UTTyler COLLEGE OF EDUCATION & PSYCHOLOGY

COUN 5344 - Advanced Principles of School Counseling
Course Syllabus: Fall 2025
ASYNCHRONOUS /SYNCHRONOUS

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Office Location: HPR 241
Virtual Office Hours: Monday & Thursday, 1:00 p.m.-3:00 p.m. and by appointment
Class meetings: This course will be **primarily taught asynchronously** with two synchronous meeting times on Thursday from 5:30-7:00 pm (See specific dates on the course calendar)
Zoom Link: See Canvas
Email: kbircher@uttyler.edu (preferred method of contact). *Email is the best way to contact me. I will do my best to* **respond to emails within 24 hours**. *In the spirit of self-care, I try not to check my email on the weekends. Therefore, if an email is* **sent after 5 pm CST on Friday,** *I will not respond until the following* **Monday**.

NOTE: **Do not** use the comments section under assignments in Canvas to communicate course-related concerns that require a response from your instructor; please send an email.

I. Course Catalog Description
COUN 5344: Advanced Principles of School Counseling (3 hours)
Designed to prepare school counselors for effective program development, delivery, and evaluation based on the national ASCA/CACREP models. Topics: guidance curriculum, career programs, consultation, student services/advocacy, crisis planning, ethics, program evaluation. Prerequisite: COUN 5334

II. Rationale
Understanding the roles and responsibilities of a school counselor is crucial to student and counselor success alike. Administrators, teachers, parents, and other stakeholders often have conflicting ideas around counselors and their contribution to the school environment. When effective, proactive organization and administration of services is combined with collaboration and consultation, counselors can actively demonstrate their unique contributions to student engagement, development, and achievement.

III. 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).
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;
>   (2) counseling and consultation theories and practices;
>   (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;
>   (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 II. Learner-Centered Skills: The certified school counselor applies the knowledge base to promote the educational, personal, social, and career development of the learner. The certified school counselor must:
>   (1) develop processes and procedures for planning, designing, implementing, and evaluating a developmental guidance and counseling program;
>   (3) counsel individuals and small groups using appropriate counseling theories and techniques in response to students' needs;
>   (4) consult with parents/guardians, teachers, administrators, and other individuals as appropriate to enhance their work with students;
>   (5) coordinate resources for students within the school and community;
>   (6) demonstrate proficiency in teaching small and large groups by actively engaging students in the learning process;
>   (10) advocate for a developmental guidance and counseling program that is responsive to all students.

Standard III. Learner-Centered Process: The certified school counselor participates in the development, monitoring, and evaluation of a developmental school guidance and counseling program that promotes learners' knowledge, skills, motivation, and personal growth. The certified school counselor must:
>   (1) collaborate with others in the school and community to implement a guidance curriculum that promotes learners' development in all domains,

including cognitive, social, and emotional areas;
(2) facilitate learners' ability to achieve their potential by helping them set and attain challenging educational, career, and personal/social goals based on various types of information;
(3) use both preventive and intervening strategies to address the concerns of learners and to help them clarify problems and situations, set goals, explore options, and implement change;
(4) implement effective referral procedures to facilitate the use of special programs and services; and
(5) act as a consultant and/or coordinator to help learners achieve success inside and outside of school.

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;
(4) facilitate learners' access to community resources;
(5) develop and implement strategies for effective internal and external communications; (6) facilitate parent/guardian involvement in their children's education;
(8) work effectively as a team member to promote positive change for individuals, groups, and the school community.

IV. 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
1.0 Human Development: School Counseling students will demonstrate knowledge and understanding of processes of human development and apply this knowledge to

provide a comprehensive, developmental school counseling program (including counseling services) that meets the needs of all students.

2.0 Student Diversity: School Counseling students will demonstrate knowledge and understanding of human diversity and how to apply this knowledge to ensure that the comprehensive, developmental school counseling program is responsive to all 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

7.0 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.

8.0 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).

Required Text:

Erford, B. T. (2019). *Transforming the school counseling profession* (5th ed.). Upper Saddle River, NJ: Pearson.

Dollarhide, C. T., & Lemberger-Truelove, M. E. (2018). *Theories of school counseling for the 21st century*. Oxford University Press. (Available for free on the library website and on Canvas)

*Various readings throughout the semester will be posted on Canvas

Recommended Text:

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author.

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.

Evaluation and Grading

Comprehensive School Counseling Program Development a & Evaluation Plan	145 points
Resource List	15 points
Advocacy Presentation	20 points
Discussion Boards (5 x 10 points)	50 points
Lecture Video Quizzes + Class Participation (14 x 5 points)	70 points
Total	300 points

Comprehensive School Counseling Program Development and Evaluation Plan: (150 points)

Students will develop a comprehensive school counseling program and evaluation plan for a school counseling program at an existing school. The plan will seek to promote equitable services for all students by focusing on specific issues seen in school. The plan will be data-driven and include the design, organization, coordination, and evaluation of the program. The written sections of this project must be formatted in APA 7th edition style. Please refer to the APA 7th edition manual for details and examples for citing, referencing, using headings, etc.

Guidelines for this project are as follows:
- Pick a level for your program focus – elementary, middle, or high and a systemic issue (e.g., attendance, academic achievement, discipline, ELL college going rate, etc.) you will be addressing in the advocacy portion.
- You will need project artifacts **along with a one-page minimum written reflection**. The reflection is an opportunity to explain and present the written project and how it contributes to closing achievement/opportunity gaps, promoting social justice, and advancing college/career readiness.
- The written project must include all the following sections (in order) that is organized clearly with all accompanying documents, lesson plans, etc. organized by **appropriate APA Titles/headings where applicable.**

==This project is separated into <u>FIVE</u> sections. See the course schedule for the due dates of each section (some are combined).== The sections are outlined as follows:

1) <u>Description of the School Setting (10 points)</u>**:** School Profile to include: School name, grade levels served, number of students, demographic description of student population, student to school counselor ratio, and other relevant information. If needed, you can access this data from TX School Report Cards:

https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting/school-report-cards

2) <u>School Counseling Program Mission (SC G.3.a.) (5 points):</u> You will create a school counseling program mission statement and vision statement. The mission statement must fit within the academic mission of the school.

3) <u>Data Analysis & Program Plan (SC G.3.b.; SC G.3.d.) (30 points)</u>: After analyzing data or discussing school needs with the principal and/or school counselor in your school, set one goal for the revised or new comprehensive counseling program utilizing the ASCA templates in Canvas.
   a. <u>ASCA Templates Required</u>**:** a) School Data Summary, b) Annual Student Outcome Goal Plan, c) Closing-the-Gap Action Plan/Results Report.
   b. <u>One goal</u>**:** Goal should include clear school counseling program goal that address one of the following: 1) academic, 2) career and 3) social/emotional domains.
   c. <u>For the goal above, complete **one** Annual Student Outcome Goal Plan</u>**:** (a) define what school counseling activities will take place to the reach goal, including specific activities that will support academic achievement of all students and transition programs related to special education, school-to-work, post-secondary planning, etc.; (b) data evaluation procedures to measure changes toward goals; and (c) a clear timeline for activity implementation.

4) <u>Delivery Methods (50 points)</u>**:** Based on your goal above, create systemic interventions - including methodology for assessing process, perception, and outcome data for each type of intervention and rationale for specific interventions.
   a. <u>Small Group</u>-Session plans for **one** week of a 4 to 6-week session group. The group should address one of the three domains: academic, career, or social/emotional development and align with one of the three goals above. Along with one session plan, provide a detailed outline for the 4-to-6-week group, including a letter to parents, permission forms, and examples of all handouts/information given to students. Include forms of assessments (pre/post-surveys/evaluation measurements).
   b. <u>Classroom Guidance Lesson Plans</u>- **1 classroom lesson** based on Career, Academic, or Personal Social goals above utilizing the ASCA Lesson Plan template. In addition to the lesson plan, include copies of all handouts/activities given to student and cite all sources. Include a method for evaluating each activity and data collection tools (pre-post surveys/evaluation measurements).

5) <u>Process for Building Partnerships</u> (SC G.2.b; SC G.1.d.) (25 points): Prepare a mock presentation for your future school's Counseling Advisory committee. This could

include a plan to set and achieve counseling program goals set above. This presentation will include a description of how to increase parental involvement. This will include a description of a parent/family night (agenda, lesson/information session and evaluation). Upload your presentation and a recording of your presentation (at least 10 minutes & no more than 15 minutes) in Canvas. **Provide a link to your presentation for the final submission**. If you decide to use a digital platform such as Google or Zoom to record your presentation, make sure permissions are set to view all and/or passcodes are shared in the comments on Canvas.

6) <u>School Counselor's Role</u> (SC G.2.a.; SC G.2.d.) (25 points): Prepare a presentation on the school counselor's role, **using at least two primary sources**, identify and write a summary of the school counselor's leadership role in creating, implementing, and promoting the revised/new program. Be sure to address the counselor's role in (a) management and evaluation of program; (b) school counselor consultation with families, PK-12 and postsecondary school personnel, community agencies, and other referral sources; (c) advocacy; (d) relationship with school administration; (e) school counselor roles and responsibilities in relation to the school crisis and management plans; (f) skills to screen PK-12 students for characteristics, risk factors, and warning signs of mental health and behavioral disorders; and (g) approaches to increase promotion and graduation rates that include interventions to promote and access postsecondary career readiness. Provide your presentation and a recording of your presentation (10 minutes) for submission. Provide a link to your presentation for the final submission.

<u>Resource List: 15 Points</u> (SC: 3 E2, F4, H4, M1, and N2)**:**
Create a table listing the resources for your school community. The list should include a variety of information. Contacts should include therapists, crisis and suicide hotlines, food banks, child support services, child abuse advocacy centers, support groups for childhood disorders, social service resources (e.g. CHIPS, Medicare, Medicaid, free eyeglasses, etc.), legal services, court-ordered programs, and tutors. The resource list should contain the name and type of the resource, the name of the contact, a summarization of services provided, and contact information (e.g. phone number, street address, and email or website). A minimum of 15 resources should be listed, and the format should be user friendly so that parents/guardians and students can easily identify resources they might need.

<u>Advocacy Presentation: 20 Points-</u>
1) In groups of 2-3 (assigned on Canvas), pick an issue that you are passionate about that would benefit from school counseling advocacy. Your advocacy presentation topic should be based on an inequity issue facing your school, school district, or national issue (e.g., justice for bullying victims, failure rate among kids in poverty, low honors course enrollment/GT testing with a particular population, discipline

disparities, racial injustice, etc.). One group member will submit your topic of choice to Dr. Bircher by the end of Week 3 via email for approval (please include your group members in the email).

2) Present evidence of the advocacy issue, including evidence from peer-reviewed journal articles (3 minimum articles) that illustrate the issue within the last 10 years.

3) Prepare **a group presentation (15-20 minutes)** that includes strategies school counselors can use to advocate and take action. Be clear on how the issue can be addressed in schools through direct school counseling practice, drawing on evidenced-based interventions.

4) References in APA 7th edition format should be noted throughout the presentation and on the concluding slide(s).

Discussion Boards (5 Total): 50 Points

Discussions are designed to engage your thinking about the readings and stimulate interaction with other students. A series of case studies and discussion questions 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 Initial Post for each topic will be your contribution to the original prompt or question, while the two Response Posts will be to elaborate and contribute to two fellow colleagues' discussion post. Before responding, it will be important to thoughtfully read the appropriate materials. You are encouraged to read each other's postings and respond, reflect, and/or support your classmates.

Initial Posts:

With the exception of the first week's introduction post- **Initial posts** are typically your first post of the week in which you answer a prompt posed by the instructor. The initial post should be **at least 250 words, or a video (2 minutes maximum)** fully explaining your thoughts. Initial posts should be completed by **Thursday at 11:59 pm**.

Response Posts:

Written response posts should extend the discussion by adding information to the discussion and asking quality questions. This is an opportunity to comment on the posts made by your peers, share knowledge, and explore topics in more depth. Please note that simply agreeing with your peer (e.g. "I agree" or "That's great!") is not a substantive response. Your **two response posts** should be at least **100 words** and are due each week by **Sunday at 11:59 PM**.

The quality of your response posts will contribute to your participation grade. For example, a suggested response to a peer's initial post can use the 3CQ format by including a compliment, a comment, a connection (3C) and a question (Q). Here is an example response using 3CQ:

- Thanks for sharing your thoughts! I really liked …I agree with you about … For example, … OR I respect your opinion, and I think … For example, …
- I can connect with you about … I once read a story about … I had the same thing happen to me…
- Ask a specific question about something written or the writer. Keep the conversation going!

All your activity in the discussion forums should reflect professional communication and a clear, direct writing style. Remember, these discussions are one of the main methods that the instructor assesses your understanding of the material. Please ensure that your posts are reflective, well-reasoned, and clearly demonstrate your knowledge of the course material and that your writing is concise, intelligible, and lucidly conveys your ideas. The instructor will monitor the boards, occasionally offer comments, and grade the quality of the posts. In order to receive credit for the discussion forums, posts must meet the following criteria:

- Your initial post and responses to at least two other students must be thoughtful, reflective, and meaningful.
- Reflecting on and re-evaluating personal opinions
- Offering a critique, challenging, discussing, and expanding ideas of others
- Initial post to be posted by **Thursday at 11:59 pm.**
- Response to at least two other students posted by **Sunday at 11:59 PM**

Lecture Video Quizzes + Class Participation

Each week the instructor will post a lecture video using Studio in the Lecture Videos Module (see Canvas). The video will include at least 5 questions (true/false, multiple choice, open-ended, etc). Students are expected to attend the two synchronous class meetings (see course schedule for dates). Students will receive participation points for the two synchronous class meetings

Course Schedule

<mark>All assignments are due on Sunday by 11:59 p.m. unless noted otherwise on the course schedule and/or in Canvas</mark> *Please note that the instructor may elect to change readings/activities to ensure an appropriate learning environment for students.

Dates	Topics	Readings	Assignments Due
Week 1 8/25	**WELCOME!**	Review syllabus, assignments, & read chapters for next week	Introduction Discussion Post #1

			Lecture Video Quiz
Week 2 9/1	**Professional Identity and History**	Erford (2019) Chapters 1 & 2 Dollarhide & LT (2018) Chapter 1	<mark>**Class #1 Meeting 5:30-7:00 p.m.**</mark>
Week 3 9/8	**Transforming School Counseling Profession**	Erford (2019) Chapter 3 Dollarhide & LT (2018) Chapters 2 & 3	Due: Resource List Lecture Video Quiz
Week 4 9/15	**Data-driven Program Accountability**	Erford (2019) Chapters 4 & 5 Dollarhide & LT (2018) Chapter 4	**Due: Draft Section 1 & 2** Lecture Video Quiz
Week 5 9/22	**Evidence-based School Counseling**	Erford (2019) Chapter 6 Dollarhide & LT (2018) Chapter 5	Discussion Post #2 Lecture Video Quiz
Week 6 9/29	**Cultural Competence**	Erford (2019) Chapter 8 Dollarhide & LT (2018) Chapter 6	Discussion Post #3 Lecture Video Quiz
Week 7 10/6	**Advocacy**	Erford (2019) Chapter 9 Dollarhide & LT (2018) Chapter 7	Discussion Post #4 Lecture Video Quiz
Week 8 10/13	**Classroom Curriculum**	Erford (2019) Chapter 10 Dollarhide & LT (2018) Chapter 8	**Due: Draft Section 3**

			Lecture Video Quiz
Week 9 10/20	**College and Career Planning**	Erford (2019) Chapters 11 & 12 Dollarhide & LT (2018) Chapter 9	Lecture Video Quiz
Week 10 10/27	**Individual & Group Counseling, Consultation & Collaboration**	Erford (2019) Chapters 13 & 14 Dollarhide & LT (2018) Chapter 10	**Due: Draft Section 4** Lecture Video Quiz
Week 11 11/3	**Systemic Approaches**	Erford (2019) Chapter 15 Dollarhide & LT (2018) Chapter 11	Due: Advocacy Presentation **Class #2 Thursday 11/6 5:30-7:00 pm** Come prepared to present your advocacy presentation with your group.
Week 12 11/10	**Students with Disabilities**	Erford (2019) Chapter 16 Dollarhide & LT (2018) Chapter 12	Video Lecture Quiz
Week 13 11/17	**Mental Health Issues**	Erford (2019) Chapter 17 Canvas readings	***Due: Draft Section 5 & 6** Lecture Video Quiz
Week 14: Thanksgiving Break			
Week 15 12/1	Introduction to Ethics and Professional Issues	Erford (2019) Chapter 7 Canvas readings	Discussion Post # 5 Lecture Video Quiz

Week 16 12/7	Finals Week		**Final Draft CSCP Project due by Thursday, 12/11 at 11:59 pm.**

Course and Departmental Policies

Ethical Behavior: Ethical behavior is important in every professional endeavor. It is of paramount importance in your graduate degree because you will be working directly with people in need. Ethical violations and unprofessional behavior will result in course failure, an incomplete grade, or other appropriate action. Remediation will be determined by the instructor.

A. Diversity - Case studies and other examples inherent in this course will approach counseling from a cultural perspective. This course examines many sensitive areas. Because our student population is very diverse, sensitivity to gender/race/age/ethnicity/ability/sexuality is expected and disrespectful language and/or behavior will not be tolerated.

B. Attendance - Regular attendance is expected. For the purposes of online hybrid courses, a student will be considered in attendance in an online class when the individual 1) participates in online discussions about academic matters; 2) initiates contact with faculty to ask questions about subject studies; 3) completes assignments; or 4) takes tests. Logging into an online course without active participation does not constitute attendance. Please contact your instructor if you need to miss.

C. Late Work - All assignments are due according to the timeline established by the syllabus unless otherwise noted by the instructor. The maximum number of points awarded will decrease by ten percent for each business day that the assignment is late. Assignments will be accepted up to two days late. In face-to-face and synchronous courses, this policy includes in-class quizzes and exams; if you must miss on test day, schedule an appointment to take the exam the next day. Please note that certain assignments such as quizzes, journals, and the final exam may not be attempted aside from the initial offering.

D. Informed Consent Statement for Counseling Courses - Faculty members are dedicated to the educational, personal, and professional growth and development of our students. Faculty members 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.

E. Psychology and Counseling Retention Policy - Faculty, training staff, supervisors, and administrators of the Psychology and Counseling graduate programs at the University of Texas at Tyler have a professional, ethical, and potentially legal obligation to: (a) establish criteria and methods through which aspects of competence other than, and in addition to, a student-trainee's knowledge or skills may be assessed (including, but not limited to, emotional stability and well-being, interpersonal skills, professional development, and personal fitness for practice); and, (b) ensure, insofar as possible, that the student-trainees who complete our programs are competent to manage future relationships (e.g., client, collegial, professional, public, scholarly, supervisory, teaching) in an effective and appropriate manner. Because of this commitment, and within the parameters of our administrative authority, our faculty, training staff, supervisors, and administrators strive not to advance, recommend, or

graduate students or trainees with demonstrable problems (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) that may interfere with professional competence to other programs, the profession, employers, or the public at large.

As such, within a developmental framework, and with due regard for the inherent power difference between students and faculty, students and trainees should know that the faculty, training staff, and supervisors of our programs will evaluate their competence in areas other than, and in addition to, coursework, seminars, scholarship, or related program requirements. These evaluative areas include, but are not limited to, demonstration of sufficient: (a) interpersonal and professional competence (e.g., the ways in which student trainees relate to clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (b) selfawareness, self-reflection, and self-evaluation (e.g., knowledge of the content and potential impact of one's own beliefs and values on clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (c) openness to processes of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning); and (d) resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by the successful completion of remediation plans; by participating in personal counseling/therapy in order to resolve issues or problems). [Adapted from the Comprehensive Evaluation of Student-Trainee Competence in Professional Psychology Programs statement developed by the Student Competence Task Force of the APA Council of Chairs of Training Councils (CCTC), (http://www.apa.org/ed/graduate/cctc.html), approved March 25, 2004. (2012-2014 Graduate Catalog)

Evaluating Student Fitness and Performance - Members of the faculty, using professional judgment, continuously evaluate each student's fitness and performance. Students receive information related to their fitness and performance from faculty members, their advisors, and their supervisors. The criteria used by the faculty to make such judgments include instructor's observations of course performance, evaluations of students' performances in simulated practice situations, supervisors' evaluations of students' performances in practice situations, and the disciplines' codes of ethics. Students are formally evaluated at least annually by the program faculty. Detailed information about procedures for student evaluations, progress review, retention, and for addressing concerns about student progress are available at the department website: http://www.uttyler.edu/psychology/.

Students who are not making satisfactory progress or who are not meeting program standards should consider withdrawing from the program. In this context, the term "unsatisfactory progress in the program" refers to an academic judgment made

regarding the student's fitness and performance. It is a determination that the student has failed to meet academic and/or professional standards. F. Other Students are strongly encouraged to read The University of Texas at Tyler's Graduate Catalog especially regarding issues such as academic grievance, plagiarism and cheating, etc. The policies stipulated in the catalog will be strictly enforced.

Many assignments for this course will be electronically submitted through a plagiarism checker. It is strongly suggested that students check their papers for plagiarism and grammatical errors and make any necessary adjustments before submitting them.

University Policies

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/campuscarry/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, quit lines, and group support. For more information on cessation programs please visit www.uttyler.edu/tobacco-free

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 (Jan. 25th) 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.

Disability/Accessibility Services
In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Texas at Tyler offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit https://hood.accessiblelearning.com/UTTyler and fill out the New Student application. The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director of Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR

webpage at http://www.uttyler.edu/disabilityservices , the SAR office located in the University Center, # 3150 or call 903.566.7079.

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.

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 instructors 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 plagiarism software.

Artificial Intelligence

UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools' ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler's Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without

attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy. *Refer to the About This Course section of the UT Tyler Syllabus Module for specific information on the appropriate use of AI in this course.*

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
• UT Tyler Counseling Center (903.566.7254)

Absence for Pregnant Students
This course follows the requirements of Texas Laws SB 412, SB 459, SB 597/HB 1361 to meet the needs of pregnant and parenting students. Part of the supports afforded pregnant students includes excused absences. Faculty who are informed by a student of needing this support should make a referral to the Parenting Student Liaison. NOTE: Students must work with the Parenting Student Liaison in order to receive these supports. Students should reach out to the Parenting Student Liaison at parents@uttyler.edu and also complete the Pregnant and Parenting Self-Reporting Form.