Course Syllabus
COUN 5344
Advanced Principles of School Counseling
Fall 2018

CLASS INFORMATION
Instructor: Karl Witt, Ph.D., LPC-S, NCC, CSC
Time: Asynchronous online
Location: Asynchronous online
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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.

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), 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;
(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 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 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.

**CACREP Common Core Standards II.G.**

1. **PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE**—studies that provide an understanding of all of the following aspects of professional functioning:
   a. history and philosophy of the counseling profession;
   b. professional roles, functions, and relationships with other human service providers, including strategies for interagency/interorganization collaboration and communications;
   c. counselors’ roles and responsibilities as members of an interdisciplinary emergency management response team during local, regional, or national crisis, disaster or other trauma-causing event;
   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.

5. **HELPING RELATIONSHIPS**—studies that provide an understanding of the counseling process in a multicultural society, including all of the following:
   f. a general framework for understanding and practicing consultation; and
   g. crisis intervention and suicide prevention models, including the use of psychological first aid strategies.

**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. Knows how to design, implement, manage, and evaluate transition programs, including school-to-work, postsecondary planning, and college admissions counseling. (III.C.4)

11. Understands the potential impact of crises, emergencies, and disasters on students, educators, and schools, and knows the skills needed for crisis intervention. (III.C.6)

12. Understands the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning. (III.E.1)

13. 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)

14. 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)

15. Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development. (III.F.1)

16. Engages parents, guardians, and families to promote the academic, career, and personal/social development of students. (III.F.4)

17. 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)

18. 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)

19. Identifies various forms of needs assessments for academic, career, and personal/social development. (III.G.3)

20. Makes appropriate referrals to school and/or community resources. (III.H.4)

21. Understands how to critically evaluate research relevant to the practice of school counseling. (III.I.1)

22. Understands the relationship of the school counseling program to the academic mission of the school. (III.K.1)

23. 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)

24. Understands curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies for teaching counseling- and guidance-related material. (III.K.3)

25. Conducts programs designed to enhance student academic development. (III.L.1)
26. Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities. (III.L.2)
27. Understands the ways in which student development, well-being, and learning are enhanced by family-school-community collaboration. (III.M.1)
28. 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)
29. Locates resources in the community that can be used in the school to improve student achievement and success. (III.N.2)
30. Knows the qualities, principles, skills, and styles of effective leadership. (III.O.1)
31. Knows strategies of leadership designed to enhance the learning environment of schools. (III.O.2)
32. Knows how to design, implement, manage, and evaluate a comprehensive school counseling program. (III.O.3)
33. Understands the important role of the school counselor as a systems change agent. (III.O.4)
34. Understands the school counselor’s role in student assistance programs, school leadership, curriculum, and advisory meetings. (III.O.5)

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).

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

V. Evaluation and Grading

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

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\begin{array}{c c}
90 & - 100 \text{ points} = A \\
80 & - 89 \text{ points} = B \\
70 & - 79 \text{ points} = C \\
60 & - 69 \text{ points} = D \\
\text{Below 60 points} & = F
\end{array}
\]

Points will be awarded for the following activities:

A. Examinations

Final Exam  
25 points

The final examination consists of the chapter quizzes from the Erford textbook. You are expected to complete each quiz as you finish reading a chapter. The quiz on the reading is due on Thursday the week after the reading is assigned by 11:59 p.m. 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.

The quizzes are open-book. You are allowed two untimed attempts, and I will take the higher of the two scores. This system is meant to reward reading and to diminish the stress often associated with final exams.

Due Date: Weekly each Thursday as assigned

This assignment assesses CACREP standards II.G.1.a and SCH: III.A1, A2, A3, A4, A5, C1, C2, E4, G1, G2, G3, K1, K2, M1, O1, O2, O3, O4, and O5.

B. Discussion Postings  
10 points

Discussions are designed to engage your thinking about the readings and to stimulate interaction with other students. A series of case studies and discussion questions pertaining to assigned chapters or topics will be posted on Canvas. Post at least two significant responses to each discussion question, reflecting your understanding of the material. The first response for each topic will be to the original statement or question, while other responses will elaborate upon colleagues’ reflections or comments. All responses for the week will be due by 11:59 p.m. Central Time on the Thursday after they are assigned. Before responding, it will be important to thoughtfully read the appropriate material. Points will be given for:

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

Due Date: Weekly each Thursday as assigned

This assignment assesses CACREP standards II.G.1b, 1c, 1j and SCH: III.A2, A6, B1, E1, E2, E4, F1, H4, and M5.

C. Journal 10 points

Counselor training programs are tasked with helping students become reflective practitioners. In part, this means that we take time to consider how events shape us and how we, in turn, influence those with whom we work.

Throughout this course, you are to keep a weekly journal. Once a week, you are to document your experiences as they pertain to this class. Describe your experience in this course, its impact on your day to day life, and how your life, perceptions, biases, etc., have changed based on what you learned in class, what you read outside class, and your interactions with your classmates.

Explicit guiding prompts for each week will be listed on Canvas. Each journal entry should be approximately half a typed page. Entries will be submitted through Canvas each week.

Due Date: Weekly each Thursday as assigned

This assignment assesses CACREP standards II.G.2.b.

D. Article Review 10 points

Write a review of a research article related to school counseling in the outline form listed below. (Hint: If an article does not have a methodology section, it is not a research article.) The article must have been published within the last five years in Professional School Counseling, the Journal of School Counseling, or any journal listed at http://www.counseling.org/publications/counseling-journals. Other national peer-reviewed counseling journals may also be used with written consent from the instructor. For each item below, include in parentheses the page and paragraph numbers where the information is located. The review should contain the following:

1. Cover page in APA 6 format
2. Article citation in APA 6 format
3. Introductory section and literature review
   a. Statement of the problem
   b. Research hypotheses, questions, or objectives to be addressed
   c. Underlying and related studies, e.g.:
      i. Simon & Simon (1992): summary
      iii. Smith & Wesson (2012): summary

4. Research design and methods
   a. Population and sample
   b. Criteria for participation
   c. Sample selection (type of sampling used)
   d. Instrumentation (how data is collected)
   e. Methodology (what was done)

5. Study limitations

6. Conclusions (describing the results and tying them back to the literature)

7. Implications for practice

From your examination of this article, please answer the following questions:

8. How did the researchers address multicultural concerns?

9. What was done well in this article? How could it have been improved?

10. Why is this article important to counselors in a school setting? How does it advance the counseling profession?

Please write the number and the question for each section. Other than the article citation, each response should employ correct grammar and complete sentence structure. Incidents of self-plagiarism (i.e., recycling work from another class) will result in a zero.

Due Date: September 27, 2018

This assignment assesses CACREP standards SCH: III.E4, I1, and M6.

E. Lesson Plans 15 points (5 points per plan)

Develop three developmentally appropriate lesson plans for your school setting of interest (elementary, middle, high) following the form and basic guidelines in A Model Comprehensive, Developmental Guidance and Counseling Program for Texas Public Schools. One plan will address an academic concern, the second will address a career concern, and the third will address a social/emotional concern. Please note the first, second, and third plans are due on different dates; you are not required to do all three areas each time. Each lesson plan should be designed to last 50 minutes, include an activity, list required resources, explicitly address multicultural concerns, provide evidence of differentiated instruction, and include an evaluation of student learning. For younger students, the 50 minutes may be divided into two 25-minute sessions. If the lesson is divided, please be sure to clearly note the break between day 1 and day 2 in your plan. If materials are alluded to in the lesson (e.g., surveys, worksheets, etc.), copies must be provided as part of the lesson plan. A detailed script for each plan must be included. For example, what will be your opening remarks? How will you introduce the lesson? What specific questions will you ask? How will you determine if the lesson was effective? Again, plans will be due at different points in the semester based on topic.

Please note that academic lesson plans pertain to counseling goals for academic success, not a subject area lesson. Appropriate topics include items such as stress management, time management, test-taking strategies, test-taking anxiety, listening, study skills, grade/school transitions, goal setting, graduation requirements, scholarships, financial aid, etc. A remedial math lesson, for instance, would not qualify for this assignment.

Due Dates: Academic – October 11, 2018
    Career – October 18, 2018
This assignment assesses CACREP standards SCH: III.C2, C4, F1, K3, L1, and L3.

F. Resource List 10 points

Create a table listing the resources for your community. Because school counselors are often called upon to act as a referral source, this list should contain a wide variety of information. Contacts should include local therapists (including specialists in family dynamics), 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, qualifications to receive services, 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 in a table with the following column headers:

<table>
<thead>
<tr>
<th>Name/Type of Service</th>
<th>Service Category</th>
<th>Name of Contact</th>
<th>Services Provided</th>
<th>Qualification to Receive Services</th>
<th>Phone Number</th>
<th>Street Address</th>
<th>Email Address or Website</th>
</tr>
</thead>
</table>

Due Date: November 8, 2018

This assignment assesses CACREP standards SCH: III.E2, F4, H4, M1, and N2.

G. Advocacy Activity 10 points

The ability to advocate for students, clients, and the counseling profession with legislators is an increasingly important professional activity. There are several issues directly pertaining to mental health, education, and other counseling-related issues before the United States’ Congress this session.

Choose a proposed bill that appeals to you from the list at http://www.govtrack.us/congress/bills/. Next, go to http://www.govtrack.us/congress/members and enter your zip code to find your United States Representative and Senators. You will be emailing one of these people via their individual government website. Representatives have websites in the form name.house.gov. For example, Louis Gohmert, the representative for the Tyler area, is at gohmert.house.gov. Senators’ websites are name.senate.gov (e.g., cornyn.senate.gov).

Compose a formal letter to your Congressperson sharing your view on the bill you have chosen. Sample information is available on Canvas for guidance. Once written, go to the website for your Representative or Senator, email the letter to your Congressperson, and save the confirmation.

Write a paper longer than one page describing the issue and bill you chose and your reasons for choosing that issue and bill. Upload this paper, a copy of the letter you sent to your legislator, the confirmation, and the pdf copy of the bill text from the govtrack website. If you receive a response before the assignment is due, you may upload this in place of the confirmation.

For additional support, the Texas Counseling Association provides information and official organization positions at www.txca.org under its Public Policy section. The American Counseling Association (counseling.org) provides similar resources in the Government Affairs section. Information for the current legislative session should be available.
Please also see the Basic Tips for Advocacy included on Canvas for writing your letter.

Due Date: November 15, 2018

This assignment assesses CACREP standards II.G.1h, 1i and SCH: III.A2, E1, and E2.

H. Group Intervention 10 points

Design and implement a group intervention for students at your school in cooperation with the counseling office. The group should consist of at least three sessions and at least four students or parents. Write at least a full page describing your idea, a full page summary for each session, and at least a full page reflecting on the experience. The reflection should contain elements that went well and changes for future implementations. The paper must be in paragraph form (i.e., no bulleted lists) and follow proper APA format. Be sure to employ pseudonyms and other protective measures to preserve the confidentiality and dignity of your clients.

To receive full credit, the paper must be written and formatted in correct APA 6 style. This includes font, margins, spacing, capitalization, indentation, page numbers, headers, citations, references, and properly removing the extra space between paragraphs inserted by Microsoft Word and other programs. Please refer to the APA 6 manual for details and examples. Papers should consist of at least five full pages of content, which does not include title, abstract, or reference pages. Papers may contain more than five full pages of content. Please be sure to include a properly formatted title page.

Due Date: December 6, 2018

VI. Teaching Strategies

Instructional methods for this course include:

- Lecture and discussion
- Student presentations
- Case studies
- Group activities
- Canvas postings and discussion

VII. Related Field Experiences

There are no additional field experiences for this course beyond those described above.

VIII. Required Text, Materials/Supplies, and Related Readings

**Required**


**Supplies**

Because this is an online course, the following is required:

- regular weekly internet access
- noise cancelling headset and microphone
- webcam

IX. Course and Departmental Policies

A. Diversity

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

B. Attendance

Regular attendance is expected. For the purposes of online 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.

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) 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
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/](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.

Please turn all cell phones, pagers, and other electronic equipment to off, silent, or vibrate during face-to-face and synchronous classes. To create a respectful class environment, please refrain from texting, checking messages, etc. In the case of an emergency, please alert the instructor prior to class.

Papers and presentations are expected to follow APA format. Please see Canvas course content or the APA Publication Manual, 6th edition, for more information. If you do not have a copy of the APA Manual, *purchase one*.

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. For help writing papers without plagiarism, please consult the APA Publication Manual, 6th edition, or visit the Writing Center.

### X. Topical Outline and Tentative Schedule

<table>
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<tr>
<th>Date</th>
<th>Scheduled Topic</th>
<th>DUE BEFORE NEXT THURSDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>08.30</td>
<td>Introduction; Syllabus and Overview; An Overview of Counseling in School Settings</td>
<td>QUIZZES CH.1, 3; JOURNAL; DISCUSSION</td>
</tr>
<tr>
<td>09.06</td>
<td>Counseling Ethics and Ethical Decision-Making</td>
<td>QUIZ CH. 7; ETHICS QUIZ; JOURNAL; DISCUSSION</td>
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<tr>
<td>09.13</td>
<td>Counseling and the Law: Federal, State, and Local</td>
<td>QUIZ CH.16; JOURNAL; DISCUSSION</td>
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</table>
Chapter reading quizzes, journals, 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.

*Note: Since Pearson has not yet released the testing schedule for Fall 2018, this week may be adjusted to a different point in the semester.

**XI. University Policies**

A. **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.

B. **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](http://www.uttyler.edu/wellness/rightsresponsibilities.php)

C. **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](http://www.uttyler.edu/about/campus-carry/index.php)

D. **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.uttler.edu/tobacco-free.

E. Grade Replacement/Forgiveness and Census Date Policies

Census Date for Fall 2018: September 10, 2018

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.uttler.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

F. 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 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.

G. 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 non-visible disabilities 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.

H. 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.

I. 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.

J. 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.

K. 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.

L. 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;
• 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 plagiarism software.

M. UT Tyler Resources for Students

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