **Critical Task Description:**

**Average of Case Study analysis and Discussions, Learning Journals,**

**Targeted scenario Development and Final Exam (composed of analysis of 30-35 ethical scenarios)**

* 1. **Course Outline:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week |  Place** | **Day | Date  | Time** | **Content | Module** | **Assignments**  |  **Deadlines** | **Posted Case Analyses** |
| Week 1   In-Class On-Line | Wednesday, May 125:00- 9:00 p.m.AB3 205May 10-May 14  |  http://elearning.fgcu.edu/AngelUploads/Files/misaacs/greendot.gifCourse Overview http://elearning.fgcu.edu/AngelUploads/Files/misaacs/greendot.gifLaw and  Ethics  http://elearning.fgcu.edu/AngelUploads/Files/misaacs/asterisk.gifModule One http://elearning.fgcu.edu/AngelUploads/Files/misaacs/greendot.gifEthical Decision - Making and Professional Judgment http://elearning.fgcu.edu/AngelUploads/Files/misaacs/asterisk.gifModule Two | http://elearning.fgcu.edu/AngelUploads/Files/misaacs/reddot.gifIf you have never taken a course using Angel, please complete Online  Angel Orientation Moduleon or before Friday, May 14.  this is not graded or monitored but is for your own use and orientation to the course.   Complete Case Two individually and post to Angel by Friday Individual Case 2 - due 5/14y May 14 at 5:00.http://elearning.fgcu.edu/AngelUploads/Files/misaacs/asterisk.gifComplete Module One Assessmenthttp://elearning.fgcu.edu/AngelUploads/Files/misaacs/asterisk.gifComplete Module Two Assessment |  http://elearning.fgcu.edu/AngelUploads/Files/misaacs/reddot.gifSAMPLE/MODEL CASE ANALYSISModule Two Case AnalysisDiscuss Case 2 from 8:00 am Saturday May 15 until 5:00 on Monday May 17. |
|  **Week 2** **On-Line**   |      Monday- SaturdayMay 17 - May 22  | http://elearning.fgcu.edu/AngelUploads/Files/misaacs/greendot.gifConfidentiality and Liability             http://elearning.fgcu.edu/AngelUploads/Files/misaacs/asterisk.gifModule Three |  http://elearning.fgcu.edu/AngelUploads/Files/misaacs/asterisk.gifComplete and post Module Case Three on or before Wednesday, May 19 at 5:00 p.m. (All  group do case 3 as groups) Post first  Reflective Journal on or before Friday, May 21 at 5:00.http://elearning.fgcu.edu/AngelUploads/Files/misaacs/asterisk.gifComplete Module Three Assessment |  http://elearning.fgcu.edu/AngelUploads/Files/misaacs/orangedot.gif Begin discussing questions on Wednesday May 19 at 5:00 and continue through noon on Saturday May 22http://elearning.fgcu.edu/AngelUploads/Files/misaacs/orangedot.gif Dr. Isaacs to post discussion summary. |
| **Week 3** **On-Line**     |   Monday -Saturday May 24 -May 29   | http://elearning.fgcu.edu/AngelUploads/Files/misaacs/greendot.gif Multiple Relationships and Boundarieshttp://elearning.fgcu.edu/AngelUploads/Files/misaacs/asterisk.gifModule Four http://elearning.fgcu.edu/AngelUploads/Files/misaacs/bluedot.gifGroup A Leads and summarizes discussion  | http://elearning.fgcu.edu/AngelUploads/Files/misaacs/asterisk.gif Complete and post Module Four Case on or before           Tuesday, May 25 at           5:00 p.m. (Groups A, B and C complete and post case; all students read and participate in discussion)http://elearning.fgcu.edu/AngelUploads/Files/misaacs/asterisk.gifComplete Module Four Assessment |  http://elearning.fgcu.edu/AngelUploads/Files/misaacs/orangedot.gifGroup A is responsible for starting and completing the on-line discussion on Wednesday May 26 ending on Saturday at noon May 29.http://elearning.fgcu.edu/AngelUploads/Files/misaacs/orangedot.gifPost discussion summary by 5:00 on Sunday May 30.  |
|   Week 4On-Line     |    Monday -SaturdayMay 31 -June 5   | http://elearning.fgcu.edu/AngelUploads/Files/misaacs/greendot.gifCompetence, Training and Supervision http://elearning.fgcu.edu/AngelUploads/Files/misaacs/asterisk.gifModule Five  http://elearning.fgcu.edu/AngelUploads/Files/misaacs/bluedot.gifGroup D Leads and summarizes discussion  |  http://elearning.fgcu.edu/AngelUploads/Files/misaacs/asterisk.gifComplete and post Module Five Case on or before                    Tuesday, June 1 at  5:00 p.m. (Groups D, E and F complete and post case; all students read and participate in discussion) http://elearning.fgcu.edu/AngelUploads/Files/misaacs/asterisk.gifComplete Module Five Assessment | http://elearning.fgcu.edu/AngelUploads/Files/misaacs/orangedot.gifGroup D is responsible for starting and completing the on-line discussion on Wednesday June 2 ending on Saturday at noon June 5.http://elearning.fgcu.edu/AngelUploads/Files/misaacs/orangedot.gifPost discussion summary by 5:00 on Sunday June 6.  |
| Week 5In Class  **On-Line**     |   Wednesday June 95:00 - 9:00Room: AB3 205Monday - Saturday June 7 - June 12   | Guest Speakers:5:00 Dr. Angela Pruitt, Principal, Trafalgar Middle School 6:30 Sheldon Finman, Esq http://elearning.fgcu.edu/AngelUploads/Files/misaacs/greendot.gifRights and Due Processhttp://elearning.fgcu.edu/AngelUploads/Files/misaacs/asterisk.gifModule Six http://elearning.fgcu.edu/AngelUploads/Files/misaacs/bluedot.gifGroup B Presents and Leads Discussion |  http://elearning.fgcu.edu/AngelUploads/Files/misaacs/asterisk.gifComplete and post Module Six Case on or before Tuesday, June 8 at           5:00 p.m. (Groups A, B, and C complete and post case; all students read and participate in discussion) Group B start and summarize the discussion. http://elearning.fgcu.edu/AngelUploads/Files/misaacs/asterisk.gifPost Second  Reflective Journal on or before Friday, June 11 at 5:00http://elearning.fgcu.edu/AngelUploads/Files/misaacs/asterisk.gifComplete Module Six Assessment |  http://elearning.fgcu.edu/AngelUploads/Files/misaacs/orangedot.gifGroup B is responsible for starting and completing the on-line discussion on Wednesday June 9 ending on Saturday at noon June 12.http://elearning.fgcu.edu/AngelUploads/Files/misaacs/orangedot.gifPost discussion summary by 5:00 on Sunday June 13. |
| Week 6 **On-Line** |   Monday - Saturday June 14 - June 19  | http://elearning.fgcu.edu/AngelUploads/Files/misaacs/greendot.gifAbuse, Neglect and Community Responsibilities http://elearning.fgcu.edu/AngelUploads/Files/misaacs/asterisk.gifModule Seven http://elearning.fgcu.edu/AngelUploads/Files/misaacs/bluedot.gifGroup E Presents and Leads discussion | http://elearning.fgcu.edu/AngelUploads/Files/misaacs/asterisk.gifPost complete Module Seven Case (Group D, E & F complete and post case; all students read and participate in discussion) on or before Tuesday June 15 at 5:00 p.m. Group E start and summarize the discussion. http://elearning.fgcu.edu/AngelUploads/Files/misaacs/asterisk.gifComplete Module Seven AssessmentSubmit alternate Final Assignment |  http://elearning.fgcu.edu/AngelUploads/Files/misaacs/orangedot.gifGroup E is responsible for starting and completing the on-line discussion on Wednesday June 16 ending on Saturday at noon June 19.http://elearning.fgcu.edu/AngelUploads/Files/misaacs/orangedot.gifPost discussion summary by 5:00 on Sunday June 20. |
| Week 7 **On-Line** | Monday - Saturday June 21 - June 26  |  http://elearning.fgcu.edu/AngelUploads/Files/misaacs/greendot.gifRecords, Testing and On-Line Counseling http://elearning.fgcu.edu/AngelUploads/Files/misaacs/asterisk.gifModule Eight http://elearning.fgcu.edu/AngelUploads/Files/misaacs/bluedot.gifGroup C Presents and Leads discussion |  http://elearning.fgcu.edu/AngelUploads/Files/misaacs/asterisk.gif Post completed Module Eight  Case (Group A, B, & C complete and post case; all student read and participate in discussion) on or before Tuesday June 22 at 5:00 p.m. Group C start and summarize the discussion.  Complete Module Eight Assessment | http://elearning.fgcu.edu/AngelUploads/Files/misaacs/orangedot.gifGroup C is responsible for starting and completing the on-line discussion on Wednesday June 23 ending on Saturday 26 at noon June .http://elearning.fgcu.edu/AngelUploads/Files/misaacs/orangedot.gifPost discussion summary by 5:00 on Sunday June 27.  |
| Week 8 **On-Line** | Monday - Friday June 28 – July 2 | http://elearning.fgcu.edu/AngelUploads/Files/misaacs/greendot.gif         Multicultural Counseling Issues http://elearning.fgcu.edu/AngelUploads/Files/misaacs/asterisk.gifModule Nine http://elearning.fgcu.edu/AngelUploads/Files/misaacs/bluedot.gifGroup F Presents and Leads  Discussion  | http://elearning.fgcu.edu/AngelUploads/Files/misaacs/asterisk.gif Post completed Module Nine Case (Group D, E & F complete and post case; all student read and participate in discussion) on or before Tuesday June 29 at 5:00 p.m.http://elearning.fgcu.edu/AngelUploads/Files/misaacs/asterisk.gif Group F start and summarize the discussion.  http://elearning.fgcu.edu/AngelUploads/Files/misaacs/asterisk.gifComplete Module Nine Assessment | http://elearning.fgcu.edu/AngelUploads/Files/misaacs/orangedot.gifGroup F is responsible for starting and completing the on-line discussion on Wednesday June 30 ending on Friday at noon July 2.http://elearning.fgcu.edu/AngelUploads/Files/misaacs/orangedot.gifPost discussion summary by 5:00 on Saturday July 3. |
| Week 9 **On-line** | Monday - FridayJuly 5 – July 9 | http://elearning.fgcu.edu/AngelUploads/Files/misaacs/greendot.gifFamily and Group Counseling Issues http://elearning.fgcu.edu/AngelUploads/Files/misaacs/asterisk.gifModule Ten  | Complete Module Ten AssessmentSubmit completed Module Ten Case (All students complete as Individuals) on or before Friday July 2 at 5:00 p.m.http://elearning.fgcu.edu/AngelUploads/Files/misaacs/asterisk.gifSubmit Take Home Final on or before Friday, July 9 at 5:00 p.m.http://elearning.fgcu.edu/AngelUploads/Files/misaacs/asterisk.gif Self and group assessment for group participation due.  Individually submitted in dropbox by Friday, July 9. http://elearning.fgcu.edu/AngelUploads/Files/misaacs/asterisk.gifPost Final Reflective Paper on or before Friday, July 9 at 5:00 p.m.  |   |

* 1. **Primary Methods of Instruction:**
* **Individual and Group Case Analyses and discussions;**
* **Text readings,**
* **Analysis of three sets of ethical codes related to counseling;**
* **Highlighted readings and on-line lectures for each module;**
* **Individual Learning Journals;**
* **Periodic on-line self-assessments;**
* **Focused on-line asynchronous discussions.**
	1. **Required Assignments: (Tests, Projects, Performances, Field/clinical Activities)**
* **Case Study analysis and Discussions,**
* **Learning Journals,**
* **Targeted Scenario Development and**
* **Final Exam (composed of analysis of 30-35 ethical scenarios)**
	1. **Grading Criteria:**

|  |  |  |
| --- | --- | --- |
| Component | Points available | Due Date |
| Reflective Journal and Report on Module Assessments | 90 (30 each) | May 21, June 11 & July 9 |
| Cases                 2 – Individually                 3 –Group                 4– By Group Assignment                  5 – By Group Assignment                  6 – By Group Assignment        7 – By Group Assignment                 8 – By Group Assignment                  9 – By Group Assignment                 10 - Individually | 300 (50 each) |  Friday, May 14Wednesday, May 19Tuesday, May 25Tuesday, June 1Tuesday, June 8Tuesday, June 15Tuesday, June 22Tuesday, June 29Friday, July 2 |
| Group Discussion Summary | 15 | As Assigned  |
| Take Home Final Exam | 100 | Friday July 9 |
| Discussion, Participation and Attendance | 75  | Throughout and Group Evaluation (Due July 9) |
| Focused Research and Scenario Development  | 50 | June 15 |
| **TOTAL POINTS FOR COURSE** | 630 | GRADE EQUIVALENTS:A..... 90% (minimum of 565 points) B..... 82% minimum of 520 points  C..... 77% minimum of 485 points |

* 1. **Attendance Policy: All on-line discussions are required.**

**SECTION 3:**

**College of Education LiveText Syllabus Statement**

The College of Education has adopted the use of LiveText software to provide for the improvement of student performance and program quality. As a degree-seeking student you are responsible for purchasing a membership to LiveText during your first course in the FGCU’s College of Education. If you do not have a membership to LiveText, you will need to purchase it immediately**. This is a one-time only purchase.**

All students enrolled in this class will be required to submit critical tasks (assignments that are linked to standards, relevant to the field you have chosen). Your work will receive scores in LiveText that will be used to help monitor your demonstration of the standards, receive feedback from faculty on your progression toward meeting them, and certify that you have demonstrated all the required standards and competencies needed. Your documented success on these tasks can contribute to a portfolio that showcases your learning for current and future employers.

**Confidentiality**

Protecting confidentiality is the cornerstone of our profession. You are expected to protect the information and identity of any client you work with as specified and limited by ethical standards (ACA and AMHCA and or ASCA) and relevant state and Federal laws. In some situations, class participants can sometimes serve as clients, counselors and peer supervisors. As a result, confidentiality regarding client issues is mandatory. Thus it is a baseline expectation that you will not carry personal information out of this class. Student school counselors are also expected to follow the Florida Standards for Professional Practice.

**Furthermore, students will be required to record, with appropriate permission and informed consent, counseling sessions for evaluation by site, university and peer supervisors.** This will be done using digital recording equipment and exchange of recordings using YouSendIt.com. Please register on Yousendit if you do not already have an account and familiarize yourself with how to readily send your digital recordings.

**Academic Behavior Standards and Academic Dishonesty**

All students are expected to demonstrate honesty in their academic pursuits. The university policies regarding issues of honesty can be found in the FGCU Student Guidebook under the ***Student Code of Conduct*** and ***Policies and Procedures*** sections. All students are expected to study this document which outlines their responsibilities and consequences for violations of the policy. The FGCU Student Guidebook is available online at http://studentservices.fgcu.edu/judicialaffairs/new.html

**Disability Accommodations Services**

Florida Gulf Coast University, in accordance with the Americans with Disabilities Act and the university’s guiding principles, will provide classroom and academic accommodations to students with documented disabilities. If you need to request an accommodation in this class due to a disability, or you suspect that your academic performance is affected by a disability, please contact the Office of Adaptive Services. The Office of Adaptive Services is located in Howard Hall 137. The phone number is 239‐590‐7956 or TTY 239‐590‐7930

**Student Observance of Religious Holidays**

All students at Florida Gulf Coast University have a right to expect that the University will reasonably accommodate their religious observances, practices, and beliefs. Students, upon prior notification to their instructors, shall be excused from class or other scheduled academic activity to observe a religious holy day of their faith. Students shall be permitted a reasonable amount of time to make up the material or activities covered in their absence. Students shall not be penalized due to absence from class or other scheduled academic activity because of religious observances. Where practicable, major examinations, major assignments, and University ceremonies will not be scheduled on a major religious holy day. A student who is to be excused from class for a religious observance is not required to provide a second party certification of the reason for the absence.

**Resources for Faculty General Education**

Information on General Education program requirements is available online at http://www.fgcu.edu/General\_Education/index.html

**Service‐Learning**

Information on integrating service‐learning into the course and course syllabus is available online at http://www.fgcu.edu/Connect/

**Distance‐Learning**

Information on distance learning courses is available online at http://itech.fgcu.edu/distance/

**Online Tutorials**

Information on online tutorials to assist students is available online at http://www.fgcu.edu/support/ *Approved 3‐27‐09 by Faculty Senate; Approved 4‐30‐09 by Provost and Vice President for Academic Affairs Page | 3*

**Standards Matrix**

