COURSE SYLLABUS TEMPLATE BETHEL UNIVERSITY

[Title of Course and prefix, number, section] [Semester, year]

[Date and time and room number] [Final Schedule date and time]

**Professor: T.A. (if applicable)**

**Office: Office hours: (if applicable)**

**Office Hours: Contact info: (if applicable)**

“Or by appointment”

**E-mail:**

# COURSE DESCRIPTION:

First paragraph: Must be taken directly from the course catalog and include the prerequisites that are listed in the description.

Second paragraph – optional, course overview in your own words. Here is an example:

*This is the capstone seminar course for the major. As such, students will be expected to take an active role in the planning and implementation of the course and its learning activities throughout the semester. This is not a lecture course. The organizing principle for this section of the course are the questions, “What is the Nature of Human Nature?” and “How does that impact one’s view of a whole and holy person?” This topic will be explored both individually and collectively through readings, discussions, presentations and projects.*

**TEXTS and COURSE MATERIALS:**

**Required**: List all required texts in the form you expect students to use in their scholarly work, including ISBN numbers. List any other items students need to provide, like protective eye wear, or a suitable translation of the Bible, or the APA style manual, etc.

**Supplemental**: List all texts and other materials other than those required that you want them to read. Example: *Two primary sources on counseling theory chosen from the following psychology authors: S. Freud; A. Adler, R. Dreikurs, or H. Ansbacher; F. Perls or Polster and Polster; C. Rogers; Aaron Beck; Rollo May; Viktor Frankl; A. Bandura; B.F. Skinner; A. Lazarus; A. Ellis; D. Meichenbaum; W. Glasser; C.Z. Enns; J.B. Miller; H. Lerner; V. Satir; C. Whitaker.*

# COURSE OUTCOMES/OBJECTIVES

***Starting in Spring 2024, all syllabi for general education courses must list Bethel’s category-specific learning objectives and make mention of how assessments connect to these objectives.*** Objectives for each Gen Ed category can be found here:<https://www.bethel.edu/undergrad/academic-affairs/files/2024-general-education-document.pdf>.

Objectives are essential to guiding the course requirements and evaluation. Every assignment or assessment category (see below for examples) should be linked to helping the students make progress on course objectives. This is easiest to do when the objectives are stated in terms of what the students will be able to **do** by the end of the course.

Example:

1. *Students will demonstrate comprehension of major theories of therapy.*
2. *Students will successfully apply basic counseling skills in role playing situations.*
3. *Students will analyze theories of therapy utilizing various appropriate comparative constructs.*
4. *Students will demonstrate a comprehension of at least one major counseling ethical issue.*
5. *Students will demonstrate synthesis and evaluation skills by beginning to form their own personal philosophy of therapy.*

# COURSE REQUIREMENTS/ASSESSMENTS

Describe each major assignment, noting evaluation criteria, when the assignment is due, and its percentage of the final grade or number of points to be earned with that assignment. Be sure to tie the requirements to the objectives. Example:

*Requirement 1:* ***Theory Quizzes****. Students are to demonstrate basic comprehension of the following theories: Psychoanalysis, Adlerian, Existential, Person-Centered, Reality, Gestalt, Cognitive, Behavioral, Feminist,* ***one*** *Family Systems, and* ***one*** *Christian therapy. Comprehension is defined as knowledge of each system's major proponents:*

*1) view of human nature; 2) theory of personality, including a.) structure, b.) dynamics, and c.) development; 3) explanation of/causes of psychopathology; 4) goals of therapy; 5) process and techniques; 6) role of therapist; and 7) contributions, limitations or criticisms.* ***All students will take a quiz on each theory based on the relevant chapter from Corey’s text****. Quizzes will be given at the start of the class addressing each theory, and consist of 10 questions per chapter [15% of final grade].* ***A comprehensive, multiple choice final exam will be given during finals week [see class schedule]*** *[15% of final grade] …*

*Requirement 3:* ***Personal Philosophy Paper****. Students will write a paper articulating their current* ***personal philosophy*** *of counseling. Students will choose one theory of therapy they resonate with (i.e., comes closest to representing their personal philosophy), and one theory that challenges their personal philosophy of counseling. They will read a primary text by a major proponent/founder of each theory (****see list of approved authors under Supplemental Texts****). These books must be chosen by Spring Break, and be* ***approved by the instructor****. Students will write* ***their personal philosophies*** *using these points of view to provide context and support or contrast for their personal philosophy of counseling. Other sources may also be used to provide evidence, clarification, and credibility to one’s personal philosophy. The paper should address: 1) the nature of human nature; 2) key concepts in personality, specifically a) structure, b) dynamics, and c) development; 3) causes of psychopathology (what goes wrong); 4) goal(s) of psychotherapy; 5) processes/procedures/techniques deemed appropriate and viable; 6) limitations of one’s personal philosophy, both as it currently is formulated (the content of the philosophy), and how it might or might not be applied to different clients, or contexts. This paper MUST be done in APA format based on the 2001 edition style manual.* ***Due: April 26 OR May 15.*** *[25% final grade]*

*Requirement 4:* ***Class Participation****. Class participation will be evaluated based on attendance, engagement, contribution to discussion, attitudes and behavior that foster growth and development, respect, and the building of a positive learning experience for all. [5% final grade]*

# EVALUATION PROCEDURES:

You must include the grading scale and the weight each assignment/exam carries

Example of weight for assignments/exams:

Theory Quizzes 15%

Unit Test 30%

Personal Philosophy Paper 25% Class Participation 5%

Final Exam 25%

*Make sure your total = 100%*

# COURSE POLICIES:

The following sections are *required*.

## Academic Dishonesty:

First paragraph: you must include this:

When academic dishonesty occurs, penalties are given at the discretion of the faculty member, as described in the course syllabus. Such penalties can range from failure on an assignment to denial of credit (U or F) in a course. (See Bethel University’s full policy on Academic Honesty in the catalog: (<http://catalog.bethel.edu/arts-sciences/general-information/academic-honesty/>).

Second paragraph (optional): If desired, explain how you personally will handle these situations in your classroom. (You have leeway regarding how you wish to handle academic dishonesty, as long as it doesn’t go outside the parameters of the institutional policy specified above.) Example*: The Bethel policy on academic dishonesty applies in this course. Counseling Psychology as a field demands the highest forms of ethical behavior. I will flunk students who are found to have plagiarized or cheated by presenting work for evaluation that they did not create themselves specifically for this course. Students who violate ethical principles regarding counseling behavior will be dropped from the course. Please Note: Ignorance is not a viable plea.*

*Extracting material verbatim and presenting that work unquoted (without quotation marks) IS a form of cheating.*

## Attendance Policy:

Explain your expectations here. There is a general attendance policy for the institution which requires students to be responsible for their class attendance. How you wish to handle attendance is at your discretion. However, there may be departmental policies, or programmatic ones that you will want to follow. Example: *Attendance is not required, but is a part of course evaluation (see above).*

## Accessibility Statement:

All syllabi must include the following statement, *not* just a link to the policy in the catalog.

Bethel University is committed to accessibility for students with disabilities and the *Office of Accessibility Resources & Services (OARS)* is a resource to ensure students experience access. Reasonable accommodations are approved after an interactive process with the student and OARS. The instructor will provide accommodations, but the student is required to initiate the process.

* Students with a documented disability may contact OARS to learn more about how to register for accommodations. Reasonable accommodations are approved after an interactive process with the student and OARS.
* Students registered with OARS are responsible for logging in to their AIM Accessibility Accommodation portal (via MyBethel) each term to request their Faculty Notification Letter of Accommodations. Accommodations cannot be applied prior to the faculty’s receipt of the letter.
* OARS recommends the student and faculty discuss how accommodations may apply in the specific course. Accommodations cannot modify essential requirements or fundamentally alter the nature of the course. Consultation with OARS may be necessary to clarify reasonable accommodations based on the course. If there are any questions or concerns, connect with OARS at accessibility-serivces@bethel.edu or 651.638.6833.

## Appeals Procedure:

You must include the link to the full policy, included in the paragraph below.

The student will seek to resolve the matter first with the instructor or with the party directly responsible for the decision, and then with the department chair. (If the instructor is the department chair, the student should contact the dean of academic programs.) If after consulting with the instructor and department chair the matter is not resolved, the student may appeal to the dean of academic programs by submitting the [CAS Academic Petition](https://www.bethel.edu/registrar/forms/other-petition) [form](https://www.bethel.edu/registrar/forms/other-petition). This appeal must be made within three weeks of the departmental decision. (See Bethel University’s full policy on Academic Appeals in the catalog: [http://catalog.bethel.edu/arts-sciences/general-information/academic-appeals/](https://catalog-next.bethel.edu/arts-sciences/general-information/academic-appeals/)).

## Support for Multilingual Learners Statement:

Support for Multilingual Students – all syllabi must include the following statements:

* If you are a multilingual student and believe you would benefit from support for this course, please see your instructor. Possible supports include access to lecture notes, additional time for completing assignments and/or tests, vocabulary lists, use of translation dictionaries, additional time for writing assignments.
* When you notify your instructor, s/he may refer you to the AESC office (HC324) so that you can meet with an academic counselor. The academic counselor will help determine the supports that could contribute to your success in the course and will notify your instructor to suggest these supports be made available to you.
* In addition to specific supports for this course, one-on-one writing support is available for multilingual students. Stop by HC324 or schedule an appointment for "Multilingual Support" at https[://w](http://www.bethel.edu/undergrad/academics/support/writing)ww.[bethel.edu/undergrad/academics/support/writing.](http://www.bethel.edu/undergrad/academics/support/writing) More information on multilingual support is available at <https://www.bethel.edu/undergrad/academics/support/multilingual>.

## Late work:

Include your policy regarding late assignments, make up quizzes, etc. Example: *Due date deadlines and times are the dates noted in the syllabus (or negotiated in class) at 4 p.m. Work that is submitted for evaluation after 4 p.m. on the due date forfeits the privilege of resubmission. Work turned in one week past the due date will be penalized one full letter grade. Work more than three weeks late will not be accepted for evaluation.*

## (OPTIONAL) COVID-19 Statement:

* Anyone who is experiencing COVID-19 symptoms or has tested positive for COVID-19 should follow the Bethel University guidelines, found at [https://www.bethel.edu/covid-](https://www.bethel.edu/covid-19/safety-wellbeing) [19/safety-wellbeing](https://www.bethel.edu/covid-19/safety-wellbeing).

## (OPTIONAL) Written work:

Your expectations regarding work students hand in. Example: *All written work must be typed and use the 2001 publication manual for APA format. I’m serious about this. This format is the standard of the profession and will be required in graduate school. Learn it thoroughly now. Papers that fail to use this format will be returned ungraded for revision. This subsequent draft will lose further resubmission privileges. Students are encouraged to submit work early for review. Work that is submitted on time but fails to meet the expectations of the assignment with regard to content may be revised and resubmitted, if done in a timely manner (i.e., two weeks after the assignment has been returned. Students submitting late work will not be given the option to revise and resubmit their work. (See “Late Work” above.)*

## (OPTIONAL) Rules for the Classroom:

Any rules of classroom behavior can be listed here. Example: *The class will make decisions regarding such things as food and drink in the classroom, use of computers, cell phone use, devotions, and other factors affecting the learning environment. The instructor may impose other expectations.*

## (OPTIONAL) General Comments:

Other comments you might want to make can be done here, or under course description, whichever seems appropriate. Here is a good place to talk about how you want/don’t want students to communicate with you—office, home, e-mail, etc. Example: *This course is a senior/graduate level course (400 level) and is 4 credits. Students can expect to spend 8-10 hours per week outside of class working toward accomplishing course goals. Students are strongly encouraged to pursue additional,* ***reputable*** *sources for assisting their learning of class material. The Student Manual is an excellent resource for increasing learning and retention curves for different theories, and the on-line resources and CD provided by the texts (Corey and Ivey & Ivey) are also helpful. People who take Principles are generally interested in counseling as a profession. Here is an opportunity to get a jump start on this career goal (making transition to graduate school a bit easier), and conversely, to have an opportunity to find out if this vocation is truly a good match for a student. Students are encouraged to take advantage of these opportunities and to enter into this experience with enthusiasm, commitment, and openness. There’s a lot to learn!*

# TENTATIVE COURSE OUTLINE

Date Topic(s)/Assignments Due Readings (due before class)

**FINAL: [DAY, DATE, TIME]**