



COUN 5334.068

Foundations and Ethics in School Counseling Fall 2026 Course Syllabus

CLASS INFORMATION

Instructor: Gretchen McLain, PhD, CSC
Time: Hybrid, Asynchronous online and Synchronous meetings
Location: Synchronous dates found below
Office Hours: Via Zoom Tuesday 1:00 pm - 4:00 pm Central Time, or via appointment
Email: gmclain@uttyler.edu (This is the best way to contact me.)

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 School 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 the 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/inter-organization 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.
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.
27. Understands the school counselor's role in student assistance programs, school leadership, curriculum, and advisory meetings. (III.O.5)

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).

Required Text:

American School Counselor Association [ASCA]. (2019). The ASCA National Model: A framework for school counseling program (4th ed.). American School Counselor Association.

Texas Education Agency. (2018). The Texas model for comprehensive school counseling programs (5th ed.). Austin, TX: Texas Counseling Association.

https://tea.texas.gov/sites/default/files/Pub_2018_Texas-Model_5th-Edition.pdf

Texas Education Code (21.001-21.806). (n.d.). Education Code Chapter 21. Educators. Retrieved from <https://statutes.capitol.texas.gov/Docs/ED/htm/ED.21.htm>

2014 ACA Code of Ethics <https://www.counseling.org/knowledge-center/ethics> 2022 ASCA Ethical Standards for School Counselors <https://www.schoolcounselor.org/getmedia/44f30280-ffe8-4b41-9ad8-f15909c3d164/EthicalStandards.pdf>

*Various readings throughout the semester will be posted on Canvas

Recommended Text:

Remley, T. P., Jr. & Herlihy, B. (2020). *Ethical, legal, and professional issues in counseling* (6th ed.). Boston: Pearson.

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

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

Assignments:

Assignment	Due Date	Points Possible
Syllabus Quiz	9/2	5
Personal Belief Statement	9/9	10
Professional Interview	9/23	10
Program Development	11/4	30
Case Study	11/18	30
Ethics Modules (7)	Ongoing	15
Total		100

Personal Belief Statement (10 points):

This assignment entails a short reflection (2-3 APA format 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:

- A. 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?
- B. What qualities do you possess that will enable you to become an effective counselor?
- C. 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?

Professional Interview (10 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 completing a counseling master's degree. The interview may be conducted in person if safe practices regarding social distancing, masks, etc., are observed. Interviews may also be conducted via phone, email, or other electronic means. The information gained during the interview should be reported in paragraph form and APA 7 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 initially motivated you?
 - C. What stands out for you as a critical incident(s) in your development as a counselor?
2. Current Situation
 - A. Description of work setting.
 - B. What population is served, and what are some typical problems that are addressed?
3. Description of current duties.
 - A. What do you do each day?
 - B. How is your job different from how you thought it would be when you were in training or graduate school?
 - C. What surprised you when you started working as a counselor full-time?
 - D. What other weekly, monthly, and annual commitments do you have?
4. 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?
5. 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, include at least two paragraphs 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?

Case Study (30 points):

You will be provided with a case study and will be asked to provide a thorough analysis of the case. Using one of the established ethical decision-making models, you will identify the ethical issues present in the case, describe the steps you would take to resolve these issues, and justify your decision regarding how you would resolve the issues. Typical paper length is 6-12 pages, although you should use your discretion, and this is only a guideline.

Objectives are to: (1) learn to use an ethical decision-making model as is required by the *ACA Code of Ethics*, and (2) practice applying ethical reasoning skills to a complex real-life situation.

Program Development and Evaluation Plan (30 points)– (SC A5; I2; P1)

Students will complete the beginning parts of comprehensive school counseling program development and evaluation plan on a school counseling program at an existing or hypothetical school. The program development and evaluation plan for this course includes:

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

Current Component Breakdown of Services (SC G.2.c.): Define the current component breakdown of the Texas Model, focusing on direct and indirect services including:

- 1) Specific activities that fall under each of the 2 types of services
 - a. Direct: Instruction, Appraisal and Advisement, and Counseling;
 - b. Indirect: Consultation, Collaboration, Referrals
- 2) Counselor's current role within the 2 types of services (Direct/Indirect)
- 3) Analysis of at least two empirical articles for each type of service
 - a. 2 articles for Direct
 - b. 2 articles Indirect

Course Outline

Disclaimer: *Please note that the instructor may elect to change readings/activities to ensure an appropriate learning environment for students.

	Topics	Readings	Assignments Due
Week 1 8/25	- WELCOME! - Online Syllabus - Introduction - Professionalism	Syllabus TM (2018) Introduction	Class 8/25 5:30-8:15
Week 2 9/1	Professional Identity	Ethics Module 1	Due: Syllabus Quiz 9/1 at 11:59 pm
Week 3 9/8	Responsibilities of School Counselors	TM (2018) Section I	Class 9/8 5:30-8:15
Week 4 9/15	FERPA	Ethics Module 2	Due: Beliefs Paper 9/15 11:59 pm
Week 5 9/22	Program Implementation Cycle	TM (2018) Section II	Class 9/22 5:30-8:15
Week 6 9/29	Client Welfare and Informed Consent	Ethics Module 3	Due: Interview Paper 9/29 11:59pm
Week 7 10/6	Foundational Components	TM (2018) Section III	Class 10/6 5:30-8:15
Week 8 10/13	Resolving Legal and Ethical Challenges	Ethics Module 4	
Week 9 10/20	Service Delivery Components	TM (2018) Section IV	Class 10/20 5:30-8:15
Week 10 10/27	Boundary Issues	Ethics Module 5	Due: Program Plan 10/27 at 11:59pm
Week 11 11/3	Program Curriculum	TM (2018) Section V	Class 11/3 5:30-8:15
Week 12 11/10	Supervision and Consultation	Ethics Module 6	
Week 13 11/17	ASCA & TX Model Comparison		Class 11/17 5:30-8:15
Week 14 11/24	University Holiday No class meeting		
Week 15 12/1	Ethics and Advocacy	Ethics Module 7	Due: Case Study 12/1 at 11:59pm
Week 16 12/8	No Class Meeting		

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. **Attendance** - Regular attendance is expected. 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 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 it.
- B. **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.
- C. **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 counselors to 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, the 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 trainees 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)

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 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 and Information

Withdrawing from Class - Students are allowed to **withdraw** (drop) from a course through the University's **Withdrawal Portal**. Texas law prohibits students who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. The number includes courses dropped at other 2-year or 4-year Texas public colleges and universities. Make sure to consider the impact withdrawing from any course has on your academic progress as well as the financial implications. We encourage you to consult your advisor(s) and financial aid for additional guidance. CAUTION #1: Withdrawing before census day does not mean students receive a full refund. Please see the **Tuition and Fee Refund Schedule**. CAUTION #2: All international students must check with the **Office of International Programs** before withdrawing. All international students are required to enroll full-time for fall and spring terms.

Final Exam Policy: Final examinations are administered as scheduled. If unusual circumstances require that special arrangements be made for an individual student or class, the dean of the appropriate college, after consultation with the faculty member involved, may authorize an exception to the schedule. Faculty members are required to maintain student final examination papers for a minimum of three months following the examination date.

Incomplete Grade Policy: If a student, because of extenuating circumstances, is unable to complete course requirements by the end of the semester, then the instructor may recommend an Incomplete (I) for the course. The “I” may be assigned in lieu of a grade only when all of the following conditions are met: (a) the student has been making satisfactory progress in the course; (b) the student is unable to complete all course work or final exam due to unusual circumstances that are beyond personal control and are acceptable to the instructor; and (c) the student presents these reasons prior to the time that the final grade roster is due. The semester credit hours for an Incomplete will not be used to calculate the grade point average for a student. The student and the instructor must submit an Incomplete Form detailing the work required and the time by which the work must be completed to their respective department chair or college dean for approval. The time limit established must not exceed one year. Should the student fail to complete the work for the course within the time limit, the instructor may assign zeros to the unfinished work, compute the course average for the student, and assign the appropriate grade. If a grade has not been assigned within one year, then the Incomplete will be changed to an F or to NC, if the course was initially taken under the CR/NC grading basis.

Grade Appeal Policy: - UT Tyler’s Grade Appeal policy requires the completion of a Grade Appeal form for this action to take place. The grade appeal begins with the instructor of the course. If a student does not agree with the decision of the instructor, the student may then move the appeal to the department chair/school director for that course. If the student is still dissatisfied with the decision of the chair/director, the appeal moves to the Dean of the College offering that course, who has the final decision. Grade appeals must be initiated within sixty (60) days from the date of receiving the final course grade. The Grade Appeal form is found on the [Registrar’s Form Library](#).

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 a student has a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or a history of modifications or accommodations in a previous educational environment, the student is encouraged to visit <https://hood.accessiblelearning.com/UTTyler> and fill out the New Student application. The Student Accessibility and Resources (SAR) office will contact the student when the application has been submitted and schedule an appointment with the Assistant Director Student Accessibility and Resources/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.”

Military Affiliated Students: UT Tyler honors the service and sacrifices of our military-affiliated students. If you are a student who is a veteran, on active duty, in the reserves or National Guard, or a military spouse or dependent, please stay in contact with your faculty member if any aspect of your present or prior service or family situation makes it difficult for you to fulfill the requirements of a course or creates disruption in your academic progress. It is important to make your faculty member aware of any complications as far in advance as possible. Your faculty member is willing to work with you and, if needed, put you in contact with university staff who are trained to assist you. Campus resources for military-affiliated students are in the [Military and Veterans Success Center \(MVSC\)](#). The MVSC can be reached at MVSC@uttyler.edu or via phone at 903.565.5972.

Academic Honesty and Academic Misconduct: The UT Tyler community comes together to pledge that “Honor and integrity will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.” Therefore, we enforce the [Student Conduct and Discipline policy](#) in the Student Manual Of Operating Procedures (Section 8).

FERPA - UT Tyler follows the Family Educational Rights and Privacy Act (FERPA) as noted in [University Policy 5.2.3](#). The course instructor will follow all requirements in protecting your confidential information.

Recording of Class Sessions: Class sessions may be recorded by the instructor for use by students enrolled in the course. Recordings that contain personally identifiable information or other information subject to FERPA shall not be shared with individuals not enrolled in the 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.

Absence for Official University Events or Activities: All courses follow the practices related to approved absences as noted by the Student Manual of Operating Procedures ([Sec. 1 -501](#)).

Absence for Religious Holidays: Students who anticipate being absent from class due to a religious holiday are requested to inform the instructor by the second class meeting of the semester.

Campus Carry: We respect the right and privacy of students who are duly licensed to carry concealed weapons in all courses. 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>.

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.

For this course, students can use AI platforms to help prepare for assignments and projects. You can use AI tools to revise and edit your work (e.g., identify flaws in reasoning, spot confusing or underdeveloped paragraphs, or correct citations). When submitting work, students must identify any writing, text, or media generated by AI. In this course, sections of assignments generated by AI should appear in a different colored font, and the relationship between those sections and student contributions should be discussed in a cover letter that accompanies the assignment when submitted.

Generative AI Disclosure: Students are required to disclose their use of generative AI when completing course assignments. AI disclosure forms are required for designated assignments but are not separately graded. Failure to disclose AI use may be addressed as an academic integrity concern.