

CO/PC/FM 711 Group Process

Summer Session 2019

South Hamilton, MA

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Office: Academic Center 136

Office Hours: M-F 8:00-9:00 am; 12:00-12:45 pm.

Credit Hours: 3

Course Times: Monday, June 17th–Friday, June 21nd (9:00 AM–12:00 Noon);
Monday, June 24th–Friday, June 28th (9:00 AM–12:00 Noon).

A. COURSE DESCRIPTION

The course CO/PC/F 711 is designed around the competencies required for the basic training in the development, guidance, leadership and conduction of groups. Both theoretical and practical aspects are emphasized, with readings, discussion, and participation as to allow the gaining of knowledge about setting group experiences of a varied nature. Emphasis is given to group experiences within the life of a congregation, or specific groups of a functional nature in the context of parachurch organizations or clinical settings. Additional professional growth and training in group counseling is highly recommended, as this course is designed to serve as an introduction to the field.

The content of the course deals with the establishment of principles and the development of strategies in the conduction of therapeutic interventions as carried out in and through a group. The modality of the course is academic-clinical. Besides the academic stipulations of the course, the active participation in an ongoing experiential group by each class member is expected, as to optimize learning along several integrated events. Such concomitant experience is not intended to be a therapeutic endeavor, although tacit therapeutic aspects/processes may be present in any group process. Guidelines for such group experiences are provided as to ensure a safe, functional and integrated interpersonal learning.

B. COURSE OBJECTIVES

Class participants are expected to gain knowledge and skills in the following areas:

- Group process and dynamics. Distinctiveness of diverse groups
- What group counseling is all about, and what it attempts to achieve

- Group counseling techniques at various stages of the group process
- Awareness of problems and issues facing group leaders
- Establishment and conduction of groups in a congregation/clinical setting
- Acquisition of knowledge and understanding of ethical considerations in counseling groups
- Develop skills in evaluating the changes desired in the personal and interpersonal aspects of the lives of group participants
- Awareness of cultural issues in the process of group counseling
- Focal or specialized groups in the ministerial/human services field

C. INSTRUCTIONAL METHODS

- The course will employ lectures, visual aids, group discussions, and the practice of experiential groups.

II. COURSE REQUIREMENTS

A. Textbooks:

- Corey, M. S. & Corey, G. & Corey, C. (2017). *Groups: Process and Practice*. Wadsworth Press. ISBN# 9781305865709. (OR: a cheaper version that is a close approximation to the newer edition in terms of content: Corey, M. S. & Corey, G. & Corey, C. (2014). *Groups: Process and Practice (9th ed.)*. Wadsworth Press. ISBN# 9781285087870 (Hard cover); 9781285088112
- Yalom, I. D. & Lezsz, M. (2005). *The theory and practice of group psychotherapy* (5th. Ed.). New York: Basic Books. ISBN# 9780465092840.

Recommended for Further Reading:

- Arnold, J. (2004). *The big book on small groups* (Revised Edition). Downers Grove, IL: IVP Connect.
- Jacobs, E., Masson, R. L. & Harvill, R. L. (2007). *Group counseling: Strategies and skills* (7th ed.) Brooks/Cole.

Specific chapters will be assigned in preparation for the topics listed in your syllabus. The books provide a foundation and should be read in their entirety. This is especially important if you have no personal background in psychology.

B. COURSE EXPECTATIONS AND ASSIGNMENTS

- **Class participation and attendance.** Class meetings are mandatory and designed to provide academic and experiential learning.

1. Exam. A take home exam will be posted on CANVAS on July 8, 2019. The subject matter will be drawn from the textbooks and class presentations/ discussions. Mixed content: T/F, multiple choice, and short answers. The student will download the exam *when (and only when) ready to take the exam* from CANVAS, and respond to the questions, having a limit of three hours from such time to finish it. The answers to the exam will be returned by posting on CANVAS; **the deadline for posting it is July 15, 2019.** This assignment accounts for 30% of the final grade.

2. Reflective/Experiential/Academic Paper based upon the group experience. The student will keep a personal journal of the experience, noting both the diverse aspects of the content and the dynamic processes of the group. As a *participant-observer* aimed with experiential and academic gifts, the student will *describe* the interactions, the flow of thoughts, emotions, dynamic interactions, etc. which comprised the group process in terms of roles, changes, communication patterns/styles/effects, goals, expectations, and the development (or lack) of cohesiveness. Such experiential data will provide the basic material for analytical *musings* along the student's understanding of group dynamics and processes (communication, decision-making, conflict resolution, leadership, etc.) along a theoretical framework/paradigm that might apply. A constructive critique is expected, plus any possible interventions that might have rendered the group an entity that in the student's perception would have further reflected desirability, functionality or meaningfulness. Not to exceed 7 pp. double-spaced. **This paper is to be posted on CANVAS on or before July 8, 2019 .** This assignment accounts for 20% of the final grade.

3. A proposal for a therapeutic/growth group. Based upon the course's thrust and content, it will include the rationale for its existence, its formation, and development. The proposal will focus on suggested activities/processes applicable to a particular theme/problem/area of growth group within the context of a community of people affiliated on voluntary basis (church, congregation, organization). Not to exceed 10 pages. The value of such assignment is 30 % of the final grade. **This project is to be posted on CANVAS on or before July 22, 2019.**

4. Reading Requirements. To develop a solid background in Group dynamics and counseling, students are expected to read a variety of materials to compliment areas of understanding which have not yet been developed. Books may be chosen from the bibliography attached to this syllabus or they may be selected by the student as long as they fall into the several categories which are indicated on the bibliography. 2000 pages are required, including the required texts.

- In addition to books, other resources may also be utilized, e.g. films, audio and video cassettes. (Twenty-five pages of reading may be calculated per hour of viewing/listening.)

- A reading log will be submitted at the end of the term. This log should indicate books read, pages completed, and total number of hours or pages read. This reading log is due on the last day of class. A grade will be assigned to the reading, using the equivalents (# of pp = Grade)

1900-2000 pp = A
 1800-1899 pp = A-
 1700-1799 pp = B+
 1600-1699 pp = B
 1500-1599 pp = B-
 1400-1499 pp = C+
 1300-1399 pp = C
 1200-1299 pp = C-
 1100-1000 pp = D+
 1000-999 pp = D
 900-999 pp = D-
 899 or below = F

- The reading log is due on:

Critique. Completion of this requirement includes a critique of both Corey & Corey and Yalom textbooks, highlighting the major themes, topics of special interest, pinpointing strengths and weaknesses as you perceive such, and how these apply to your own development as a counselor. The length of each critique is set at 2 pages each, double spaced. These critiques will be attached to the reading log. The combined reading log and critiques will account for 20 % of the final grade. **Due on July 22, 2019.**

5. Group Process Experiential Groups:

Each student will be assigned to a group, facilitated by the rotating leadership of two co-leaders from among the participants. The leaders' responsibility will be to facilitate the group dynamics during the duration of the term. The observer will present a progress report to the class at the beginning of each lecture period. There will be an opportunity for discussion with the professor concerning the dynamic development of the group. Students benefit from keeping a daily journal of their experiences as a member of the group sessions, which becomes a functional impression in the writing of an experiential, yet academically sound paper.

Non-graded assignment: As a final, **departing contribution** to the experiential group process, each group member will be expected to provide to every other member a summary paper in which a personal/ reflective analysis of the contributions-positive and negative-which were made by each person in the group is offered as a "departure gift" and termination exercise. Assign a (non-grade) evaluation to each member based upon (1) participation with openness;

(2) genuineness, empathy and regard for others; (3) fostering cohesiveness; (4) unique contributions in terms of goals, tasks or maintenance aspects of the group process. Copies to the instructor shall be provided. Limit yourself to one page per member.

Due on **Friday, June 28th, 2019**.

F. Grading

A final grade will be computed as follows: Exam: 30% Experiential paper: 20%; Group Proposal paper: 30%; reading log: 20%.

GCTS's Grade Definition Chart is included in this Syllabus appendix. Students should note that *minimum GPAs of 2.70 (B) overall average* are required of graduate students in order to maintain Satisfactory Academic Progress. Failure to maintain SEP may result in additional work assigned, repeating a course or semester, or withdrawal from the program. Grading Scale, GCTS Student Handbook, PG. 69-70.

INSTRUCTOR'S CONTACT

Dr. Polischuk's can be contacted at Pablo@gordonconwell.edu; his office phone is (978) 646-4116. Due to the Summer compacted schedules, appointments can be arranged through the Counseling Office (Shiri) at smessina@gcts.edu or 978-646-4187. Have in mind that Dr. Polischuk's last day at GCTS is June 30, 2019.

G. Course Outline

Day 1

- **1st Hour:** Intro. to Group process and dynamics
- **2nd Hour:** Biblical, theological, psychological foundations for group dynamics

- **3rd Hour:** Forming experiential groups
- **Reading:** Corey et al. Chapters 1 & 2; Yalom Chapters 1 & 2. (2014v)

Day 2

- **1st Hour:** Group leadership
- **2nd Hour:** Group leadership –Ethical standards
- **3rd Hour:** Counseling practice in groups
- **Reading:** 2014 Corey et al. Chapter 3; Yalom Chapter 14.

Day 3

- **1st Hour:** Formation of groups and initial stages. Group goals
- **2nd Hour:** Formation of group –storming, forming, norming
- **3rd Hour:** Counseling practice in groups
- **Reading:** 2014 Corey et al. Chapter 4; Yalom Chapter 8 & 9. (2014v.)

Day 4

- **1st Hour:** Stages of group development.
- **2nd Hour:** Initial stages of groups
- **3rd Hour:** Counseling practice in groups
- **Reading:** 2014 Corey et al. Chapters 5 & 6

Day 5

- **1st Hour:** Group dynamics: Problems and conflicts within groups
- **2nd Hour:** Toward a working stage –conflicts in groups
- **3rd Hour:** Counseling practice in groups
- **Reading:** 2014 Corey et al. Chapters 7 & 8; Yalom 12 & 13.

Day 6

- **1st Hour:** Group process: Decision-making
- **2nd Hour:** Interpersonal-intersubjective influence/thirdness
- **3rd Hour:** Counseling practice in groups
- **Reading:** Yalom Chapter 5.

Day 7

- **1st Hour:** Refining leadership along working stage dynamics
- **2nd Hour:** Metacognitive awareness of group dynamics
- **3rd Hour:** Counseling practice in groups
- **Reading:** 2014 Corey et al. Chapters 9 & 10; Yalom Chapter 15.

Day 8

- **1st Hour:** Focal groups –Specific problems
- **2nd Hour:** Focal groups –specific problems
- **3rd Hour:** Counseling practice in groups
- **Reading:** Yalom Chapter 15.

Day 9

- **1st Hour:** Growth, study, support, discipleship groups
- **2nd Hour:** Evaluating the efficacy of groups
- **3rd Hour:** Counseling practice in groups

Day 10

- **1st Hour:** Termination issues in group work
- **2nd Hour:** Course summary and feedback
- **3rd Hour:** Counseling practice in groups –debriefing

Caveat The above schedule, content, and procedures in this course are subject to change in the event of extenuating circumstances or at the instructor's discretion.

H. Bibliographic Sources of Reading/Research

- Alle-Corliss, L. & Alle-Corliss (2009). *Group work: A practical guide to developing groups in agency settings*. NY: John Wiley.
- Alonso, A. (1994). Group therapy: An effective and parsimonious alternative. *Harvard Review of Psychiatry*, 2, 115-116.
- Alonso, A., & Rutan, J. S.. (1984). Object relations theory and its impact on psychodynamic group therapy. *American Journal of Psychiatry*, 141(11), 1376-1380.
- Alonso, A. & Rutan, J.S. (1993). Character change in group therapy. *International Journal of Group Psychotherapy*, 43, 439-45.
- Alonso, A., & Swiller, H. I. (1993). *Group therapy in clinical practice*. Washington, DC: American Psychiatric Press, Inc.
- Banks, R. (1980). *Paul's idea of community: The early house churches in their historical setting*. Grand Rapids: Eerdmans.
- Bauer, M. S. & McBride, L. (2003). *Structured group therapy for bipolar disorder: the life goals program* (2nd Ed.). Springer Publishing
- Beckett, A., & Rutan, J. S. (1990). Treating persons with ARC and AIDS in group psychotherapy. *International Journal of Group Psychotherapy*, 40(1), 19-30.
- Benson, J. (2009). *Working more creatively with groups*. (3rd Ed.). Routledge.
- Bieling, P. J., McCabe, R. E. & Anthony, M. M. (2009). *Cognitive-behavioral therapy in groups*. NY: The Guilford Press.
- Bion, W.R. (1959). *Experiences in groups and other papers*. N.Y.: Basic Books.
- Bonhoeffer, D. (1954). *Life together*. New York: Harper & Row.
- Boren, S. (2010). *Missional Small Groups: Becoming a Community That Makes a Difference in the World*. Baker Books.
- Brotman, A., Alonso, A., & Herzog, D. (1985). The group treatment of bulimia: The clinical experience. *Group*, 9(11), 15-23.
- Brown, N. (2008). *Becoming a group leader*. Allyin & Bacon.
- Chen, M. & Rybak, C. J. (2004). *Group leadership skills: Interpersonal process in group counseling and therapy*. Belmont: Brooks/Cole.
- Christner, R., Stewart, J. & Freeman, A. (Eds.) (2007). *Handbook of cognitive- behavioral group therapy with children and adolescents: Specific settings and presenting problems*. Routledge.
- Cloud, H. & Townsend, J. (2003). *Making small groups work*. Grand Rapids: Zondervan.
- Clinebell, H. (1972). *Growth groups*. Nashville: Abingdon Press.
- Coche, J. (2010). *Couples group psychotherapy: A clinical treatment model*. Routledge.

- Conyne, R. K., Crowell, J. I., & Newmeyer, M. D. (2007). *Group techniques: How to use them more purposefully*. Prentice Hall.
- Corey, G., Corey, M.A. & Haynes, R.. (2005). *Groups in action: Evolution and challenges DVD (with Workbook)*. Pacific Grove, CA: Brooks/ Cole.
- Corey, G., Corey, M.A. & Corey, C. (2008). *Group process and practice*. Pacific Grove, CA: Brooks/Cole.
- Corey, G., Corey, M. S. (2010). *I never knew I had a choice* (5th ed.) Pacific Grove, CA: Brooks/Cole.
- Day, M. (1993). Training and supervision in group psychotherapy. In H. I. Kaplan & B. J. Sadock (Eds.), *Comprehensive group psychotherapy (3rd Edition)* (pp. 656-668). Baltimore: Williams and Wilk.
- DeLucia, J. & Donigian, J. (2003). The practice of multicultural group work: Visiones and perspectives from the field. Brook Cole.
- Donahue, B. (2002). *Leading life-changing small groups*. Grand Rapids: Zondervan.
- Donahue, NB. (2005). *The seven deadly sins of small group ministry: A troubleshooting guide for church leaders*. Grand Rapids: Zondervan.
- Dryden, W. & Neenan, M. (2005). *Rational emotive behaviour group therapy*. NY: John Wiley.
- Erford, B.T. (2010). *Group work: Processes and applications*. Prentice Hall.
- Erich, S. & KanenbergH. (2010). *Skills for group practice: Responding to diversity*. Prentice Hall.
- Fehr, S. S. (2010). *101 Interventions in group therapy (Revised)*. Haworth Press.
- Flores, P. J. (2007). *Group psychotherapy with addicted populations: An integration of twelve-steps and psychodynamic theory* (3rd Ed.). Haworth Press.
- Forsyth, D. (2009). *Group dynamics* (5th Ed.). Wadsworth Publishing.
- Free, M. L. (2008). *Cognitive therapy in groups: Guidelines and resources for practice*. NY: John Wiley.
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- Frost, J. C., & Alonso, A. (1993). On becoming primarily a group therapist. *Group*, 17(3), 179-184.
- Gladding, S. T. (2007). *Groups: A counseling specialty* (5th Ed.). Prentice-Hall.
- Gladden, S. (2011). *Small Groups with Purpose: How to Create Healthy Communities*. Baker Books.
- Griffin, E. (1982). *Getting together: A guide for good groups*. Downers Grov, IL: InterVarsity.
- Hestenes, R. (1983). *Using the Bible in small groups*. Philadelphia: Westminster.
- Hestenes, R. (1986). *Building Christian community through small groups*. (Cassette audio tape package with guide). Pasadena, CA: Fuller Theological Seminary.

- Ivey, A. E., Pedersen, P. B., & Ivey, M. B. (2000). *Intentional group counseling: A microskills approach*. Brooks Cole.
- Jacobs, E., Masson, R. L., & Harvill, R. L. (2008). *Group counseling: Strategies and skills*. Pacific Grove, CA: Brooks/Cole.
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- Kennedy, P. (2008). *Coping effectively with spinal cord injuries: A group program therapist guide*. Oxford University Press.
- Lubin, H. & Johnson, D. R. (2008). *Trauma-centered psychotherapy for women: A clinician's manual*. The Haworth Press.
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- Malekof, A. (2007). *Group work with adolescents: Principles and practice* (2nd Ed.). NY: The Guilford Press.
- McBride, N. F. (1990). *How to lead small groups*. Colorado Springs, CO: NavPress.
- McKay, M. & Paleg, K. (Eds.) (1992). *Focal group psychotherapy*. Oakland, CA: New Harbinger Publications.
- MacNab, R.T. (1990). What do men want?: Male rituals of initiation in group psychotherapy. *International Journal of Group Psychotherapy*, 40, 139-154.
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- Paleg, K. & Jongsma, A. E. (2005). *The group therapy treatment planner*. NY: Wiley.
- Page, B. & Jencius, M. J. (2008). *Groups: Planning and leadership skills*. Wadsworth Publishing.
- Peace, R. (1988). *Small group evangelism*. Downers Grove, IL: InterVarsity.
- Reiss, H., & Rutan, J. S. (1992). Group therapy for eating disorders: A step-wise approach. *Group*, 16(2), 79-83.
- Rogers, C. (1971). *Carl Rogers on encounter groups*. New York: Harper & Row.
- Rutan, J. S. & Stone, W. N., Shay, J. (2007). *Psychodynamic group psychotherapy* (4th Edition). New York: The Guilford Press.
- Saiger, G. M., Rubenfeld, S. & Dluhy, M. D. (Eds) (2007). *Windows into today's group therapy: The National Group Psychotherapy Institute of the Washington School of Psychiatry*. Routledge.
- Swartzberg, S., Howe, M. C. & Barnes, M. A. (2007). *Groups: Applying the functional model*. F. A. Davis Co.ents: Theory, research and practice.

Journals as sources of articles for a diversity of topics:

Group

Journal for Specialists in Group Work
Journal of Counseling Psychology
International Journal of Group Psychotherapy
The Counseling Psychologist

II. Course Policies and Procedure

A. Late Work Policy:

[Late Work Policy, GCTS Student Handbook, PG 65](#)

Assignments are due no later than the date and time assigned. Please contact the instructor in advance if, for a valid reason, work must be turned in late. When contacted ahead of time, arrangements can be typically made to work something out. If work is late, and the student has not contacted the instructor in advance, nor followed the Late Work Policy procedure, they will not receive credit for it”.

B. Student Responsibility:

Do all the assigned work, to the best of his or her ability and on time.

Participate: respond to discussion questions and offer personal thoughts, with comments, references, etc.

Engage with the ideas and with fellow students. Wide-ranging opinions and ideas are encouraged, and a civil, respectful courtesy for everyone else is required.

Think deeply: this class engages with difficult subjects and thought-provoking material. Each student will be asked to scrutinize deeply-held assumptions. Be willing to do that.

C. Writing Standards

All work is to be submitted following the APA style (consult with the APA Manual).

D. Violations of Academic Integrity

[Violations of Academic Integrity, GCTS Student Handbook, PG. 93](#)

The seminary considers all breaches of personal and academic integrity to be serious offenses. As such, the seminary has zero tolerance for such behaviors. Cheating involves, but is not limited to, the use of unauthorized sources of information during an examination. Duplication of course requirements involves the submission of the same (or substantially same) work for credit in two or more courses without the knowledge and consent of the instructor (see Duplication of Course Requirements). All allegations of cheating and plagiarism are referred to the Judicial Committee. The Judicial Committee is a sub-committee of the Academic Affairs Committee with representatives from the faculty of all three academic divisions. The Judicial Committee is chaired by the Registrar of the seminary.

Plagiarism

Plagiarism is representing someone else’s words or ideas as your own. On occasion students violate, often innocently, rules for citing and referencing source material; this is

still plagiarism. This problem is exacerbated by the ready availability and frequent use of online resources. To report on your research, you need to know the difference between a direct quotation and paraphrasing (both are appropriate but require citation) and paraphrasing and plagiarism.

There are two types of plagiarism: intentional and accidental. Each is serious and will not be tolerated.

Intentional Plagiarism is the deliberate attempt to submit someone else's work as your own. This includes turning in:

A paper you have copied from a book or magazine

A paper written (in total or in part) by another person

The first time you commit this level of plagiarism, you will receive an "F" for the assignment. The second time you will receive an "F" in the course. This policy covers all assignments, including discussion board posts.

Accidental Plagiarism is the result of misunderstanding or misapplying the rules of documentation. It includes using an idea from a source without naming the source, using the exact words of a source without quotation marks, or following the words and structure of the source too closely as you paraphrase. Errors resulting from a misapplication or unawareness of the rules of documentation may result in the grade of "F" for the paper in question.

E. Disability Accommodation Policy

- The seminary is in compliance with the provisions of the Americans with Disabilities Act. The following policy statement describes the procedures the seminary will follow in accommodating persons with disabilities.
- It is the student's responsibility, after being informed of admission, to inform the institution through Student Life Services of his or her disability and of the need for accommodation. Such disclosure of need should be completed as soon as possible so that the seminary can make necessary plans, with at least four weeks notification, as a minimum, requested. Please complete the Request for Accommodations (RAF) form. [Disability Services, GCTS Student Handbook, PG. 38](#)

F. ELECTRONIC DEVICES

Electronic Devices, GCTS Student Handbook, Pg. 61

Ringling and beeping cell phones are disruptive to the classroom-learning environment. As a courtesy to others, the expectation is that students will turn off audible signals for any device while attending class.

Students may use laptop computers to take notes in class when appropriate. It is considered disrespectful, however, when students use laptops, PDA's and/or cell phones to check email, surf websites, or send/receive text messages during class time. Any student who experiences the need to surf the web, text or email during class time should

leave class until the student is able to fully participate in and contribute to the learning process. Students in violation of this policy will be asked to leave class to tend to their business. “Ability to return” will be determined by conference between the violator and instructor.

Appendix — Grading Standards

Grade	4.0 Scale	0-100 Scale	Definition
A	4.0	94 - 100	Excellent The work exceeds the requirements of the course and demonstrates complete understanding of course goals. In addition, assignments exhibit a level of critical thinking that has allowed the student to demonstrate creative problem solving. Ideas and solutions are communicated clearly, showing a high level of attention and care.
A-	3.7	90 - 93	
B+	3.3	87 - 89	
B	3.0	84 - 86	Good The work meets the requirements of the course and demonstrates understanding of course goals. The assignments reflect an ability to solve problems creatively, but solutions demonstrate inconsistent depth and critical thinking ability. Ideas and solutions are communicated effectively, but may lack the clarity and depth one sees in excellent work.
B-	2.7	80 - 83	
C+	2.3	77 - 79	
C	2.0	74 - 76	Fair The work meets the minimum requirements of the course and reflects understanding of some course goals but is lackluster. The assignments exhibit a basic problem-solving ability, but the process and solutions lack sufficient depth and demonstrate a need for greater critical thinking. Ideas are communicated ineffectively, showing a lack of attention to detail and a decided lack of clarity or depth.
C-	1.7	70 - 73	
D	1.0	60 - 69	Poor The work barely meets the minimum requirements of the class. Assignments lack depth and a display a minimal understanding of course goals. Ideas are presented with little or no detail or elaboration. Course guidelines are often not followed.
F Fail	0.0	0 - 59	Unacceptable or missing work OR non-attendance Repeat/Fail. The work neither satisfies the requirements of the class nor demonstrates understanding of course objectives. The presentation of work is unprofessional and/or incomplete. Overall, the student shows insufficient understanding of the course requirements. Poor attendance or violation of academic integrity policy may also be factors.

To be initiated by the student, and approved by the instructor and Registration

W			Withdrawn
EX			Approved Extension