American Public University System

The ultimate advantage is an educated mind.

School of Education
EDUC627
Group Counseling – Theory and Practice
Credit Hours - 3
Length of Course - 8 weeks
Prerequisite - EDUC505 (may be taken concurrently);
EDUC515 is recommended as a prerequisite

Instructor's Information

Please refer to the Syllabus tab for your instructor’s contact information and biography.

Course Information

Course Description

Group Counseling Theory and Practice explores the theories and techniques associated with group counseling especially as they apply to school settings. The role of group counseling is discussed in relation to the effectiveness of the overall comprehensive counseling program. Students discuss the types, stages, and methods of organizing and facilitating groups. Consideration of issues involved in group work with persons from different cultural, religious, racial, and ethnic backgrounds is included. As an experiential component of this course the student will participate in 10 hours of online group counseling, which will be facilitated by a professional other than the course instructor. The emphasis of this experience is learning to evaluate the importance of group counseling and its related effect on the overall counseling program. (Prerequisite: EDUC 505, which may be taken concurrently; EDUC 515 is recommended as a prerequisite.)

Course Scope
This course examines the central concepts, tools of inquiry, and structures of the discipline of group counseling and student development, based on psychological and sociological foundations of human development, learning, and behavior.

Standards

State and national standards are covered in this course as listed below. The sets of standards are based on the following organizations:

- **CACREP** - Council for the Accreditation of Counseling and Related Educational Programs
- **Praxis II – Standards for School Counselors** (Test #0420)
- **West Virginia Professional Standards for Student Support Services** (WVDE Policy 5100, Appendix A-3)

**CACREP – Council for the Accreditation of Counseling and Related Educational Programs**

This course meets the following General Standards for Counseling Programs:

*II.G.6 – Group Work – studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society, including all of the following:*

  - a. principles of group dynamics, including group process components, developmental stage theories, group members’ roles and behaviors, and therapeutic factors of group work
  - b. group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles
  - c. theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature
  - d. group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness
  - e. 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

The course assignments also require each student to demonstrate that he/she meets the following School Counseling Program Standards:

*Foundations*
A. Knowledge

- 2. Understands ethical and legal considerations specifically related to the practice of school counseling.

*Counseling, Prevention and Interventions*

C. Knowledge

- 1. Knows the theories and processes of effective counseling and wellness programs for individual students and groups of students.
- 2. Knows how to design, implement, manage, and evaluate programs to enhance the academic, career, and personal/social development of students.
- 5. Understands group dynamics—including counseling, psycho-educational, task, and peer helping groups—and the facilitation of teams to enable students to overcome barriers and impediments to learning.

D. Skills/Practices

- 2. Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students.
- 3. Designs and implements prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.
- 5. Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate.

*Research and Evaluation*

J. Skills/Practices

- 2. Develops measurable outcomes for school counseling programs, activities, interventions, and experiences.

**PRAXIS II – Standards for School Counselors (Test #0420)**

*These standards will be addressed:*

*I. Delivery of Service: Guidance and Counseling*

*West Virginia Professional Standards for Student Support Services (WVDE Policy 5100, Appendix A-3)*
STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

These standards will be addressed:

Standard 2: Program Delivery

Function 2A: PROGRAM DELIVERY - Ensures the delivery of a comprehensive, developmental school counseling program aligned with West Virginia Board of Education policy.

Function 2B: RESEARCHED BEST PRACTICES - Utilizes research-based best practices to deliver individual and group counseling and classroom guidance curriculum.

Function 2E: RESPONSIVE SERVICES - Provides a continuum of interventions in response to student needs.

Professional Dispositions

Students in the American Public University System (APUS) Guidance and Counseling Program must be able to demonstrate professional conduct at all times. The following characteristics adhere to the ethical standards of the American Counseling Association (ACA), American School Counseling Association (ASCA), Council for the Accreditation of Counseling Related Education Programs (CACREP), and National Council for Accreditation of Teacher Education (NCATE). All of these indicators address the School of Education Disposition themes:

- the belief that all students can learn;
- application of theory and research in daily practice and reflection;
- valuing, respecting, and promoting diversity;
- skill in identifying and using community resources that enhance student success;
- active contribution and collaboration in their professional learning communities;
- social responsibility;
- ethical practices; and
- the appropriate use of technology

The following skills and characteristics are expected:

- Clear oral and written communication skills
- Use of effective listening skills
- Demonstrate respect in communications with faculty, staff, and classmates
- Demonstrate sound judgment
- Honesty and integrity
STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

- Respect for different opinions
- Ability to be a team player and work with others
- Demonstrate problem solving skills effectively
- Ability to evaluate strengths and areas of improvement
- Commitment to multicultural competence and appreciation of diversity
- Ability to complete work in a timely manner
- Ability to be resourceful
- Commitment to personal well-being
- Commitment to personal and professional growth
- Academic integrity in submission of all work
- Commitment to ethical standards, laws, and policies
- Commitment to confidentiality
- Maintain a professional and positive attitude
- Ability to accept and reflect on constructive feedback

Course Objectives

After successful completion of this course, candidates will be able to:

1. describe how the historical trends, philosophy, and human growth and development have shaped contemporary group counseling services in school settings
2. utilize group counseling as a part of the comprehensive school counseling program to promote the development of all students
3. articulate how students, including special education and at-risk students, may be served by group counseling services to overcome barriers and impediments to learning
4. provide group counseling services that are systematically designed to assist children, adolescents, and teens in their intellectual, social and personal development and to encourage motivation
5. initiate, maintain and terminate counseling, psycho-educational, task, and peer helping groups with children, adolescents, and teens
6. utilize appropriate selection criteria when connecting children, adolescents, and teens with services including counseling groups
7. apply principles of group dynamics, leadership/facilitation styles, group processes, member roles and behaviors especially in the context of linking children, adolescents, and teens with group counseling services
8. discuss the school culture and community as a framework for providing group counseling services
9. demonstrate an understanding of group session design, including activities and discussion topics that are developmentally appropriate for the participants
10. collaborate with educators, families and those individuals and agencies that control community resources
11. recommend services to meet the diverse needs of pupils, including those with disabilities and exceptionalities, through in-depth knowledge of the role that diversity, inclusion, gender and equity have on students’ academic achievement, personal/social maturation, and career development

12. evaluate the relevant ethical practices and considerations when providing group counseling services with children, adolescents, and teens

**Program & Policy**

**Student Handbook**

**School of Education Handbook**

**Plagiarism**

Plagiarism is a serious violation of APUS’s code of academic conduct. The [Student Handbook](#) explains specific policies and penalties.

Additionally, the School of Education offers further clarification. Specifically, all students in this course are to follow these guidelines:

- Do not quote or paraphrase published sources, including assigned readings and Web-based sources, without explicit reference to the original work. Credit the source using APA style. Cutting and pasting from a website without citing the electronic source is plagiarism, as is taking phrases, sentences and/or paragraphs from textbooks without referencing the source.
- Do not insert parts of class lectures, online modules, or tutorials, including examples, into your own work, without permission or citation. These are published by the instructors, who properly cite the sources of any externally published sources.
- Do not insert parts of previous students’ work or current students’ work into your own work, without permission and/or citation.

You are expected to use your own words to demonstrate your understanding of the content of this course. While it is appropriate to reference experts and outside resources, students should do so judiciously to avoid simply summarizing and paraphrasing what all other sources have stated about a given topic. Remember to always cite any work that is not your own intellectual property. Failure to do so may result in failing an assignment and/or course; and ultimately may result in being removed from the program due to a violation of professional dispositions.

**Course Delivery Method**
STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

This course delivered via distance learning will enable students to complete academic work in a flexible manner, completely online. Course materials and access to an online learning management system will be made available to each student. Online assignments are due as noted on the course outline and can include Forum questions and written assignments. Assigned faculty will support the students throughout this course.

Course Materials

Required Text and Reading


This text can be purchased from the APUS Bookstore in hard copy or as an eBook.

Recommended Resources


Web Sites

In addition to the required course texts, the following public domain web sites are useful. Please abide by the university’s academic honesty policy when using Internet sources as well. Note web site addresses are subject to change.

American School Counselor Association
http://www.schoolcounselor.org/

American Counseling Association
http://www.counseling.org//AM/Template.cfm?Section=Home

Anxiety Disorders Association of America
http://www.adaa.org/Public/SELFHELP.cfm

Association of Multicultural Counseling and Development
http://www.amcd-aca.org
STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

Directory of Family Help – Adolescent Services

Multicultural Pavilion
www.edchange.org/multicultural/

NBPTS for School Counselors

State-by-State program requirements
http://www.nasbe.org/HealthySchools/States/Topics.asp?Category=B&Topic=6

US Dept. of Health & Human Services
www.os.dhhs.gov

US Dept. of Education - No Child Left Behind
www.ed.gov

Citation and Writing Resources

You will be expected to adhere to APA style throughout this program. The Publication Manual of the American Psychological Association (6th ed.) may be purchased and used in all courses.

Click here (http://www.youtube.com/watch?v=9pbUoNa5tyY) to see how to set up APA 6th ed. Publication Manual formatting in all of your Microsoft Word documents.

The Five-Paragraph Essay: Three Formulas for Writing the Basic Academic Essay
http://www.youtube.com/watch?v=GwjmMtTVO1g

APA - APUS express
http://apus.campusguides.com/content.php?pid=205954&sid=3202561#11507859

APUS Writing Exercise: Create a properly formatted APA paper in this fun and educational interactive,
http://wpc.242f.edgecastcdn.net/00242F/academics/multimedia/_live/EDU/APA_Interactive/home.html

Course Guidance

Library
The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to ecm@apus.edu.

- **Charles Town Library and Inter Library Loan:** The University maintains a special library with a limited number of supporting volumes, collection of our professors’ publication, and services to search and borrow research books and articles from other libraries.
- **Electronic Books:** You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
- **Electronic Journals:** The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.
- **Tutor.com:** AMU and APU Civilian & Coast Guard students are eligible for 10 free hours of tutoring provided by APUS. Tutor.com connects you with a professional tutor online 24/7 to provide help with assignments, studying, test prep, resume writing, and more. Tutor.com is tutoring the way it was meant to be. You get expert tutoring whenever you need help, and you work one-to-one with your tutor in your online classroom on your specific problem until it is done.

**APUS Library E-Reserve**

**Websites**

Feel free to explore other websites that may be helpful to getting your point across in the forums. However, please remember to properly cite each source. Remember that Wikipedia (or any other Wiki site) is not an appropriate resource.

**Documents/Files**

Save all documents and files with your last name and the name of the assignment prior to uploading work to the assignments area or forums area of the course.

**PowerPoints**

Save all documents and files with your last name and the name of the assignment prior to uploading work to the assignments area or forums area of the course.
STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

Media

You can link directly to media sources inside each lesson. If you choose to submit an assignment in a different media resource than indicated above you can either embed the media into the text box in the assignment or forum area or you can provide a link.

Resources

Outside resources are encouraged to support your discussions and assignments. Please make sure you are evaluating your resources for appropriateness and validity prior to using them.

Forums

Please join the forums each week. Initial responses and replies to classmates to each forum question must be posted in the week due. Posts made after the end of each week will not be graded. Demonstrate your own knowledge in the forums. Avoid copying and pasting from websites.

Guidelines:

- Post the initial response to each forum question by 11:55pm, ET, Wednesday.
- Initial responses should be no less than 300 words.
- Initial responses are to be original in content and demonstrate a thorough analysis of the topic.
- Reply to at least 2 of your classmates in each forum by 11:55pm, ET, Sunday.
- Replies to classmates should be no less than 150 words.
- Responses to classmates are significant to advance the forum.
- All forums can be accessed in the Forums section of the course.

Forum Grading Rubric

Assignments

Group Experience Proposal

You must participate as a group member in an OPEN counseling group for 10 hours. By the end of Lesson 2, you will submit your plans to complete your 10 hours of group experience.

Research Paper
Paper (8-10 textual pages) on a research topic specific to group work in school counseling, discussing theoretical approach to group counseling, and specific school counseling strategies and services, while integrating research from a minimum of 5 current and relevant empirical sources.

**Group Curriculum**

Components to be included are pre-group planning, parent permission form, pre- and post-test evaluation, sessions for 8 week group, group evaluation form, post-group follow-up, and references of sources used to develop group.

**Group Experience Journal and Log**

After each group meeting, you are required to have your hours signed off on the log form and write a 1-2 page double spaced journal entry describing the group counseling experience. You will receive a failing grade for this assignment if it is not completed at the conclusion of the course.

<table>
<thead>
<tr>
<th>Course Grading Outline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Instruments</td>
</tr>
<tr>
<td>Forum</td>
</tr>
<tr>
<td>Group Experience Proposal</td>
</tr>
<tr>
<td>Research Paper</td>
</tr>
<tr>
<td>Group Curriculum</td>
</tr>
<tr>
<td>Group Experience Journal and Log</td>
</tr>
<tr>
<td>TOTAL</td>
</tr>
</tbody>
</table>

**Course Calendar**

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Objectives</th>
<th>Reading</th>
<th>Assignment(s)</th>
<th>Forum(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>• Compare group leadership or facilitation styles and approaches. (CACREP II G6b) • Discuss characteristics of various types of group</td>
<td>• Corey, &amp; Corey - Chapter 1: Introduction to Group Work</td>
<td>Chapter 2: The Group Counselor</td>
<td>• Introductions • Forum 1: Types of Groups and Leadership Styles</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>leaders.</strong> (CACREP IIG 6b)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Examine leadership styles. (CACREP IIG 6b)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2</strong></td>
<td>• Examine theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature. (IIG 6c)</td>
<td>• Corey, &amp; Corey - Chapter 3: Ethical and Legal Issues in Group Counseling</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Examine ethical and legal issues in group counseling.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Group Experience Proposal</td>
<td>• Forum 2: Ethics, Legal Issues and Theories</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>3</strong></td>
<td>• Observe group dynamics and group process components in the group counseling videos. (IIG 6a)</td>
<td>• Corey, &amp; Corey - Chapter 5: Forming a Group</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Identify group members’ roles and behaviors and therapeutic factors of group work in</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chapter 6: Initial Stage of a Group</td>
<td>• Forum 3: Stages of Group - Initial Stage</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**STUDENT WARNING:** This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

<table>
<thead>
<tr>
<th>4</th>
<th>5</th>
</tr>
</thead>
</table>
| the video examples. (IIG 6a)  
- Observe use of group counseling methods, including group counselor orientation and behaviors, and appropriate selection of criteria and methods. (IIG 6d) |  
- Develop a method for evaluating effectiveness of group counseling. (IIG 6d)  
- Apply developmental stages theories in developing group curriculum. (IIG 6a) |
|  
- Corey, & Corey - Chapter 7: Transition Stage of a Group  
- Research Paper |  
- Forum 4: Stages of Group - Transition Stage |
|  
- Apply developmental stage theories in developing group curriculum. (IIG 6a)  
- Observe use of group counseling |  
- Corey, & Corey - Chapter 8: Working Stage of a Group |
|  
- Forum 5: Stages of Group - Working Stage |
**STUDENT WARNING:** This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

<table>
<thead>
<tr>
<th></th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>methods, including group counselor orientations and behaviors. (IIG 6d)</td>
<td>• Design a group counseling curriculum that promotes the academic, career, and personal/social development of students. (SC D2)</td>
<td>• Identify appropriate groups for school setting</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Analyze assessment information in a manner that produces valid inferences when assessing effectiveness of group counseling. (SC H3)</td>
<td>• Corey, &amp; Corey - Chapter 9: Final Stage of Group</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Corey, &amp; Corey - Chapter 10: Groups in School Settings</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Forum 6: Stages of Group - Final Stage</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Forum 7: Small Group Counseling in Schools</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Group Experience Journal and</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Forum 8: Group Counseling Experience</td>
</tr>
</tbody>
</table>
STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

<table>
<thead>
<tr>
<th>and when referrals are necessary.</th>
<th>Community Settings</th>
<th>Log</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Reflect on group counseling participation.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Disclaimer Statement

Course content may vary from the outline to meet the needs of this particular group.

Late Assignments

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals, I understand you must manage competing demands on your time. If you find that you need additional time to complete an assignment, please contact me before the due date so we can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.

Disability Accommodations

Students are encouraged to email dsa@apus.edu to discuss potential academic accommodations and begin the review process.

Introduction Forum

It is very important that you participate in the Introduction Forum. Please introduce yourself to the class. Share where you work or plan to work after completing your program, your family, and any hobbies or special interests. Also tell why you are taking this course and what you hope to gain from obtaining your degree. In addition, please take a look at the course objectives in the syllabus and discuss the relevance to your career goals.

Your initial post should be at least 250 words, or, allow your peers to meet you in person and make a video introduction. Please respond to at least 2 other students. Responses should be a minimum of 150 words. This forum submission serves as your official entry into the course. Please keep in mind that your Introduction must be submitted by 11:55 PM, ET, on Sunday of Week 1 to maintain your registration in the course.
Interaction Guidelines

Netiquette

Online universities promote the advancement of knowledge through positive and constructive debate -- both inside and outside the classroom. Discussions on the Internet, however, occasionally can degenerate into needless insults and "flaming." Such activity and the loss of good manners are not acceptable in a university setting; basic academic rules of good behavior and proper netiquette must persist. Remember that you are in a place for the fun and excitement of learning that does not include descent to personal attacks, or attempts to intimidate or stifle the discussion of others.

Email Guidelines:

Please use the Messages feature in the course to contact your instructor with questions about the course.

Forum Guidelines:

Please be sure to be respectful of your peers as you interact. We want to create a comfortable and academic environment for all of our participants.

Technology Limitations:

While you should feel free to explore the full-range of creative composition in your formal papers, keep message layouts simple.

Humor Note

Despite the best of intentions, jokes and -- especially -- satire can easily get lost or become unintentionally offensive. If you feel the need for humor, you may wish to add emoticons to help alert your readers: ;-), : ).

Acronyms and Initializations for Educators

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
<th>Acronym</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADA</td>
<td>American with Disabilities Act</td>
<td>LEA</td>
<td>Local Education Agency</td>
</tr>
<tr>
<td>ADD</td>
<td>Attention Deficit Disorder</td>
<td>LEP</td>
<td>Limited English Proficient</td>
</tr>
<tr>
<td>ADHD</td>
<td>Attention Deficit Hyperactivity Disorder</td>
<td>LRE</td>
<td>Least Restrictive Environment</td>
</tr>
</tbody>
</table>
STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

AFT  American Federation of Teachers  MI  Mentally Impaired
APA  American Psychological Association  MMI  Mild Mentally Impaired
ASCA American School Counselor Association  NAESP National Association of Elementary School Principals
ASCD Association for Supervision and Curriculum Development  NAME National Association for Multicultural Education
AYP Adequate Yearly Progress  NASSP National Association of Secondary School Principals
BD  Behavior Disorder  NBPTS National Board of Professional Teaching Standards
BOE Board of Education  NCATE National Counsel for Accreditation of Teacher Education
CE Continuing Education  NEA National Education Association
CPD Center for Professional Development (West Virginia)  NETS National Education Technology Plan
CSO Content Standards and Objectives for WV  OSEP Office of Special Education Programs
CWS Child Welfare Services  OT Occupational Therapy
DCIS Division of Curriculum and Instructional Services  PBL Problem Based Learning
DDS Disability Determination Services  PD Professional Development
DI Direct Instruction  PDK Phi Delta Kappa
DOC Department of Corrections  PT Physical Therapy
DRS Division of Rehabilitation Services  PTO/PTA Parent Teacher Organization/Association
DSSS Division of Student Support Services  S&P Severe & Profound
ED Emotionally Disturbed  SAT Standard Assessment Test
ESL English as a Second Language  SEMS Substitute Employee Management System
G&T Gifted and Talented  SIP School Improvement Plan
HI Hearing Impaired  TBI Traumatic Brain Injury
ID Indirect Instruction  UNESCO United Nations Education, Scientific, and Cultural Organization
IDEA Individuals with Disabilities Act  VI Visually Impaired
IEP Individual Educational Plan  VLE Virtual Learning Environment
IS Instructional Support  WBL Work Based Learning
ISTE International Society for Technology in Education  WVBE West Virginia Board of Education
KDP Kappa Delta Pi - International Honor Society in Education  WVDE West Virginia Department of Education
LD Learning Disability/Disabled  WVEA West Virginia Education Association
STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.