

**Course Syllabus**  
**COUN 5368**  
**Assessment Techniques in Counseling**  
**Summer 2021**

**CLASS INFORMATION****Instructor:** Jodi Waters, M.S., LSSP**Time:** Asynchronous online**Location:** Online**Office Hours:** By appointment; meetings will be held virtually or by phone**Email:** [JHughesWaters@uttyler.edu](mailto:JHughesWaters@uttyler.edu) (This is the best way to contact me.)**COURSE CATALOG DESCRIPTION**

Examines the principles of educational, psychological, and vocational assessment in a counseling context, including concepts necessary for the selection, administration, scoring and interpretation of individual and group tests.

**COURSE PREREQUISITES**

No course prerequisites are required for this course.

**RATIONALE**

Assessment is an essential part of counseling. Counselors regularly assess their clients through informal information-gathering, standardized testing, and as part of the diagnostic process. To effectively select, administer, and interpret formal and informal instruments, counselors must understand both ethical and cultural factors and fundamental concepts of reliability, validity, and applicability.

**COURSE DELIVERY METHOD**

This course delivered via distance learning will enable students to complete academic work in a flexible manner, completely online. Course materials and access to CANVAS online learning management system will be made available to each student.

Course Policies: Due to the online nature of this course, it is essential that you remain acutely aware of the due dates for assignments and modules. All assignments and discussion board posts are due by 11:59 pm Sunday of the week assigned. I understand that this “due date” may not be ideal for everyone, but I wanted to give you the full week to complete your assignments and allow those of you who work full time to have the option to complete the assignments during the week or on the weekend. You have the personal choice to submit the assignments or complete the modules anytime throughout the week. Because of this flexibility, late assignments or late completion of modules will not be accepted unless there are extenuating circumstances and permission is given by the instructor PRIOR to the due date.

### **METHODS OF INSTRUCTION**

This course is taught through pre-recorded lectures, handouts, assigned text, outside reading, homework, videos, on-line based discussion and experiential learning. Students will need access to CANVAS through a personal computer. Students will work individually to decipher and complete inquiry-based learning. Course grade is based heavily on mid-term exam, final exam, and testing project. Instructor will be available throughout the course through email, individual appointment via Zoom, and phone when needed to answer any questions; students are encouraged to seek information first by a thorough reading of this syllabus in its entirety.

### **LEARNING OBJECTIVES**

Students will describe, explain, discuss, and competently apply the use of assessment methods in counseling, including individual appraisal and diagnosis of emotional and psychological disorders in accordance with standards from the Council for the Accreditation of Counseling and Related Educational Programs and the State of Texas.

### **PROFICIENCIES FOR COUNSELORS**

Proficiencies that counselors-in-training must master are derived from two sources: the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) and the State of Texas, including the Texas Administrative Code (TAC) and the Texas Education Code (TEC).

Applicable portions for this course include:

TAC, Title 22, §681.83 *Professional Counselors – Academic Requirements for Licensure – Academic Course Content*

(b) An applicant must complete at least one course in each of the following areas: (3) appraisal or assessment techniques – the principles, concepts, and procedures of systematic appraisal or assessment of an individual's attitudes, aptitudes, achievements, interests, and personal characteristics, which may include the use of both non-testing approaches and test instruments;

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:

(5) assessment principles and procedures, including the appropriate use of tests, test interpretation, and test results;

*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:

(7) participate in the selection, use, and interpretation of assessments and assessment results;  
(8) use multiple sets of information and data to make decisions about students, programs, and services;

*CACREP Common Core Standards II.G.*

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4. CAREER DEVELOPMENT—studies that provide an understanding of career development and related life factors, including all of the following:

- f. assessment instruments and techniques relevant to career planning and decision making

7. ASSESSMENT—studies that provide an understanding of individual and group approaches to assessment and evaluation in a multicultural society, including all of the following:

- a. historical perspectives concerning the nature and meaning of assessment;
- b. basic concepts of standardized and nonstandardized testing and other assessment techniques, including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, psychological testing, and behavior observations;
- c. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations;
- d. reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information);
- e. validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity);
- f. social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations; and
- g. ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling.

*CACREP Clinical Mental Health Counseling Standards*

- 1. Understands various models and approaches to clinical evaluation and their appropriate uses, including diagnostic interviews, mental status examinations, symptom inventories, and psychoeducational and personality assessments. (III.G.2)
- 2. Identifies standard screening and assessment instruments for substance use disorders and process addictions. (III.G.4)
- 3. Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols. (III.H.1)
- 4. Demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management. (III.H.2)
- 5. Understands the relevance and potential biases of commonly used diagnostic tools with multicultural populations. (III.K.4)

*CACREP School Counseling Standards*

- 1. Identifies various forms of needs assessments for academic, career, and personal/social development. (III.G.3)
- 2. Assesses and interprets students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities. (III.H.1)
- 3. Selects appropriate assessment strategies that can be used to evaluate a student's academic, career, and personal/social development. (III.H.2)

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4. Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs.  
(III.H.3)

### STUDENT LEARNING OUTCOMES & ASSESSMENTS

The student learning outcomes from this course are as follows:

#### *Clinical Mental Health Counseling*

2.0 Counseling Appraisal and Assessment: Students will describe, explain, discuss, and competently apply the use of assessment methods in counseling, including individual appraisal and diagnosis of emotional and psychological disorders.

#### *School Counseling: Domain II – Planning and Implementing the Developmental School Counseling Program*

6.0 Assessment: Students will demonstrate knowledge and understanding of principles of assessment and are able to use assessment results to promote student success.

### REQUIRED TEXTS & READINGS

Whiston, S. C. (2017). *Principles and applications of assessment in counseling* (5th ed.). Belmont, CA: Cengage.

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th 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.

### COURSE ASSIGNMENTS

#### **Examinations (Mid Term-20 points; Final-25 points)**

This class will include a midterm and final exam.

The exams will be multiple choice, matching, true-false, short answer, and/or essay and will cover the textbook, lectures, power points, articles, handouts and test instruments. Statistical problems or test profile interpretation may be included in exams. Although some chapters may be covered briefly in class, students are responsible for all content of the course text. No exams will be given early; make-ups scheduled at the discretion and convenience of instructor according to university policy.

Due Dates: As assigned in Course Schedule and on CANVAS (by Sunday at 11:59 pm)

This assignment assesses CACREP standards II.G.4f, II.G.7a, b, c, d, e, f, and CMH: III.G2, K4.

#### **Quizzes (20 points)**

Quizzes consist of the chapter quizzes from the Whiston textbook. You are expected to complete each quiz as posted on CANVAS. The quiz on the reading is due the week after the reading is assigned, by 11:59 pm Sunday Central Time. The system will lock quizzes at that time, which means that incomplete quizzes will be submitted automatically. Because you have at least a week to complete each quiz, **I will**

**not re-open quizzes after the due date has passed. Please note quizzes may be cumulative and include any material up to the date posted.**

The quizzes are open-book. You are allowed two untimed attempts, and I will take the higher of the two scores. This system is designed to reward timely reading and revisiting the material.

Due Date: As assigned in Course Schedule and on CANVAS (by Sunday at 11:59 pm)

This assignment assesses CACREP standards II.G.4f, II.G.7a, b, c, d, e, f, and CMH: III.G2, K4.

### **Online Exercises and Participation (15 points)**

Online exercises (discussion and/or class activities) are designed to provide practice and be a review of the material that will be covered in readings and in class lessons. They include a number of opportunities for the assessment of self and classmates. Active participation is required to gain practice with assessments and skills related to assessment reviewed in class.

Participation in discussion and/or class activities is an important component of learning. Active, meaningful engagement with your peers is expected.

Due Date: As assigned in Course Schedule and on CANVAS (by Sunday at 11:59 pm)

This assignment assesses CACREP standards II.G.7b, d, e, f, g; CMH: III.G2, H1, K4

### **Instrument Critique Project (20 points)**

Locating an appropriate instrument is an important part of the assessment process. Submit a written review comparing and contrasting two tests designed to measure the same construct, such as personality, academic development, intelligence, social development, types of psychological diagnoses, career discernment, substance use disorder screening, process addiction screening, values inventory, skills inventory, interest inventory, or career readiness. The instruments reviewed should pertain to your specific training emphasis, either clinical mental health or school counseling. Please email me the two instruments you plan to critique by the due date listed on the course schedule.

Sources for information should include the *Mental Measurement Yearbook*, *Tests in Print*, or the official test manual from the assessment's publisher. Be sure to appropriately cite sources and to include quotation marks for direct quotes. Each test review should be reported in the following outline form:

1. Test name
2. Test author
3. Publication
  - a. Publisher
  - b. Date of initial publication and most recent revision
  - c. Current total cost of examination
  - d. Individual costs of examination (booklets, answer sheets, manuals, etc.)
4. Test description
  - a. Item types
  - b. Available forms
  - c. Age groups
5. Test/scale development
  - a. Development history
  - b. Version changes
6. Test use
  - a. Purpose

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- b. Target population and groups for which the test is not applicable
- 7. Administration details
  - a. Time required
  - b. Training required
  - c. Standardization procedure and administration format (e.g., large group, small group, individual, quiet environment, lighting, spacing, etc.)
  - d. Special materials needed
  - e. Other administrative details
- 8. Scoring procedures
- 9. Normative data
  - a. Initial norming group
  - b. Subsequent norming groups
- 10. Reliability
  - a. Test-retest
  - b. Alternate form
  - c. Internal consistency
  - d. Reviewer's comments on reliability
- 11. Validity
  - a. Content, concurrent, predictive, and/or construct validity
  - b. Reviewer's comments on validity
- 12. General evaluation
  - a. Special merits and strengths of the test
  - b. Criticisms and limitations of the test
  - c. Reviewer's recommendation
  - d. Personal recommendation
- 13. References

At the conclusion of the two review outlines, compare and contrast the two tests in paragraph form. At least one full paragraph should be devoted to noting similarities, at least one full paragraph should be devoted to contrasting differences, and at least one full paragraph should be devoted to making and supporting a recommendation for one test over the other. The entire exercise should be five to eight pages, not including the title page and/or references.

Due Date: July 18, 2021; (Please email me instruments for project by 5/30.)

This assignment assesses CACREP standards II.G.7b, d, e, f; CMH: III.H1, K4; and SCH: III.G3, H1, H2.

### COURSE GRADING STRUCTURE

Cumulative course evaluation is based on a 100-point scale. The total number of points earned will determine the semester grade.

90 - 100 points = A

80 - 89 points = B

70 - 79 points = C

60 - 69 points = D

Below 60 points = F

### COURSE POLICIES AND DEPARTMENTAL POLICIES

**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.

**Course Assignments and Professional Performance.** All assignments must be submitted to earn a grade of A in this course. This course is designed to help counseling students learn the foundational components related to assessment and appraisal for the purposes of treatment planning and diagnosis. Although there are a number of assignments in this course that make up your final grade, there is also a large competency aspect. Thus, regardless of your overall average in this course, if it is deemed you are unable to practice within established professional competencies specific to assessment, then you will be deemed as performing below expectations and risk failing the course. Factors such as appropriate interpersonal skillsets and professional conduct demonstrated towards instructors and peers are examples of aspects that are professional competencies in this course. Students who are assessed to need remediation, additional training, or other support will be notified as soon as possible. \*\*\*If you have questions or concerns about the evaluation of any submitted material or your overall progress in the class, please request an individual appointment with the instructor.\*\*\*

**Attendance.** Regular attendance is expected. Each absence will result in a 2.5 point deduction in the final average. For the purposes of online asynchronous courses, a student will be considered to be in attendance in an online class when the individual 1) participates in online discussions or activities about academic matters; or 2) initiates contact with faculty to ask questions about subject studies; or 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.

**Late & Make-Up Work Policy.** All assignments are due according to the timeline established by the syllabus unless otherwise noted by the instructor. It is the policy of this instructor that late work will not be accepted for course credit. No exams will be administered early; extenuating circumstances regarding exam administration may be appealed to the instructor with a request for a reschedule date and are subject to instructor approval or denial and may involve substantial points deducted.

**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

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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.

***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) self-awareness, 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)



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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.

**Statement on APA Guidelines.** Students are expected to have a high degree of familiarity with the APA manual and its requirements. Plagiarism is plagiarism, whether intentional or unintentional. To avoid plagiarism, follow guidelines in the APA Publication Manual, 7th edition.

**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.

**TENTATIVE COURSE SCHEDULE SUMMER 2021**

<b>Date</b>	<b>Scheduled Topic</b>	<b>Readings</b>
<b>5/10-5/16</b>	Assessment in Counseling; Basic Assessment Principles; DISCUSSION	<b>Chapters 1 &amp; 2</b>
<b>5/17-5/23</b>	Reliability; Validity & Item Analysis; QUIZ	<b>Chapters 3 &amp; 4</b>
<b>5/24-5/30</b>	Initial Assessment in Counseling; Ethical and Legal Issues in Assessment; DISCUSSION <b>Instrument's Chosen for Project Due</b>	<b>Chapters 8 &amp; 5</b>
<b>5/31-06/06</b>	Selecting, Administering, Scoring, and Communicating Assessment Results; QUIZ	<b>Chapter 7</b>
<b>06/07-06/13</b>	Issues Related to Assessment with Diverse Populations; Mid Term Review	<b>Chapter 6</b>
<b>06/14-06/20</b>	<b>Mid Term Exam Due</b>	
<b>06/21-06/27</b>	Intelligence Testing; Achievement and Aptitude; DISCUSSION	<b>Chapters 9 &amp; 10</b>
<b>06/28-07/04</b>	Assessment in Career Counseling; Appraisal of Personality; QUIZ	<b>Chapter 11 &amp; 12</b>
<b>07/05-07/11</b>	Behavioral Assessment; QUIZ	<b>Chapter 13</b>
<b>07/12-07/18</b>	Assessment in Marriage and Family Counseling <b>Instrument Critique Project Due</b>	<b>Chapter 14</b>
<b>07/19-07/25</b>	Diagnosis; DISCUSSION	<b>Chapter 15</b>
<b>07/26-08/01</b>	Monitoring and Evaluating Counseling; Final Exam Review	<b>Chapter 16</b>
<b>08/02-08/08</b>	<b>Final Exam Due</b>	

**Note:** Chapter reading quizzes, discussions, and other activities are due each week as detailed on CANVAS. Other readings may also be assigned during the course of the semester. The instructor reserves the right to make adjustments in the syllabus, assignments, activities, and the grading schedule as needed to meet course objectives and needs.

### 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.

**Student 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](http://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. 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 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

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purposes of this rule, a dropped course is any course that is dropped after the census date (See the 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 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 applies 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](mailto: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 email) 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 dishonest, 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.

- a) "Cheating" includes, but is not limited to:
  - copying from another student's test paper;
  - using during a test materials not authorized by the person administering the test;
  - failure to comply with instructions given by the person administering the test;

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- 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, homework 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.

b.) “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. c. “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. d. All written work that is submitted will be subject to review by SafeAssign™, available on Blackboard.

***UT Tyler Resources for Students***

- UT Tyler Writing Center (903.565.5995), [writingcenter@uttyler.edu](mailto:writingcenter@uttyler.edu)
- UT Tyler Tutoring Center (903.565.5964), [tutoring@uttyler.edu](mailto: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)

**CEP Vision and Mission and Program Standards****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, and respect for individual differences as a means of enhancing learning, service, and scholarship.