

**University of Texas at Tyler College of
Education and Psychology Department of
Psychology and Counseling Fall 2020
Course Syllabus**

COUN 5334.069 Foundations and Ethics in School Counseling

Course Information:

COUN 5334.069 Foundations and Ethics in School Counseling

Fall 2020

Location: On Line Asynchronous

Course Developer:

This course was developed by Dr. Christine McNichols, a valued colleague. Dr. Kirk Zinck is using materials developed by Dr. McNichols (with minor changes), with her consent, during the fall semester of 2020.

Instructor Information:

Kirk Zinck, Ph.D., Ph.D. LMFT, NBCC, Certified School Counselor.

Office Hours: If you would like to make an appointment with me please email me to arrange a phone conversation.

Email: kzinck@uttyler.edu

[E-mail is the best way to contact instructor. Include your name and subject in the subject line].

Catalog Description of COUN 5334:

A foundation course for those planning to enter school counseling, this course covers organization, planning, management, and evaluation of comprehensive school guidance programs; appropriate roles and functions of school counselors at various school levels; coordination of professional services, as well as strategies for appropriate interventions for various student issues; consulting and collaboration with school and agency professionals; and professional concerns such as ethics and legal issues. Recommended for non-counselor educational professionals as well as counselors.

Proficiencies for Counselors

Proficiencies that counselors-in-training must master are derived from two sources: the State of Texas, including the Texas Administrative Code (TAC) and the Texas Education Code (TEC), and the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). *The school counseling track at the University of Texas at Tyler is not a CACREP accredited program.*

Applicable portions for this course include:

TAC, Title 19, §239.15 *Standards Required for the School Counselor Certificate*

Standard I. Learner-Centered Knowledge: The certified school counselor has a broad knowledge base. The certified school counselor must know and understand:

- (1) the history of counseling;
- (5) changing societal trends, including demographic, economic, and technological tendencies, and their relevance to school counseling;
- (6) environmental, social, and cultural factors that affect learners' development and the relevance of those factors to guidance and counseling programs;

- (7) learners' developmental characteristics and needs and their relevance to educational and career choices;
- (8) legal and ethical standards, practices, and issues;
- (9) the characteristics and educational needs of special populations;
- (10) theories and techniques in pedagogy and classroom management;
- (11) the integration of the guidance and academic curricula;
- (12) the roles and responsibilities of the counselor in a developmental guidance and counseling program that is responsive to all students; and
- (13) counseling-related research techniques and practices.

Standard IV. Learner-Centered Equity and Excellence for All Learners: The certified school counselor promotes academic success for all learners by acknowledging, respecting, and responding to diversity while building on similarities that bond all people. The certified school counselor must:

- (1) understand learner differences, including those related to cultural background, gender, ethnicity, and learning styles, and know ways to create and maintain a positive school environment that is responsive to all learners;
- (2) advocate for a school environment in which diversity is acknowledged and respected, resulting in positive interactions across cultures; and
- (3) facilitate learning and achievement for all students, including special populations, by promoting a cooperative, inclusive, and purposeful learning environment.

Standard V. Learner-Centered Communications: The certified school counselor, an advocate for all students and the school, demonstrates effective professional and interpersonal communication skills. The certified school counselor must:

- (1) demonstrate effective communication through oral, written, and nonverbal expression;

Standard VI. Learner-Centered Professional Development: The certified school counselor continues professional development, demonstrating a commitment to learn, to improve the profession, and to model professional ethics and personal integrity. The certified school counselor must:

- (1) use reflection, self-assessment, and interactions with colleagues to promote personal professional development;
- (2) use counseling-related research techniques and practices as well as technology and other resources to facilitate continued professional growth;
- (3) strive toward the highest level of professionalism by adhering to and modeling professional, ethical, and legal standards;
- (4) apply research-based practice to improve the school guidance and counseling program; and
- (5) continue professional development to improve the school guidance and counseling program.

CACREP Common Core Standards II.G.

1. PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE—studies that provide an understanding of all of the following aspects of professional functioning:
 - a. history and philosophy of the counseling profession;
 - b. professional roles, functions, and relationships with other human service providers, including strategies for interagency/interorganization collaboration and communications;
 - d. self-care strategies appropriate to the counselor role;
 - f. professional organizations, including membership benefits, activities, services to members, and current issues;
 - g. professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;
 - h. the role and process of the professional counselor advocating on behalf of the profession;

- i. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients; and
- j. ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.

CACREP School Counseling Standards

1. Knows history, philosophy, and trends in school counseling and educational systems. (III.A.1)
2. Understands ethical and legal considerations specifically related to the practice of school counseling. (III.A.2)
3. Knows roles, functions, settings, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school. (III.A.3)
4. Knows professional organizations, preparation standards, and credentials that are relevant to the practice of school counseling. (III.A.4)
5. Understands current models of school counseling programs (e.g., American School Counselor Association [ASCA] National Model) and their integral relationship to the total educational program. (III.A.5)
6. Understands 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. (III.A.6)
7. Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling. (III.B.1)
8. Knows the theories and processes of effective counseling and wellness programs for individual students and groups of students. (III.C.1)
9. Knows how to design, implement, manage, and evaluate programs to enhance the academic, career, and personal/social development of students. (III.C.2)
10. Understands the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning. (III.E.1)
11. Identifies community, environmental, and institutional opportunities that enhance—as well as barriers that impede—the academic, career, and personal/social development of students. (III.E.2)
12. Understands multicultural counseling issues, as well as the impact of ability levels, stereotyping, family, socioeconomic status, gender, and sexual identity, and their effects on student achievement. (III.E.4)
13. Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development. (III.F.1)
14. Understands the influence of multiple factors (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression) that may affect the personal, social, and academic functioning of students. (III.G.1)
15. Knows the signs and symptoms of substance abuse in children and adolescents, as well as the signs and symptoms of living in a home where substance abuse occurs. (III.G.2)
16. Identifies various forms of needs assessments for academic, career, and personal/social development. (III.G.3)
17. Makes appropriate referrals to school and/or community resources. (III.H.4)
18. Understands how to critically evaluate research relevant to the practice of school counseling. (III.I.1)
19. Understands the relationship of the school counseling program to the academic mission of the school. (III.K.1)
20. Understands the concepts, principles, strategies, programs, and practices designed to close the achievement gap, promote student academic success, and prevent students from dropping out of school. (III.K.2)
21. Understands the ways in which student development, well-being, and learning are enhanced by family-school-community collaboration. (III.M.1)

22. Knows strategies and methods for working with parents, guardians, families, and communities to empower them to act on behalf of their children. (III.M.5)
23. Knows the qualities, principles, skills, and styles of effective leadership. (III.O.1)
24. Knows strategies of leadership designed to enhance the learning environment of schools. (III.O.2)
25. Knows how to design, implement, manage, and evaluate a comprehensive school counseling program. (III.O.3)
26. Understands the important role of the school counselor as a systems change agent. (III.O.4)
27. Understands the school counselor's role in student assistance programs, school leadership, curriculum, and advisory meetings. (III.O.5)

I. Student Learning Outcomes & Assessments

The student learning outcomes from this course are derived from the Texas Examinations of Educator Standards (TExES) School Counselor Test Framework and are as follows:

Domain I – Understanding Students

- 3.0 Factors Affecting Students: School Counseling students will demonstrate knowledge and understanding of factors that may affect students' development and school achievement and apply this knowledge to promote students' ability to achieve their potential.

Domain II – Planning and Implementing the Developmental School Counseling Program

- 4.0 School Counseling Program Management: School Counseling students will demonstrate knowledge and understanding of how to provide a comprehensive developmental school counseling program that promotes all students' personal growth and development by providing services to individuals, small groups, and families.

Domain III – Collaboration, Consultation, and Professionalism

- 5.0 Collaboration with Others in the School and Community: School Counseling students will demonstrate knowledge and understanding of how to work collaboratively with families, faculty, and professionals in the community to promote positive change and facilitate learning.
- 6.0 Professional Ethics and Issues: School Counseling students will demonstrate knowledge and understanding of ethical, legal, and professional standards as outlined by the State of Texas and the American School Counseling Association (ASCA).

95% of students will achieve a rating of "Meets Expectations" or higher for each of the items above

Teaching Strategies:

Lecture, Case Studies, Class Discussion

Teaching Philosophy

Critical Thinking: Higher education entails more than simply learning a set of skills that results in job preparedness. A good liberal education includes becoming lifelong, critical consumers of knowledge. My role in the classroom is to create an environment where learning can take place and where students can make personal meaning out of the course material. Part of my role is to help students reflect on what they already know and how it impacts their learning. Therefore, learning involves growing and changing as a person and exploring oneself in the light of new information.

Learning as a social construction: I hold that all learning is socially constructed thus people learn in the context of relationship with others. As students meet with classmates, they learn not only from the teacher but also from

each other, thereby creating knowledge and learning as a group. Learning that is socially constructed privileges multiple voices and perspectives instead of one dominant construct created solely by the instructor. Part of teaching from this perspective involves asking questions and leading discussions in such a way that students are encouraged to explore their own thoughts and beliefs while in the context of the group. As students discuss their thoughts and beliefs with one another they learn how others' perspectives may differ from their own. They thus learn that their way of thinking and seeing the world may not be the only way.

Experiential learning: Experiential learning necessitates presenting material in creative ways. As the professor uses creativity to develop and implement experiential activities, students are prompted to use creative thinking. Creative thinking is considered a higher order thinking skill and is often associated with divergent thinking, the ability to hold two or more contradictory ideas in one's mind at once. These ways of thinking are invaluable attributes of a counselor and are necessary to successful counseling outcomes. I am therefore committed to giving students the opportunity to learn through experiential methods that encourage higher order thinking skills.

Required Texts/ Readings:

- Corey, Corey, Corey, & Callanan (2015). *Issues and Ethics in the Helping Professions* (9th ed.). Belmont, CA: Brooks/Cole.
- 2014 ACA Code of Ethics <https://www.counseling.org/knowledge-center/ethics>
- 2016 ASCA Ethical Standards for School Counselors <https://www.schoolcounselor.org/school-counselors-members/legal-ethical>

Note: A student at UT-Tyler is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

Recommended Text:

- American Psychological Association (2010). *Publication Manual of the American Psychological Association* (6th ed.). Washington, DC.

MAJOR STUDENT ACTIVITIES

All class activities and assignments are placed in weekly module folders, in your Canvas course.

Be sure to check the course schedule each week, so that you know when larger assignments are approaching.

1. Discussions (15)

Discussions are designed to engage your thinking about the readings and to stimulate interaction with other students. A series of discussion questions and/or case studies pertaining to assigned chapters or topics will be posted on Canvas. Post **at least two significant** responses to **each discussion question**, reflecting your understanding of the material. The first response for each topic will be to the original statement or question, while other responses will elaborate upon colleagues' reflections or comments. All discussion posts must be submitted by midnight on Friday. Please see schedule for specific due dates. Points will be given for:

- ☐ Timely contributions
- ☐ Correct English usage, grammar, and spelling
- ☐ Offering up ideas or resources and inviting a critique of them
- ☐ Asking challenging questions
- ☐ Articulating, explaining and supporting positions on ideas
- ☐ Citing relevant resources to validate points
- ☐ Exploring and supporting issues by adding explanations and examples
- ☐ Reflecting on and re-evaluating personal opinions
- ☐ Offering a critique, challenging, discussing and expanding ideas of others
- ☐ Negotiating interpretations, definitions, and meanings
- ☐ Summarizing previous contributions and asking the next question
- ☐ Proposing actions based on ideas that have been developed

2. Personal Belief Statement (10 points)

This assignment entails a short reflective paper (2-3 pages of full text not counting title page) focusing on what drew you to the counseling field. Please use the following prompts to guide your reflection: What is your motivation for entering the counseling profession?

1. What experiences from your life do you think invited you into this field?
2. What was it that brought you into this field?
3. What are your sincere desires and hopes for becoming a counselor?
4. What personal experiences in your life nurtured these desires?

What qualities do you possess that will enable you to become an effective counselor? What are the desires you hold for yourself as you become a counselor?

1. How do you think this desire [i.e. to care for others] or quality [i.e. empathetic] developed in your life?
2. What do you think these desires say about you as a person?
3. How do your desires to be a counselor reflect your values?
4. How do you see these desires being a help to you when working with others?
5. How would you prefer to see yourself as a counselor?

3. Case Studies (20 points)

Throughout the course you will have 5 case studies (each worth 4 points) to complete dealing with the material covered in the lectures and reading. Using Corey's 8 step model of ethical decision making, you will write a 1-2 page response to each case study. For each case, please use the template located at the end of this syllabus or on the Canvas course content page to format your responses. Using complete sentences, follow the format to construct your response. Regardless of how you ultimately decide to handle the case, your case studies will be graded on your ability to think through each situation and consider all your options. Therefore, it is important to display your thought process. You may work with a partner to consult about each case. However, each student is responsible for submitting their own individual case response. To find a partner please use the "People" then "Groups" tab located on our Canvas page.

4. Professional Interview (15 points)

For this assignment, you will conduct an interview with a certified school counselor (CSC) who has been working in that capacity for at least three years after the completion of a counseling master's

degree. The interview may be conducted in person, if safe practices regarding social distancing, masks and etc. are observed. Interviews may also be conducted via phone, email, or other electronic means. Information gained during the course of **the interview should be reported in paragraph form** and APA 6 format. Please feel free to expand upon the list of questions. At a minimum, the paper should be at **least 4 full pages** of content not including the title page or reference list and contain the following:

1. Background
 - a. Please provide your name, age, and gender.
 - b. Please describe your educational background, training, and work experience
 - c. How did you choose the counseling field? What originally motivated you?
 - d. What stands out for you as a critical incident(s) in your development as a counselor?
2. Current Situation
 - a. Description of work setting. What population is served, and what are some typical problems that are addressed?
 - b. Description of current duties. What do you do each day? How is your job different from how you thought it would be when you were in training or graduate school? What surprised you when you started working as a counselor full-time? What other weekly, monthly, and annual commitments do you have?
3. Rewards and Drawbacks
 - a. What are your everyday rewards on the job? The everyday hassles?
 - b. What are your long-term rewards on the job? Long-term drawbacks?
4. Additional Information
 - a. What is an ethical dilemma that you have faced?
 - b. How do you handle ethical dilemmas?
 - c. How do you stay current with changes in counseling?
 - d. How do you use data in your role?
 - e. What does advocacy look like for you as a counselor?
 - f. What are some ways that you exercise self-care?
 - g. What is something you wish you had known before going into this field?
 - h. What would you tell someone new who is interested in going into the counseling field?

Based upon the information learned from the interview, also include at least a paragraph discussing your reactions. What was your initial reaction? What unexpected information did you learn? How does this impact your own training and future career path?

5. Exams (20 points each)

There are two multiple choice exams in this course. The exams will be given online, are due by the date specified in the course schedule, and will be timed. You will have 2.5 hours to complete each exam but you may choose when during the week to take the exam. In order to do well on the exams, please keep up with assigned readings and take notes during class lecture. You may use your books to answer the exam questions but you must work independently.

GRADE ASSIGNMENT

Grading will be based on points assigned in the following areas:

<u>AREA</u>	<u>POINTS</u>
Discussion Posts (1.5 point each)	15
Personal Belief Statement	10
Case Studies (4 pts. each)	20
Professional Interview	15
2 Exams (20pts. each)	40
Total	100

Grade assignments based on the above will be: A = 91-100 points; B = 81-90 points; C = 71-80 points; D = 61-70 points; F = BELOW 61 points.

COURSE POLICIES

Attendance

Students are expected to attend class by checking in online **at least once a week** to listen to lectures, complete assigned quizzes, and participate in class discussion. **Note: Please check your patriot email regularly in order to receive important information from the instructor.**

Participation

Be aware that participation in this class is much more than simply responding to a discussion question. You will be expected to post thoughtful questions and responses and interact with your classmates, listen to weekly online lectures, and read or watch all other assigned media housed in each module.

Assignments

All written assignments must reflect graduate level presentation, including APA 6 format, correct spelling and appropriate punctuation and grammar. Point deductions will be taken for errors in writing skills and APA style.

Please talk with the professor if you are having problems (sooner rather than later).

Notes on APA formatting:

- 1 inch margins

- 12 point font

- Times New Roman

- Double spaced

- No extra space between paragraphs (must change Word default setting)

Late Policy

Written work will be considered late if not submitted via Canvas on the date specified. Late work will result in a reduction of points received (10% per day past the due date). **Late work will not be accepted after 48 hours past the due date.**

Cheating/ Plagiarism

Students are strongly recommended to read the *Manual of Student Policies and Procedures for Student Affairs: Chapter 8- Student Conduct and Discipline* especially regarding issues such as academic grievance, plagiarism and cheating, etc. The policies stipulated in the manual will be strictly enforced.

Technology Requirements

All students taking this course should have access to a computer with an internet connection that can support the use of Canvas. If you are having trouble logging onto Canvas or uploading assignments please contact the Canvas helpdesk at (903)566-7439 or email them at itsupport@patriots.uttvler.edu. You can also receive help by using the Help tab located on the left side of your Canvas screen, using the Canvas guides, or contacting Canvas help at (844)214-6949. If you are having technical difficulties please alert the professor as soon as possible. Assignments will be accepted through email only if there are difficulties with Canvas. Word of advice

when taking an online course: **Do not wait until the last minute to submit your assignments as this is a sure way to ensure you will have technical difficulties (remember Murphy's law).**

Diversity

Course material and discussion will approach counseling from a diverse cultural perspective. Sensitivity to gender/race/ethnicity/disability/sexuality is expected and disrespectful language and/or behavior will not be tolerated.

Online Communication

All written communication that takes place within this course must adhere to the rules of written etiquette. Please remember that you are in a graduate program and are earning a professional degree, therefore respond to your instructor and your colleagues in a professional matter. Please refrain from using texting language (i.e. *lol*, *btw*, *omg*) and/or emoticons (i.e. (: - / , ' :-)) in your discussion responses and in communication with your instructor and colleagues. Other things to keep in mind:

- ☐ Be aware that using capital letters to express yourself is considered SHOUTING.
- ☐ Whether in writing or in person, derogatory or prejudiced remarks are still considered bad manners and discussion that contains such comments will be addressed by the instructor.
- ☐ Please refrain from sending junk mail, forwards, or advertisements to the class via Blackboard.

Patriot E-Mail

University policy requires that all e-mail correspondence between students and instructor be done via the Patriot account. Check your Canvas Site and Associated E-Mail frequently. Announcements pertaining to class or departmental business will be sent to the student's via Canvas.

Informed Consent Statement

Faculty members are dedicated to the educational, personal, and professional growth and development of our students. Faculty are in a unique position as both instructors who assess students' academic skills and members of the counseling profession with an ethical obligation to the profession. In both of these roles, it is the faculty's responsibility to evaluate student competencies within the realm of professional counseling and to address any concerns regarding students' professional competence. As such, please be aware of the following information regarding this course:

- ☐ The counseling profession encourages that counselors fully integrate their own personal attributes and identity, as well as their strengths and weaknesses, into therapeutic processes. Therefore, self-awareness is critical because this knowledge relates to being an effective therapist.
- ☐ There will be an emphasis in many courses on self-awareness/exploration, as well as giving feedback to peers. Although uncomfortable at times, we encourage students to be open to self-exploration, since we frequently ask clients to do so.
- ☐ At times, class may include experiential and self-awareness exercises. It is important to distinguish between sharing one's emotional reactions to such experiential class activities and revealing information about one's *personal history*. Self-disclosure of personal history is not required in order to successfully pass any course; however, students may be expected to share their reactions to experiential activities.
- ☐ Self-disclosures will not be used as a basis for grading in any course. However, should a student disclose information indicating impairment or the potential for harm to clients, the faculty member may take appropriate action in accordance with the *ACA Code of Ethics* (2014).
- ☐ Students often experience personal growth as they progress through the program. However, the courses are *not* meant to be a means of personal therapy. The focus in classes is on self-awareness and the enhancement and growth of necessary counselor skills.
- ☐ Please be aware that, although all instructors strive to create a safe environment for any personal disclosures,

we cannot guarantee that other students will maintain the confidentiality of any such disclosures that are made.

- ☐ It is each student's responsibility to determine an appropriate level of self-disclosure (i.e. the content and depth of personal information that you share) in experiential learning activities.

COURSE OUTLINE

Weekly modules will open on Sunday and close on Saturday at Midnight; therefore you will have a full week to complete the assigned activities in each module. This outline shows the topics covered in each module and well as when readings and other learning activities are due. **You must complete each module and submit assignments by the dates listed below. All submissions are due on Saturday by midnight with the exception of Exam 2. Each Module opens on a Sunday at 12:01 AM.** With exception of week one and Fall Break, dates listed, are due dates for assignments and activities.

- | | | |
|--------------|--------------|--|
| Aug. | 24-29 | <p>Week one. Course Opens.</p> <p>Obtain your Textbook, Read the Syllabus. Post an Introduction of yourself.</p> |
| Sept. | 5 | <p>Review of syllabus and course requirements</p> <p>Introduction to Codes of Ethics; Making Ethical Decisions</p> <p><i>Readings: Chapter 1; 2014ACA Code of Ethics pgs. 1-3; pgs. 18-19 Section I</i></p> <p><i>Complete all activities in Module 1</i></p> <p>Module 1 Due</p> |
| | 12 | <p>The Counselor as a Person and Professional/ Counselor Wellness</p> <p><i>Reading: Chapter 2; 2014 ACA Code of Ethics pgs. 8-10; Sections C & D; ASCA Ethical Standards for School Counselors</i></p> <p><i>Complete all activities in Module 2</i></p> <p>Module 2 Due</p> <p>Personal Belief Statement Due</p> |
| | 19 | <p>Values and the Helping Relationship/ Multicultural Issues and Perspective</p> <p><i>Reading: Chapters 3-4; 2014 ACA Code of Ethics pgs. 4-6; Section A</i></p> <p><i>Complete all activities in Module 3</i></p> <p>Case Study I Due</p> <p>Module 3 Due</p> |
| | 26 | <p>Professional Organizations, Involvement, and Leadership</p> <p><i>Complete all activities in Module 4</i></p> <p>Module 4 Due</p> |
| Oct. | 3 | <p>Clients Rights and Responsibilities/ Informed Consent</p> <p><i>Reading: Chapters 5; 2014 ACA Code of Ethics pgs. 4-6; Section A</i></p> <p><i>Complete all activities in Module 5</i></p> <p>Case Study II Due</p> <p>Module 5 Due</p> |
| | 10 | <p>Confidentiality/ Duty to Warn</p> <p><i>Reading: Chapter 6; 2014 ACA Code of Ethics pgs. 6-8; Section B</i></p> <p><i>Complete all activities in Module 6</i></p> <p>Case Study III Due</p> <p>Module 6 Due</p> |

- 17** **Exam I Due. Exam window opens on Oct. 12 and closes Oct. 17 at midnight)**
- 24** Professional Boundaries and Multiple Relationships
Reading: Chapter 7; 2014 ACA Code of Ethics pgs. 5-6; Section A
Complete all activities in Module 7
Case Study IV Due
Module 7 Due
- 31** Training, Supervision, and Consultation
Readings: Chapters 8 and 9; 2014 ACA Code of Ethics pgs. 12-15; Section F
and pgs. 17-18; Section H
Complete all activities in Module 8
Case Study V Due
Module 8 Due
- Nov. 7** Assessment, Diagnosis, & Theoretical Models
Reading: Chapt.. 10; 2014 ACA Code of Ethics pgs. 11-17; Section E and pgs. 15-17; Section G
Complete all activities in Module 9
Module 9 Due
Professional Interview Due
- 14** Working with Families and Group Work
Reading: Chapters 11-12
Complete all activities in Module 10
Module 10 Due
- 21** History of Guidance and Counseling/ Community Practice and Professional Advocacy
Reading: Chapter 13; ACA Advocacy Standards; ACA Code of Ethics: Articulating
Counseling's Professional Covenant
Complete all activities in Module 11
Module 11 Due
- 28** **Week of the Fall Break**
- Dec. 5** To be Announced.
- Dec. 9** **Wednesday – Exam 2 is DUE**
Exam 2 opens on Sunday, November 29 and Closes on Wednesday December 9.
Late submissions will not be accepted.

Note: Course schedule and assigned activities are subject to modification throughout the semester, in order to improve it or to meet needs or unexpected circumstances that may occur during a semester. Students will receive advance notice of any changes that are made.

University Policies

Students Rights and Responsibilities

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: <http://www.uttyler.edu/wellness/rightsresponsibilities.php>

Grade Replacement/Forgiveness and Census Date Policies

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. (For Fall, the Census Date is Sept. 12.) Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date (Sept. 12th) is the deadline for many forms and enrollment actions of which students need to be aware. These include:

- ☐ Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- ☐ Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- ☐ Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
- ☐ Being reinstated or re-enrolled in classes after being dropped for non-payment
- ☐ Completing the process for tuition exemptions or waivers through Financial Aid

State-Mandated Course Drop Policy

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Student Accessibility and Resources

In accordance with Section 504 of the Rehabilitation Act, Americans

Student Accessibility and Resources

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University offers accommodations to students with learning, physical and/or psychiatric disabilities. If you have a disability, including non-visible disabilities such as chronic diseases, learning disabilities, head injury, PTSD or ADHD, or you have a history of modifications or accommodations in a previous educational environment you are encouraged to contact the Student Accessibility and Resources (SAR) office and schedule an interview with the Accessibility Case Manager/ADA Coordinator, Cynthia Lowery Staples. If you are unsure if the above criteria apply to you, but have questions or concerns please contact the SAR office. For more information or to set up an appointment please visit the SAR office located in the University Center, Room 3150 or call 903.566.7079. You may also send an email to cstaples@uttyler.edu

Student Absence due to Religious Observance

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

Important Covid-19 Information for Classrooms and Laboratories

Students are required to wear face masks covering their nose and mouth, and follow social distancing guidelines, at all times in public settings (including classrooms and laboratories), as specified by [Procedures for Fall 2020 Return to Normal Operations](#). The UT Tyler community of Patriots views adoption of these practices consistent with its [Honor Code](#) and a sign of good citizenship and respectful care of fellow classmates, faculty, and staff.

Students who are feeling ill or experiencing symptoms such as sneezing, coughing, or a higher than normal temperature will be excused from class and should stay at home and may join the class remotely. Students who have difficulty adhering to the Covid-19 safety policies for health reasons are also encouraged to join the class remotely. Students needing additional accommodations may contact the Office of Student Accessibility and Resources at University Center 3150, or call (903) 566-7079 or email saroffice@uttyler.edu.

Recording of Class Sessions

Class sessions may be recorded by the instructor for use by students enrolled in this course. Recordings that contain personally identifiable information or other information subject to FERPA shall not be shared with individuals not enrolled in this course unless appropriate consent is obtained from all relevant students. Class recordings are reserved only for the use of students enrolled in the course and only for educational purposes. Course recordings should not be shared outside of the course in any form without express permission

Student Standards of Academic Conduct

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

i. "Cheating" includes, but is not limited to:

- ☐ copying from another student's test paper;
- ☐ using, during a test, materials not authorized by the person giving the test;
- ☐ failure to comply with instructions given by the person administering the test;
- ☐ possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes". The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
- ☐ using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
- ☐ collaborating with or seeking aid from another student during a test or other assignment without

authority;

- ☐ discussing the contents of an examination with another student who will take the examination;
- ☐ divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructor has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
- ☐ substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
- ☐ paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
- ☐ falsifying research data, laboratory reports, and/or other academic work offered for credit;
- ☐ taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
- ☐ misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

ii. “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.

iii. “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

iv. All written work that is submitted will be subject to review by SafeAssign™, available on Blackboard.

UT Tyler Honor Code

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

Students Rights and Responsibilities

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: <http://www.uttyler.edu/wellness/rightsresponsibilities.php>

Campus Carry

We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>

UT Tyler a Tobacco-Free University

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors.

Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products.

There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit www.uttyler.edu/tobacco-free.

UT Tyler Resources for Students

- ☐ UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu
- ☐ UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu
- ☐ The Mathematics Learning Center, RBN 4021, this is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- ☐ UT Tyler Counseling Center (903.566.7254)

College of Education and Psychology Mission Statement: Vision

The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century, to make significant contributions to local and global communities, and to work toward individual and cultural equity.

Mission

The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry, organizes knowledge for application, understanding and communication, and provides leadership and service. Additionally, the College is committed to affirming and promoting global perspectives, cultural diversity, social justice, ethical practice and respect for individual differences as a means of enhancing learning, service, leadership and scholarship.