



Master of Arts in Counseling

Course Syllabus

Course Information

COUN698 - MINDFULNESS & PSYCHOTHERAPY
Spring 2024
1 Semester Hour

Location/Date/Time

Seminary 003
Thursdays, 12:30-3:30

INSTRUCTOR'S INFORMATION:

Cheree Hammond, PhD

Email: cheree.hammond@emu.edu

Office Phone: 540.432.4228

Office Hours: by appointment

COURSE DESCRIPTION:

This course will provide you with the foundational tools you need to make use of mindfulness, meditation, mindful self-compassion and biofeedback within the therapeutic relationship. The course will be built on three primary pillars: personal practice of mindfulness and meditation, an understanding of the applications and populations with which one can use mindfulness and meditation in therapy, and skill-building through roleplay. Students participating in this course can expect to gain a breadth of mindfulness, meditation, self-compassion and biofeedback practices for use in therapy as well as exposure to the theory and research that supports these practices.

COURSE GOALS AND OBJECTIVES:

Participants in this course will demonstrate the following capacities:

- Students will be able to describe and discuss mindfulness and meditation with clarity and confidence
- Students will be able to identify uses of mindfulness and meditation for different populations
- Students will be able to identify uses of mindfulness and meditation for different mental health concerns
- Students will be able to discern when practices may not be helpful

Syllabus Disclaimer:

This syllabus is not a contract. The instructor reserves the right to alter the course requirements, schedule, and/or assignments based on new materials, class discussions, or other legitimate objectives. Students will be given notice of relevant changes in class or via email.

Technology:

- **Though we will occasionally use our phones for the biofeedback, please place your phone out of your line of sight when not in use for class purposes.**

- The EMU MA in Counseling program, in accordance with a national professional conversation about the use of technology in counselor education, is supporting a return to engagement and paper notebooks. As we are in the profession of presence and attunement, we want to be intentional about how we address this in our classes. Therefore, we will ask that you keep your phone and your computer/iPad in your bag, unless you are required to use it in class. We have been reading and researching about the impact of technology on the brain related to social engagement and learning, in addition to the strong correlation between writing and learning. We wish to promote an embodied learning and discovery experience and can only be successful to do so in a context that minimizes disruption and interruption. We recognize there will be times when access to a phone is necessary and want to encourage advanced planning and communication with faculty.

ACADEMIC SUCCESS:

EMU seeks to meet the needs of all admitted students. We are committed to provide both physical and programmatic access with reasonable accommodations for all qualified documented students who are served through the Office of Academic Access. Our policies for students with disabilities are consistent with the necessity of ensuring reasonable accommodations under federal law, the Americans with Disabilities Act, and the 2008 ADA Amendments Act.

If you have a physical, psychological, medical, or learning disability that may impact your work in this course, it is your responsibility to contact the [Office of Academic Access](#) on the third floor of the Hartzler library. This office will work with you to establish eligibility and to coordinate reasonable accommodations. All information and documentation is treated confidentially. To request services, use the [online request form](#) or call the coordinator of the Office of Academic Access at (540) 432-4638.

PREREQUISITES:

N/A

Readings
Required:
Gardner, Siegel & Fulton (2016). Mindfulness and Psychotherapy
Neff & Germer, (2018). The Mindful Self Compassion Workbook Or Germer (2009). The Mindful Path to Self-Compassion (You decide Which book you prefer)
Follette et al. (2017) PDF Chapters: Provided on day one of class

Course Procedures: A typical class period will unfold with these elements (the order may vary):

- *Opening:* we will open with a Soft Landing meditation (3-5 minutes)
- *Filling your Toolbox:* I will teach a new meditation each week, providing support materials where helpful.

- *Engaging the Practice* we will then practice this meditation together
- *Working with Your Experience:* After a meditation we will process the experience. Remember that whatever you observe in your meditation experience is **just right**. You don't need to have a profound experience or to generate a terribly insightful question to gain benefit from sitting. The *noticing* is much more important than *what gets noticed* and *the noticing process is a great deal more important* than any "meaning" behind the noticed experience. In this way, you are invited to *just be* with your experiences. Don't worry too much about judging them, being judged and, for heaven's sake, don't worry if you find that you are judging! Just notice that. That's all you need to do. Know that I will not be evaluating your experience.
- *Process and Questions: Tying it All Together:* At the end of each meditation experience we will process together, ask questions and make connections to our work with clients
- *Break:* take a break, stretch, get a drink or snack. Avoid your screens, such as phones or email during these breaks (10 minutes)
- *Discussion & Didactics:* we will sit together and discuss the readings. These discussions will be facilitated by small groups of students each week for 20-25 minutes.
- I will add to our conversation with instruction on our topic of the day and bring in information from sources outside of our readings. This is meant to be a discussion period rather than a lecture
- *Clinical Applied Practice:* We will take time to practice introducing mindfulness and meditation activities/tools into the therapeutic relationship and we will provide feedback to one another

PROFESSIONAL BEHAVIOR

Attendance

This class will abide by program standards for attendance. Students should notify the professor if they are unable to attend a scheduled class. The student is responsible for gathering material that is missed because of an absence. Arrangements may be made with the professor prior to the class that will be missed. More than one absence will lower the overall course grade. A note about technology: Please limit cell phone use to emergencies. It is expected that in-class use of computers be for note taking only. Do not text or use the internet during class.

Writing Guidelines

Writing will be a factor in evaluation: EMU has adopted a set of writing guidelines for graduate programs that include six sets of criteria: content, structure, rhetoric and style, information literacy, source integrity, and conventions. It is expected that graduates will be able to write at least a "good" level with 60% writing at an "excellent" level. All written work must conform to APA writing style standards.

Writing Standards –Graduate Level

https://emu.edu/writing-program/docs/Graduate_rubric.ProvostCouncil.Feb22.2017.pdf

Academic Integrity Policy (AIP)

EMU faculty and staff care about the integrity of their own work and the work of their students. They create assignments that promote interpretative thinking and work intentionally with students during the learning process. Honesty, trust, fairness, respect, and responsibility are characteristics of a community that is active in loving mercy and doing justice. EMU defines plagiarism as occurring when a person presents as one's own someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source (adapted from the Council of Writing Program Administrators). This course will apply [EMU's AIP](#) to any events of academic dishonesty. If you have doubts about what is appropriate, [Indiana University's Plagiarism Tutorials and Tests](#) may be a useful resource.

Moodle

Moodle is the online learning platform that EMU has chosen to provide to faculty, administrators and students. Students will have access to course information within Moodle for any class they are registered for in a given term. The amount of time a student has access to information before and after the class is somewhat dependent on the access given to students by the individual faculty member. However, please note that courses are not in Moodle permanently – after two years the class is no longer accessible. Please be sure to download resources from Moodle that you wish to have ongoing access to.

Academic Support Center

If you have a physical, psychological, medical or learning disability that may impact your work in this course, it is your responsibility to contact the Office of Academic Access on the third floor of the Hartzler library, 540-432-4233. They will work with you to establish eligibility and to coordinate reasonable accommodations. All information and documentation is treated confidentially. <http://emu.edu/academics/access/>

Please refer to the Student Handbook, which can be found at <http://www.emu.edu/studentlife/student-handbook/> for additional policies, information, and resources available to you.

Technology Requirements and Communication (if joining a class by zoom):

Communication will largely be accomplished via the Moodle platform utilized by EMU and your EMU email. Check both frequently during the semester. In addition, during class synchronous sessions, it will be expected that you will use a noise-reducing headset to minimize background noise and disruption. Remember to keep your headsets UNMUTED during the sessions and avoid moving, brushing, touching, or fumbling with them as it creates unwanted noise in the class space.

Graduate Writing Center

Please take advantage of the free individual tutoring from graduate student tutors (see <http://www.emu.edu/writing-program/> for more information). To make an appointment, please access ASC Tutoring through the myEMU portal: <https://emu.mywconline.com/index.php>. See Academic Program Coordinator for more information about available services and tutoring times.

Course Extensions and Outstanding Grades

For fall and spring semesters, all coursework is due by the end of the semester. If a student will not be able to complete a course on time, the student must submit a request one week before the end of the semester for an extension (up to 6 months), by emailing the instructor, academic advisor and the Academic Program Coordinator. If the request is granted the student will receive an "I" (incomplete) for the course which will later be replaced by a final grade when the work has been turned in on the agreed upon date. If the request for an extension is denied, the student will receive a grade for the work that has been completed up until the time the course was expected to have been completed. If no work has been submitted, the final grade will be an F (or W under unusual circumstances and with permission of the Program Director). Extensions will be given only for legitimate and unusual situations. Extensions are contracted by the student with the program for up to a maximum of 6 months after the deadline for the course work.

PLEASE NOTE: If the outstanding course work is received within the first 6 weeks of the extension, no grade reduction will be imposed; after 6 weeks any outstanding coursework will be reduced by ½ letter grade. If the extension deadline is not met, the student will receive a final grade based on the work completed.

Academic Program Policies

<http://emu.edu/graduate-and-professional-studies/graduate-student-handbook.pdf>
<http://www.emu.edu/catalog/graduate/graduate-professional-policies.pdf>

TITLE IX

The following policy applies to any incidents that occur (on or off campus) while you are a student registered at EMU. It does not apply if you are talking about incidents that happened prior to your enrollment at EMU. It is important for you to know that all faculty members are required to report known or alleged incidents of sexual violence (including sexual assault, domestic/relationship violence, stalking). That means that faculty cannot keep information about sexual violence confidential if you share that information with them. For example, if you inform a faculty member of an issue of sexual harassment, sexual assault, or discrimination he/she will keep the information as private as he/she can, but is required to bring it to the attention of the institution's Title IX Coordinator.

If you would like to talk to this office directly, Andrea Herrera Katahira, Title IX Coordinator, can be reached at 540-432-4849 or titleixcoordinator@emu.edu. Additionally, you can also report incidents or complaints through our online portal at <http://emu.edu/safecampus/>. You may report, confidentially, incidents of sexual violence if you speak to Counseling Services counselors, Campus Ministries' pastors, and Health Services personnel providing clinical care. These individuals, as well as the Title IX Coordinator can provide you with information on both internal and external support resources.

Course Requirements and Procedures:

Attendance Policy: Due to the interactive nature of this training experience, students are **required** to attend and actively participate in **ALL** class sessions. Attendance and active participation are necessary for mastery of course material. Class work will build upon weekly assignments. Please make a commitment to attend every class punctually. If you know you will be absent, please let me know at the beginning of the semester or a class period in advance. If an emergency arises, please call or email me and let me know you will not be in class.

- **Participation, Presence, & Preparation (10):** In a mindfulness and psychotherapy course your presence and participation are, of course, essential. Our goal is to be fully present for ourselves and with each other. You are invited to step fully into the discussions and activities as they unfold. **Participation includes leading one topical discussion** with one or more peers. Leading the discussion means that you have read the week’s readings and prepared discussion points or questions for the topic you’ve chosen. For this assignment you do not need to bring in outside materials, though you may if you like. It is **not a formal (or informal) presentation, but simply a discussion facilitation.**
- **Your Personal Mindfulness/Meditation Practice Plan: (15 points):** Each of us (including your instructor) will create a mindfulness/meditation plan for the span of the course and we will each do our best to implement and adhere to it over the next five weeks, documenting our experience along the way. Your plan should be shaped in such a way that it is *achievable* but also *gently challenging*. In the table below you will find three categories of activities, with several options in each. You may implement any of a wide number of practices into your plan (for example daily breath meditation, centering prayer, yoga, etc.), but once you’ve made your plan, sticking to it will be important in forming good habits. Sample plans are found in the back of this syllabus. You can “check out” a meditation cushion and/or a biofeedback monitor for the duration of the course. Please plan to bring them to in-person class sessions. **Please choose at least one A, B, and C activity** or propose some replacement activity to make your plan your own. Supportive descriptions and instructions for these activities are presented in video modules on our Moodle page. *Complete your plan and submit it to me by **Monday, April 10** so that I can offer feedback. Please submit your plan in the Moodle portal.*

Activity Domain	Category
Meditation*	
<p>Any formal meditation (20 minutes 4 times a week, 15 minutes 5 times a week or 10 minutes 7 days a week):</p> <ul style="list-style-type: none"> ● Seated Breath* ● Pyramid Breath ● Open Space ● Sufi Sound Meditation* ● Heart-focused breathing ● Centering Prayer ● Tonglen* ● Formal Walking Meditation* ● Another formal meditation of your choice <p>*We will learn these meditations in class. If you would like to incorporate them into your personal plan, please see me and I will see that you have the instructions early enough in the semester to implement. Brief video descriptions are available on Moodle for the remaining options.</p>	A

<p>Biofeedback: (20 minutes 4 times a week, 15 minutes 5 times a week or 10 minutes 7 days a week) (You can also combine meditation and biofeedback but please create a schedule and try to stick to it)</p> <p>We will discuss this in class, however, a set of biofeedback videos are provided to support you in using this tool effectively if you want to incorporate it early in your experience. I am also available to provide one-on-one instruction.</p>	A
Mindfulness*	
Daily Mindfulness Cue Activity (Daily)	B
Door Frame Transition Mindfulness (Daily) Heads up: This is very challenging	B
Morning Intention (Daily)	B
Silent Mindful Eating: 1 time per week	C
Mindful Dishwashing (or other chore): 1 time per per day, 5 of 7 days a week	C
“Working the Workbook” Rather than Simply reading the Mindful Self-Compassion Workbook, complete 8-10 of the activities and reflect on them (or read select chapters of the text and engage 8-10 of the activities in the book)	C
Yoga: please specify how often, for how long and when you will do yoga during the 5 weeks	C
Mindful Social Media	C
*Choose one ‘A’ one ‘B’ and one ‘C’ activity Please contact me if you would like to replace an activity with something else that you have in mind	

- Journaling (10 points):** You are being asked to submit a brief journal entry once a week. These entries are a way to communicate with me about how things are going with your mindfulness and meditation practice and are a place to note challenges and triumphs. I will be able to respond directly to your questions and will be able to offer support specific to your needs and learning style through our communications here. Journal entries can be posted in the Moodle portal.
- Role Play Practice (20 points):** Together with a class members you will roleplay the use of one of mindfulness or meditation skill in the therapeutic setting, such as: the effective use of a soft landing, the use of or introduction to biofeedback, the use of a meditation, such as Sufi sound meditation or pyramid breath meditation, or the use of mindful self-compassion. Please write a brief reflection on your experience of

the role play. Please include a brief discussion of what you felt went smoothly and what you would like to polish as you continue to grow in these skills.

- **If you would like to get feedback on a particular intervention or feedback on how you introduce a practice you can make a video of your role play and I will be happy to review it, independently or together with you. Videos made for feedback are due by 4/27.**
- **Final Practice Plan Reflection (45 points):** This reflection is due on the Friday following our final class by 12 noon (which makes your journals an important resource for answering the following questions) **Due: 5/06 by 5pm:**
 - ❖ What did you take away from the course that you would like to incorporate into your own practice of counseling? Do you see yourself working with mindfulness and meditation explicitly, implicitly or both, neither? Why? (15 points; Please note that this is a multiple part question.)
 - ❖ What (if any) mindfulness-based counseling approaches would you like to explore more deeply? Describe briefly your interest in this approach and what you would like to learn. Identify a resource or training that might provide more information or training as a next step toward growing this knowledge. (15 points; Please note that this is a multiple part question.)
 - ❖ What growth did you notice? What gains did you make on your goals? What remains to be achieved? What aspects of personal mindfulness and meditation do you find come most easily to you? Which are most challenging? What can you do to support yourself through these challenges? What resources are available? How do you anticipate your challenges with mindfulness & meditation might mirror the challenges your client's face? How might you support clients through these obstacles? (15 points; Please note that this is a multiple part question.)

Participation, Presence, & Preparation	10
Personal Mindfulness/Meditation Practice Plan	15
Journaling	10
Role Play Practice	20
Final Practice Plan Reflection	45
Total	100

BORROWING CUSHIONS AND BIOFEEDBACK TECHNOLOGY

Check out a HeartMath Biofeedback Monitor: Once You have set up your HeartCloud Account you can share your data with me by going to your account profile. Once in your profile you should see four tabs: Account, Security, Sharing & Data, click on the "Sharing Tab". Next, tick the box next to the words "Enable a read-only account..." and type in Prajna123 in the password box.

This should give me the ability to see your data and to cheer you on!

Course Schedule and Assignment Timeline

Date	Subject	Reading/Assignments
4/04	<p>Introduction to Mindfulness & Meditation: A Course on Sitting, Attending & Arriving</p> <p>An Introduction to the History of Mindfulness & Meditation in Psychotherapy</p>	<p>Submit your practice plan by Monday 4/10 by 5:00 *if you have questions about your plan or want input, please feel free to email me before then</p>
4/11	<p>Self-Compassion: A Foundation for Growth & Stability</p> <p>Mindfulness & Meditation for Mental Health Concerns: Depression Discussion Leaders:</p>	<p>Complete the Self-Compassion Quiz: Found on Moodle Download Inner Balance App (even if you are not planning on doing biofeedback as part of your plan) & Create Account Germer & Siegel: Chapters 15 & 18 Neff & Germer: 1-5* The Neff & Germer reading sequence is a recommendation for pacing; read more slowly if you find you will get more benefit from that Remember to Submit Your Journal Entry for Week 2 Or Germer: 1-3</p>
4/18	<p>Biofeedback: Experimenting with Technology</p> <p>Mindfulness & Meditation for Mental Health Concerns: Anxiety Discussion Leaders:</p>	<p>Germer, Siegel & Fulton: Chapters 9-10 Neff & Germer: 6-11 Or Germer: 4-5 Germer & Siegel: Chapters 17 Remember to Submit Your Journal Entry for Week 3 Download Inner Balance App (even if you are not planning on doing biofeedback as part of your plan) & Create Account (if you have been provided with a department ipad you can download it there and bring it to class)</p>
4/25	<p>Mindfulness & Meditation for Mental Health Concerns: Children Discussion Leaders:</p>	<p>Video Role Play (optional): Submit via Moodle using the Role Play Folder Role Play Reflection: Submit via Moodle Portal Germer & Siegel: Chapter 21</p>

	Bringing Playfulness and Mindfulness Together	Neff & Germer: 12-16 (or your choice of Germer) Remember to Submit Your Journal Entry for Week 4 Or Germer: 6-7
5/03	Mindfulness & Meditation for Mental Health Concerns: Trauma Discussion Leaders:	Germer & Siegel: Chapter 19 Neff & Germer: 17-23 (or your choice of Germer) Or Germer: 8-9 Follette et al, (PDF) Final Reflection Submitted to Moodle no later than 5/05

Please Note: The above schedule and procedures for this course are subject to change in the event of extenuating circumstances.

GRADING CRITERIA AND OTHER POLICIES:

The Master of Arts in Counseling faculty supports students in actively engaging their academic and applied work throughout their training, valuing this as a core professionalism skill. Students should be aware that graduate university policy allows two C grades before being dismissed from the program.

Grading Scale (based on percentage)

A = 93 A- = 87 B+= 84 B= 80 B-= 78 C=76

**Developing Your Personal Mindfulness/Meditation Practice Plan:
Guidelines for Step 3 (15 points):**

This is your chance to make use of your coursework to cultivate solidity, build and preserve needed energy, and strengthen habits of self-compassion and kindness. Five weeks, if used wisely, is plenty of time to build new habits and shift old patterns of thinking or behaviors that create challenges in an already hectic life.

Below, find a sample practice plan. As you can see, it doesn't have to be fancy, elaborate or long, but it does need to be written in a way that you can use over the course of the semester.

Try following these steps:

1. Consider the goals you had coming into this class; what feels both important to you and "doable."
2. Consider how you would like those goals to be met in the short-term (5 weeks) and the long term (5 years)

Sample Personal Practice Plan A

Goal 1: I would like to have more quiet and uninterrupted time that is devoted to just being still-- without sacrificing being productive (since if I don't get work accomplished I will be stressed out).

Short-Term Goal 1: I will use a productivity app to work in 25 minute intervals. During the 5 minute breaks, I will stretch, walk, or use a brief mindfulness or meditation visualization. I will also check in with my shoulders where I tend to hold tension. I will use the breaks to support my energy and refocus at least 3 times a day during work periods.

Long-Term Goal 1: If I find that the above goal is working for me I will continue it and work to incorporate it every day and not just 3/5 of the time. If it is not working, I will re-evaluate and find new ways to relax and refocus throughout the work day.

Goal 2: I would like to continue to cultivate my ability to observe my own thoughts without judging, rejecting or engaging them. This will help reduce anxiety, and will support connection with others.

Short-Term Goal 2: 15 minutes of mediation (open space) per day 5 of 7 days a week, and 5 minutes of biofeedback during a gratitude meditation with an aim of 80% coherence at Level 3 by the end of week 5

Long-Term Goal 2: 45 minutes of meditation (open space) per day, 10 minutes of biofeedback per day, 80% coherence at Level 4

Goal 3: I would really like to gain some physical flexibility and upper body strength in order to strengthen my health.

Short-Term Goal 3: 15 minutes of easy/restorative yoga before I go to bed at night, 5 of 7 days each week

Long-Term Goal 3: I would like to return to an intermediate level of skill in yoga within the next 2-5 years, integrating yoga into my schedule more completely.

Goal 4: I would like to learn more about Acceptance and Commitment Therapy for clients who experience substance addiction.

Short-Term Goal 4: I am going to read the Hayes, Strosahl and Wilson text on ACT and practice using the urge surfing technique.

Long-Term Goal 4: Provided I resonate with the theory when I am done reading the text, I'm going to look for a workshop or even a training in ACT. If I don't like the model I think I will explore more training in DBT.

Sample Plan B

Goal 1: I would like to form a different relationship with anxiety and to reduce the overall anxiety that I experience.

Short-Term Goal 1: 15 minutes of biofeedback (5 mins 3x per day in 5 of 7 days) with an aim of 80% coherence at Level 3 by week 5

Short-Term Goal 2: 5 minutes of mindful self-compassion meditations per day, following readings in the workbook

Long-Term Goal 1: 25 minutes of breath meditation per day, 10 minutes of biofeedback per day, 80% coherence at Level 4

Goal 2: I would like to be more mindful throughout the day.

Short-Term Goal 1: I will use the morning mindfulness cards, keeping alert for mindfulness cues throughout the day

Long-Term Goal 2: I would like to cultivate the habit of taking one mindfulness walk per week and eating one meal mindfully each week.

Writing Guidelines:

Writing will be a factor in evaluation: EMU has adopted a set of writing guidelines for graduate programs that include four sets of criteria: content, structure, conventions and style (see below). It is expected that graduates will be able to write at least a “good” level with 60% writing at an “excellent” level. All written work must conform to APA writing style standards.

- **Academic Integrity Policy (AIP):**

Good academic work must be based on honesty. The attempt of any student to present as his/her own work, that which he or she has not produced, is regarded by the faculty and administration as a serious offense. Students are considered to have cheated, for example, if they copy the work of another, or use unauthorized notes or aides during an examination or turn in their own paper or an assignment written, in whole or in part, by someone else. Students are guilty of plagiarism, intentionally or not, if they copy material from books, magazines, or other sources without identifying and acknowledging those sources or if they paraphrase ideas from such sources without acknowledging them. Students guilty of, or assisting others in cheating or plagiarism on any assignment, quiz, or examination may receive a grade of F for the course involved and a report of this incident will be filed in the dean's office. Repeated violations will invoke a disciplinary process.

- **Turnitin:**

Students are accountable for the integrity of the work they submit. Thus, you should be familiar with EMU's Academic Integrity Policy (see above) in order to meet the academic expectations concerning appropriate documentation of sources. In addition, EMU is using

Turnitin, a learning tool and plagiarism prevention system. For more information about or to watch a demo of Turnitin, please see: http://turnitin.com/en_us/features/demos.

- **Moodle:**

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Please refer to the Student Handbook, which can be found at <http://www.emu.edu/studentlife/student-handbook/> for additional policies, information, and resources available to you.

- **Institutional Review Board:**

All research conducted by or on EMU faculty, staff or students must be reviewed by the Institutional Review Board to assure participant safety: <http://www.emu.edu/irb/>.

“The Federal Office of Human Research Protection defines research as follows: Research means a systematic investigation, including research development, testing and evaluation, designed to develop or contribute to generalizable knowledge. Activities which meet this definition constitute research for purposes of this policy, whether or not they are conducted or supported under a program which is considered research for other purposes. For example, some demonstration and service programs may include research activities.

The IRB requires all researchers submitting proposals to complete the online researcher training provided by NIH (the website requires the establishment of a no-cost account). This training covers basic concepts, principles, and issues related to the protection of research participants. When training is successfully completed, the researcher will receive a certificate. This certificate should be saved (as an image or pdf file) and kept on file – proof of training is required when submitting an IRB proposal.”

- **Graduate Writing Center:**

Please take advantage of the free individual tutoring from graduate student tutors (see <http://www.emu.edu/writing-program/> for more information). To make an appointment, please access ASC Tutoring through the myEMU portal: <https://emu.mywconline.com/index.php>. See Academic Program Coordinator for more information about available services and tutoring times.

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Academic Program Policies:

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- **Title IX:**

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Additionally, you can also report incidents or complaints through our online portal at <http://emu.edu/safecampus/>. You may report, confidentially, incidents of sexual violence if you speak to Counseling Services counselors, Campus Ministries’ pastors, and Health Services personnel providing clinical care. These individuals, as well as the Title IX Coordinator can provide you with information on both internal and external support resources.

Writing Standards – Graduate Level (revised Spring 2012)

<u>Criteria</u>	<i>A excellent</i>	<i>B good</i>	<i>C minimal expectations</i>	<u>Comments</u>
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Content <i>(quality of the information, ideas and supporting details.)</i>	- shows clarity of purpose - offers depth of content - applies insight and represents original thinking	- shows clarity of purpose - offers substantial information and sufficient support - represents some original thinking	- shows clarity of purpose -lacks depth of content and may depend on generalities or the commonplace - represents little original thinking	
Structure <i>(logical order or sequence of the writing)</i>	- is coherent and logically developed -uses very effective transitions	-is coherent and logically developed -uses smooth transitions	-is coherent and logically (but not fully) developed -has some awkward transitions	
Rhetoric and Style <i>(appropriate attention to audience)</i>	- is concise, eloquent and rhetorically effective - uses varied sentence structure -is engaging throughout and enjoyable to read	- displays concern for careful expression - uses some variation in sentence structure -may be wordy in places	- displays some originality <u>but</u> lacks imagination and may be stilted - uses little varied sentence structure - frequently uses jargon and clichés -uses generally clear but frequently wordy prose	
Information Literacy <i>(locating, evaluating, and using effectively the needed information as appropriate to assignment)</i>	- uses high-quality and reliable sources - chooses sources from many types of resources - chooses timely resources for the topic - integrates references and quotations to support ideas fully	- uses mostly high-quality and reliable sources -chooses sources from a moderate variety of types of resources -chooses resources with mostly appropriate dates - integrates references and quotations to provide some support for ideas	-uses a few poor-quality or unreliable sources -chooses sources from a few types of resources -chooses a few resources with inappropriate dates -integrates references or quotations that are loosely linked to the ideas of the paper	
Source Integrity <i>(appropriate acknowledgment of sources used in research)</i>	- cites sources for all quotations - cites credible paraphrases correctly - includes reference page - makes virtually no errors in documentation style	- cites sources for all quotations - usually cites credible paraphrases correctly - includes reference page - makes minimal errors in documentation style	- has sources for all quotations - has mostly credible paraphrases, sometimes cited correctly - includes reference page with several errors -makes several errors in documentation style.	
Conventions <i>(adherence to grammar rules: usage, mechanics)</i>	- uses well-constructed sentences - makes virtually no errors in grammar and spelling - makes accurate word choices	- almost always uses well-constructed sentences -makes minimal errors in grammar and spelling - makes accurate word choices	- usually uses well-constructed sentences - makes several errors - makes word choices that distract the reader	
The weighting of each of the six areas is dependent on the specific written assignment and the teacher's preference. Plagiarism occurs when one presents as one's own "someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source" (adapted from Council of Writing Program Administrators).				Grade

SAMPLE