



COUN 5344.068

Advanced Principles of School Counseling

Course Syllabus: Fall 2026

Asynchronous/Synchronous

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Office Location: HPR 208

Virtual Office Hours: Monday & Thursday, 1:00 p.m.-3:00 p.m. and by appointment

Class meetings: This course will primarily be **taught asynchronously** with occasional synchronous meeting times with group members on Thursday from 5:30-7:30 pm (See Canvas for additional details).

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.

Texas Education Agency. (2018). *The Texas Model for Comprehensive School Counseling Programs* (5th ed.). Texas Education Agency.

Available online: <https://tea.texas.gov/academics/learning-support-and-programs/school-guidance-and-counseling/pub2018texas-model5th-edition.pdf>

*Additional readings 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 & Evaluation Plan	125 points
Resource List	25 points
PLC Group Advocacy Poster Presentation	100 points
School Counselor PLC Groups (6 x 10 points)	60 points
Total	310 points

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

Students will develop a **Comprehensive School Counseling Program (CSCP) and evaluation plan** for an existing school. The program will be **data-driven** and designed to promote equitable access to school counseling services for all students by addressing specific needs and issues identified within the school. The plan will demonstrate students' ability to **design, organize, coordinate, implement, and evaluate** a comprehensive school counseling program.

Project Guidelines

- **Select a school level and systemic issue.** Choose one school level for your program focus: **elementary, middle, or high school**. You will also identify a **systemic issue** to address in the advocacy portion of your project (e.g., attendance, academic achievement, discipline, English language learner college-going rates, etc.).
- **Include project artifacts and written reflections for each submission.** Each project artifact must be accompanied by a **minimum one-page written reflection**. The reflection should explain the purpose of the artifact, its connection to your overall school counseling program, and how it contributes to **closing achievement and opportunity gaps, promoting social justice, and advancing college and career readiness**.
- **Organize the project clearly.** The project must include **all required sections in the order listed below**. All accompanying documents, lesson plans, data, and other supporting materials should be clearly organized within the appropriate sections and presented using **APA-style titles and headings, where applicable**.



This project is separated into FIVE sections. See the course schedule for the due dates of each section. The sections are outlined as follows:

- 1) **Description of the School Setting (10 points):** School Profile to include: School name, grade levels served, number of students, demographic description of student population, student-to-school counselor ratio, and any other relevant information. You can access this data from the TEA website (use the latest school year available): <https://tea.texas.gov/school-and-district-leaders/accountability/academic-accountability/performance-reporting/texas-academic-performance-reports>
- 2) **School Counseling Program Mission & Program Definition (10 points):** Using the templates provided in Canvas, you will create a school counseling program mission statement. The mission statement must align with the academic mission of the district and school. Additionally, students will define their program as recommended by the Texas Model for Comprehensive Counseling Programs. *See Canvas for templates.*
- 3) **Data Analysis, Program Plan, & Rationale (30 points):** After analyzing data (i.e., TAPR Report) and/or discussing school needs with the principal and/or school counselor in your school, set two-three goals for the CSCP utilizing the Texas Model and ASCA templates in Canvas. *Templates and details regarding how to complete the templates are provided in Canvas.*
- 4) **Delivery Methods (50 points):** 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. **Small Group-** Students will develop 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 program goals. 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). *AI may be used for this section of the plan. Be sure to note this on your submission and describe how and why the tool was used.*
 - b. **Classroom Guidance Lesson Plans-** Students will **DELIVER 1 classroom lesson** based on one of the goals developed above using the the ASCA Lesson Plan template. In addition to the lesson plan, include copies of all handouts/activities given to students and cite all sources. Include a method for evaluating each activity (i.e., pre-post surveys/evaluation



measurements). *AI may be used for this section of the plan. Be sure to note this on your submission and describe how and why the tool was used.*

- 5) **School Counselor's Program Evaluation (25 points)**: Throughout the semester, students will meet with their School Counseling Professional Learning Community (SCPLC). During this process, students will share their final CSCP with their SC PLC, along with an evaluation form for their peers to provide feedback. Students should not share their final CSCP and evaluation form until the week that the module opens. ***Please see Canvas for additional details and expectations.***

Resource List (25 Points):

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. (15 points)

Resource evaluation: Some schools/school districts have resource lists available. Students are not expected to recreate the wheel, but should be prepared to vet the resources to ensure they are relevant and accurate (questions to consider: is the list up to date, what's missing? Is the list accessible for all students and families? etc.) Students will be expected to contact at least three of the resources on their list and provide a one-page reflection describing what they learned. ***Reflection prompts are provided in Canvas.***

Group Advocacy Poster Presentation: (100 points)

School counselors play an important role in identifying and addressing inequities that affect students' academic, career, and social/emotional outcomes. Poster presentations are a common professional format for communicating research, identifying issues, and sharing evidence-based practices at conferences, professional meetings, and other educational settings. Developing a professional poster will provide you with an opportunity to synthesize research, communicate an advocacy issue clearly, and identify actionable strategies that school counselors can use to create more equitable outcomes for students.



In your School Counselor PLC Groups students will develop a poster presentation about an issue that would benefit from school counselor advocacy. Your poster presentation topic should be based on an inequity issue facing your school, school district, or national issue. Students will record this poster presentation. ***Please see Canvas for assignment outline and poster section details.***

School Counselor Professional Learning Communities (6 total): 60 Points

While School Counselor Professional Learning Communities may not be the norm in every school district, it is a valuable tool for ongoing consultation, collaboration across levels, and professional development. Each week, students will work alongside their SC PLC group members to explore the course content/readings. Students will demonstrate their learning by submitting an artifact from the group's time together. Artifacts will vary based on the module content. ***Please see Canvas for full description and expectations.***

Course Schedule

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

Dates	Topics & Required Readings	Assignments Due
Module 1 8/24	Welcome to Advanced Principles of School Counseling • Review syllabus • Review major assignments • Review textbook chapters	• Introduction to School Counseling PLC Groups
Module 2 8/31	The Evolution of School Counseling: Challenges and Programming Erford (2019) Chapters 1 & 2	<i>PLC Groups + Artifact</i>
Module 3 9/7	Transforming the School Counseling Profession Erford (2019) Chapter 3	CSCP Draft I Due
Module 4 9/14	Data-Driven Programming & Accountability Erford (2019) Chapters 4 & 5	<i>PLC Groups + Artifact</i>



Module 5 9/21	Evidence-based School Counseling Erford (2019) Chapter 6	CSCP Draft II Due
Module 6 9/28	Culturally Sustaining School Counseling Erford (2019) Chapter 8	<i>PLC Groups + Artifact</i>
Module 7 10/5	Leadership & Advocacy: Achievement & Opportunity Erford (2019) Chapter 9	Resource List due
Module 8 10/12	SC Core Curriculum Erford (2019) Chapter 10	CSCP Draft III Due
Module 9 10/19	Individual & Group Counseling Erford (2019) Chapter 13	<i>PLC Groups: Advocacy Poster Presentation Due</i>
Module 10 10/26	College and Career Planning Erford (2019) Chapters 11 & 12	<i>PLC Groups + Artifact</i>
Module 11 11/2	Consultation & Collaboration Erford (2019) Chapter 14	CSCP Draft IV Due
Module 12 11/09	Students with Disabilities Erford (2019) Chapter 16	<i>PLC Groups + Artifact</i>
Module 13 11/16	Systemic Approaches Erford (2019) Chapter 15	CSCP Draft V Due to Dr. Bircher (not PLC groups)
Week 14: Thanksgiving Break		
Module 14 11/30	Refreshers: Mental Health in Schools; Ethics and Professional Issues Erford (2019) Chapter 17 Erford (2019) Chapter 7	Final Draft & Evaluation Form Due to PLC Group Members
Module 15 12/7	Finals Week	<i>Evaluation Feedback Due to PLC Group Members</i>



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.

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.