



# SYLLABUS

COUN 5100

FALL 2016

ONLINE

## Professional Orientation and Ethics in Counseling 3 Credit Hours

Department of Counseling  
Division of Education and Human Services

**Instructor Name:** Dr. S. Dean Aslinia  
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**Office Hours:** By appointment  
**Virtual Office Hours:** Email

**Classroom Location:** ONLINE

**Course Catalog Description:** COUN 5100. Professional Orientation and Ethics in Counseling. 3 hours. Study of ethics, law, and professional issues including counseling history, philosophy, roles, self-care, supervision, professional organizations, credentialing, and trends for Professional School Counselors and Clinical Mental Health Counselors.

**Required Text:** Herlihy, B., & Corey G. (2015). *ACA ethical standards casebook* (7th ed.). Alexandria, VA: American Counseling Association.  
Remley Jr., T. P., & Herlihy B. (2016). *Ethical, legal, and professional issues in counseling* (5th ed.). Upper Saddle River, NJ: Merrill.  
DOWNLOAD: American Counseling Association. (2014). *ACA 2014 code of ethics*. Alexandria, VA: Author. Available: <http://www.counseling.org/knowledge-center/ethics>  
DOWNLOAD: Texas State Board of Examiners of Professional Counselors (2013). Title 22 Texas Administrative Code Chapter Part 30 Chapter 681. Available: [http://www.dshs.state.tx.us/counselor/lpc\\_rules.shtm](http://www.dshs.state.tx.us/counselor/lpc_rules.shtm)

**Access to Learning Resources:**

UNT Dallas Library:  
 phone: (972) 780-3625;  
 web: <http://www.unt.edu/unt-dallas/library.htm>  
 UNT Dallas Bookstore:  
 phone: (972) 780-3652;  
 e-mail: [1012mgr@fhcg.follett.com](mailto:1012mgr@fhcg.follett.com)

**Course Goals or Overview:**

The goal of this course is to explain ethics, law, and professional issues including counseling history, philosophy, roles, self-care, supervision, professional organizations, credentialing, and trends for Professional School Counselors and Clinical Mental Health Counselors.

<b>Student Learning Objectives/Outcomes:</b> At the end of this course, the student will be able to:	<b>Standards:</b> <b>CACREP (2009)</b> <b>UNT-Dallas</b> <b>TEXES</b>	<b>Evaluation Method</b>
1. Explain history and philosophy of the counseling profession, including school and clinical mental health counseling	•CACREP II.G.1.a •UNT-D: K1 (Content Knowledge) •TEXES Competency 006 (Counseling)	Quiz Discussion Board
2. Compare school counseling and clinical mental health counseling professional roles, functions, and relationships with other human service providers, including strategies for interagency/interorganization collaboration and communications;	•CACREP II.G.1.b •UNT-D: K1 (Content Knowledge) •TEXES Competency 006 (Counseling)	Quiz Discussion Board Professional identity paper
3. Discuss self-care strategies appropriate to the counselor role;	•CACREP II.G.1.d •UNT-D: K1 (Content Knowledge)	Quiz Discussion Board Professional identity paper
4. Categorize counseling supervision models, practices, and processes;	•CACREP II.G.1.e •UNT-D: K1 (Content Knowledge)	Quiz Discussion board
5. Discuss professional organizations, including membership benefits, activities, services to members, and current issues;	•CACREP II.G.1.f •UNT-D: K1 (Content Knowledge)	Quiz Discussion board
6. Discuss professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;	•CACREP II.G.1.g •UNT-D: K1 (Content Knowledge) •TEXES Competency 010 (Professionalism)	Quiz Discussion board
7. Describe the role and process of the professional counselor advocating on behalf of the profession;	•CACREP II.G.1.h •UNT-D: K1 (Content Knowledge)	Professional Identity paper
8. Demonstrate advocacy processes needed to	•CACREP II.G.1.i	Group Advocacy

address institutional and social barriers that impede access, equity, and success for clients;	•UNT-D: K1 (Content Knowledge)	Project
9. Apply ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling, including school counseling and clinical mental health counseling.	•CACREP II.G.1.j •K1 (Content Knowledge) •TEXES Competency 010 (Professionalism)	Quizzes Discussion boards Final Case Study Paper
10. Investigate public policies on the local, state, and national levels that affect the quality and accessibility of school counseling and mental health services	•CACREP II.E.6	Quiz Discussion Board Group Advocacy Project

## **Teaching Method and Philosophy**

### **Informed Consent**

I have been teaching in higher education for the past 8 years. During this time, I have taught at 4 different universities, including our local Universities of Texas A&M University-Commerce, and SMU. I have taught in the departments of Psychology and Counseling at Undergraduate, Masters, and PhD levels. During this time, I have developed a student-centered teaching approach that is based on the The Standards for Effective Pedagogy and Learning that were established through the Center for Research on Education, Diversity, and Excellence (CREDE).

CREDE cites “The Standards represent recommendations on which the literature is in agreement, across all cultural, racial, and linguistic groups in the United States, all age levels, and all subject matters. Thus, they express the principles of effective pedagogy for all students.”

The research consensus can be expressed as five standards.

- Joint Productive Activity: Teacher and Students Producing Together (discussions, course planning, etc..)
- Language Development: Developing Language and Literacy Across the Curriculum (writings, presentations, etc...)
- Contextualization: Making Meaning: Connecting Education to Students' Lives (clinical case studies, class discussion on cases, and examples)
- Challenging Activities: Teaching Complex Thinking (discussions, critical thinking, journal article reviews)
- Instructional Conversations: Teaching Through Conversation (Open conversation/discussion forums, seating arrangement if possible)

Therefore, my teaching style utilizes a series of practices which may include, but is not limited to Lecture, PowerPoint presentations, Media (video, internet) and classroom discussions. I allow my students to take the lead in their learning, meaning, though there is a scheduled topic for the class session, we might embark on several parallel discussions on related topics which I found to be just as important for your clinical skill set and knowledge. As an experienced clinician who has owned, managed, and directed two private practice offices, and two mental health clinics; I believe in relating the classroom teaching to practical implications in

our field. These topics often include, ethical dilemmas, legal statutes, board rules, best practices for treatment, and research findings.

Students, that require or prefer to have a course structured prior to the beginning of the semester and one that follows that structure rigidly are recommended to take other sections of this class taught by other faculty.

By not dropping this class and remaining passed the 3<sup>rd</sup> class session, you hereby acknowledge that you were notified of the teaching style and course layout and indicate your wish to follow this methodology.

### **Statement on Professional Disposition, Attitude, and Participation Assessment**

The counseling profession is made up of a multi-layer system which involves the utilization of empirical standards and protocols, interpersonal relationship skills, as well as a strong ethical compass to navigate the delicate but sometimes rough waters of human emotions.

In any credible graduate program of counseling students are challenged by learning the professional standards and procedures for the ethical diagnosis and treatment of behavioral and emotional health concerns. Additionally, students are coached through a series of self-awareness exercises which may ultimately create a more insightful, aware, and congruent individual who presents as the most authentic self to their clients in their therapeutic journey.

The profession of psychology and counseling though rooted in many theoretical orientations, and view points of the human psyche, is ultimately summarized in the powerful and therapeutic impact of the relationship between the counselor and client. It has in fact been empirically presented that the biggest agent of change in the therapeutic process is the strength of that relationship.

As such, though this course is built on the standards of the profession, the state's higher education standards, and the University's standards of rigor; our department further evaluates and holds of utmost importance the interpersonal and psychological readiness of each graduate counseling student before they enter the profession. This is an ethical obligation each professor has to our profession and our society in ensuring that students who are not emotionally, behaviorally, professionally, and or psychologically ready to serve, do not inflict more harm on members of our community.

Therefore, please note, that 10% of this courses' requirements are based on the consistent and stable demonstration of your emotional, behavioral, psychological, and professional disposition, attitude, and participation. Meaning, though you might master the content and assignment requirements of the course, you may still fall short of an exemplary grade assignment for the course, if the professor determines your participation and attitude in the course requires further evaluation, awareness, and development.

Please realize this practice is not meant to be punitive in anyway, and is simply for your benefit of further analysis of your own interpersonal processes on your path to become the best counselor practitioners or educators that you can become.

It is my personal hope that by the time you complete this course you will be one step closer to practicing and being fully aware of the core conditions of counseling as laid out by Carl Rogers; Unconditional Positive Regard for your clients, Empathy and Genuineness and to fully master the principles of our counseling profession. The American Counseling Association, has identified the principles of counseling in its 2015 version of the code of ethics' preamble as, Autonomy, Beneficence, Non-Maleficence, Veracity, Fidelity, Justice all of which can only be achieved with a stable and aware psyche.

Should you have any further questions, concerns, or comments in regards to the standards set forth, please do not hesitate to inquire for further clarity either in class, via email, or phone call.

% Points	<b>Professional Disposition, Attitude, and Participation Assessment Rubric</b>
0-3%	Participates rarely and/or reluctantly, makes unprofessional statements, or gestures, and is more often than not insensitive to the emotional needs or beliefs of other students. (Missed or was late for more than 1 class)
3-5 %	Participates inconsistently (abstains from participation or must be persuaded to participate) and exhibits inconsistent emotional regulation as exhibited by their attitude.
6-10 %	Participates consistently (participates with little or no coaxing), is often but not always engaged in course discussions, and more often than not has significant contributions to course discussions.
11-15 %	Participates consistently & exercises leadership/initiative (always participates without coaxing; takes initiative in volunteering for activities; actively contributes their own thoughts and ideas and/or encourages the engagement of peers). Their presence enhances the learning environment in the course.

### Course Outline

This schedule is subject to change by the instructor. Any changes to this schedule will be communicated by Blackboard Announcements. Please check weekly. **All assignments due Sunday before Midnight within the assigned week.**

<b>Timeline</b>	<b>TOPICS</b>	<b>Readings/ Assignments</b>
Class 1 Week of Aug 22	<ul style="list-style-type: none"> <li>• Course Introduction (SLO 1)               <ul style="list-style-type: none"> <li>○ Course Overview and Requirements</li> <li>○ UNT Dallas Masters in Counseling Student Handbook</li> <li>○ ACA Code of Ethics</li> <li>○ Ethical development throughout your career</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">UNT Dallas Masters in Counseling Student Handbook</a></li> <li>• <a href="#">2014 ACA Code of Ethics</a></li> <li>• <a href="#">Listen to Podcast on New ACA Code of Ethics</a></li> <li>• <a href="#">Quiz 1</a></li> <li>• <a href="#">Discussion Board 1</a></li> </ul>
Class 2 Week of Aug 29	<ul style="list-style-type: none"> <li>• Professional Orientation (SLO 1)               <ul style="list-style-type: none"> <li>○ Morality, Ethics, Law</li> <li>○ ACA Ethical Code &amp; Texas Law</li> <li>○ Video: "Person and Professional in Counseling"</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Remley &amp; Herlihy, Chapter 1</a></li> <li>• <a href="#">Herlihy &amp; Corey, Chapter 12</a></li> <li>• <a href="#">Quiz 2</a></li> <li>• <a href="#">Discussion Board 2</a></li> </ul>
Class 3 Week of Sept. 5	<ul style="list-style-type: none"> <li>• Ethical Decision Making (SLO 9)</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">ACA Code of Ethics</a></li> <li>• <a href="#">Herlihy &amp; Corey, Chapter 1 &amp; Section I</a></li> <li>• <a href="#">Forester-Miller, H., &amp; Davis, T. (1996). A practitioner's guide to ethical decision making. American Counseling Association. Alexandria, VA: Author (on blackboard)</a></li> <li>• <a href="#">Quiz 3</a></li> <li>• <a href="#">Discussion Board 3</a></li> </ul>
Class 4 Week of Sept 12	<ul style="list-style-type: none"> <li>• Professional Identity of Counselors (SLO 1, 2, 5, 6, 10)               <ul style="list-style-type: none"> <li>○ Philosophy underlying</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Remley &amp; Herlihy, Chapter 2</a></li> <li>• <a href="#">ACA Code of Ethics: Section A</a></li> <li>• <a href="#">Herlihy &amp; Corey, Section A</a></li> </ul>

	<ul style="list-style-type: none"> <li>counseling <ul style="list-style-type: none"> <li>○ History of Counseling</li> <li>○ Trends in Counseling</li> <li>○ Credentialing &amp; Professional Organizations</li> <li>○ Roles compared to other mental health professionals</li> <li>○ Public Policy &amp; Counselors</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">ACA Website</a></li> <li>• <a href="#">TCA Website</a></li> <li>• <a href="#">ASCA Website</a></li> <li>• <a href="#">Quiz 4</a></li> <li>• <a href="#">Discussion Board 4</a></li> </ul>
Class 5 Week of Sept 19	<ul style="list-style-type: none"> <li>• Multicultural Competence &amp; Social Justice Advocacy (SLO 7,8,10)</li> <li>• View Video: Becoming Social Justice Agents: If Not Us, Then Who?</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Remley &amp; Herlihy, Chapter 3</a></li> <li>• <a href="#">Herlihy &amp; Corey, Chapter 2</a></li> <li>• <a href="#">ACA Code of Ethics, 2014, Section C &amp; D</a></li> <li>• <a href="#">AMCD Multicultural counseling competencies</a></li> <li>• <a href="#">ALGBTIC Counseling Competencies</a></li> <li>• <a href="#">ASERVIC Competencies</a></li> <li>• <a href="#">Herlihy, B. R., Hermann, M. A., &amp; Greden, L. R. (2014). Legal and ethical implications of using religious beliefs as the basis for refusing to counsel certain clients. Journal of Counseling and Development, 92, 148-153.</a></li> <li>• <a href="#">Quiz 5</a></li> <li>• <a href="#">Discussion Board 5</a></li> </ul>
Class 6 Week of Sept 26	<ul style="list-style-type: none"> <li>• Client Rights &amp; Counselor Responsibilities (SLO 9) <ul style="list-style-type: none"> <li>○ Responsibilities, Needs, &amp; Values</li> <li>○ Informed Consent</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Remley &amp; Herlihy, Chapter 4</a></li> <li>• <a href="#">Herlihy &amp; Corey, Chapter 1</a></li> <li>• <a href="#">Quiz 6</a></li> <li>• <a href="#">Discussion Board 6</a></li> </ul>
Class 7 Week of Oct 3	<ul style="list-style-type: none"> <li>• Confidentiality &amp; Privileged Communication (SLO 9)</li> <li>• Records, Subpoenas, &amp; Technology</li> <li>• View Video: Legal and Ethical Issues for Mental Health Professionals, Vol. 1: Confidentiality, Privilege, Reporting, and Duty to Warn</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Remley &amp; Herlihy, Chapter 5,6</a></li> <li>• <a href="#">Herlihy &amp; Corey, Section B, C, Chapter 3</a></li> <li>• <a href="#">Quiz 7</a></li> <li>• <a href="#">Discussion Board 7</a></li> <li>• <a href="#">Professional Identity Paper</a></li> </ul>
Class 8 Week of Oct 10	<ul style="list-style-type: none"> <li>• Competence, Assessment, Diagnosis (SLO 9)</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Remley &amp; Herlihy, Chapter 7</a></li> <li>• <a href="#">Herlihy &amp; Corey, Chapter 4</a></li> <li>• <a href="#">Quiz 8</a></li> <li>• <a href="#">Discussion Board 8</a></li> </ul>
Class 9 Week of Oct 17	<ul style="list-style-type: none"> <li>• Malpractice and Resolving Legal and Ethical Challenges (SLO 9)</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Remley &amp; Herlihy, Chapter 8</a></li> <li>• <a href="#">Herlihy &amp; Corey, Chapter 8</a></li> <li>• <a href="#">Quiz 9</a></li> <li>• <a href="#">Discussion Board 9</a></li> </ul>
Class 10 Week of Oct 24	<ul style="list-style-type: none"> <li>• Boundary Issues (SLO 9)</li> <li>• View video: Legal and Ethical Issues for Mental Health Professionals, Vol. 2:</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Remley &amp; Herlihy, Chapter 9</a></li> <li>• <a href="#">Herlihy &amp; Corey, Chapter 7</a></li> <li>• <a href="#">Quiz 10</a></li> </ul>

	Dual Relationship Boundaries, Standards of Care & Termination	<ul style="list-style-type: none"> <li>• <a href="#">Discussion Board 10</a></li> </ul>
Class 11 Week of Oct 31	<ul style="list-style-type: none"> <li>• Counselor Self-Care (SLO 3)</li> <li>• View video: The Counselor as Person and Professional</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Herlihy &amp; Corey, Chapter 5</a></li> <li>• <a href="#">Stumbling Blocks to Counselor Self Care (link on Blackboard)</a></li> <li>• <a href="#">Quiz 11</a></li> <li>• <a href="#">Discussion Board 11</a></li> </ul>
Class 12 Week of Nov 7	<ul style="list-style-type: none"> <li>• Technology in Counseling (SLO 9)</li> <li>• Professional Relationships, Private Practice, Health Care Plans</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Remley &amp; Herlihy, Chapter 10, 13</a></li> <li>• <a href="#">Herlihy &amp; Corey, Section D, H, Chapter 9</a></li> <li>• <a href="#">Quiz 12</a></li> <li>• <a href="#">Discussion Board 12</a></li> </ul>
Class 13 Week of Nov 14	<ul style="list-style-type: none"> <li>• Counseling Children and Vulnerable Adults (SLO 9)</li> <li>• Counseling Families and Groups</li> <li>• Online Video: A Confidential Space: Ethical Considerations When Counselling Children and Young People</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Remley &amp; Herlihy, Chapter 11, 12</a></li> <li>• <a href="#">Herlihy &amp; Corey, Chapter 6</a></li> <li>• <a href="#">Quiz 13</a></li> <li>• <a href="#">Discussion Board 13</a></li> </ul>
Class 14 Week of Nov 21	<ul style="list-style-type: none"> <li>• Issues in Counselor Education (SLO 9)</li> <li>• Supervision &amp; Consultation</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Remley &amp; Herlihy, Chapter 14, 15</a></li> <li>• <a href="#">Herlihy &amp; Corey, Section F, Chapter 10</a></li> <li>• <a href="#">Quiz 14</a></li> <li>• <a href="#">Discussion Board 14</a></li> <li>• <a href="#">Legal Case Review</a></li> </ul>
Class 15 Week of Nov 28	<ul style="list-style-type: none"> <li>• Professional Writing, Conducting Research, &amp; Publishing (SLO 9)</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Remley &amp; Herlihy, Chapter 16</a></li> <li>• <a href="#">ACA Code of Ethics, 2014, Section G Chapter 11</a></li> <li>• <a href="#">Herlihy &amp; Corey, Section F</a></li> <li>• <a href="#">Quiz 15</a></li> <li>• <a href="#">Discussion Board 15</a></li> </ul>
Class 16 Week of Dec 5	<ul style="list-style-type: none"> <li>• Submit your Final Case Study</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Final Case Study (Due Wednesday, May 11 at 11:59 pm).</a></li> </ul>

## Course Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

### Course Evaluation Methods

1. Quizzes: Each class, students will complete online quizzes based on textbook content. Quizzes will be open-book but answers may not be shared with others. I have set the course up so that you will have 3 attempts to take each quiz. After 3 attempts, your highest score will be recorded in the grade book. After each attempt you will see your submitted answers but the course will not tell you if they were right or wrong.
2. Discussion Boards: For each class, students will post their responses to questions, prompts, and/or case studies on the Blackboard Discussion Board. Posts will be graded on accuracy of content,

quality, and professional response to at least two other classmates. Posts should be approximately 250-500 words of clear, logical, and accurate content. Rubric will be provided on Blackboard.

3. Professional Identity Paper: Each student will write an APA 6 style paper approximately 4-6 pages long (double spaced) on the professional identity of a counselor. You may answer the following questions in the paper:
  - a. How do you define being a counselor? How does it differ from other helping relationships?
  - b. How does the role of advocating on behalf of the profession and for the client fit into the role of being a counselor?
  - c. What role does self-care take in maintaining the ethical standards of best practices? What does this mean for you personally?
  - d. What does it mean to develop the person of the counselor as a person and not just a counselor?
  - e. What role do ethical practices play into you being a counselor? How will you ensure that you will be an ethical counselor throughout your professional career?
  
4. Legal Case Review: Students will need to find and download the precedent setting cases of *Tarasoff v. Regents of the University of California*, (Supreme Court of California, 1976) and *Thapar v. Zezulka* (Supreme court of Texas, 1999) (both included in downloads for course). Review both cases, and write a 6-8 page double spaced paper (not including title/references) explaining and summarizing the cases, describing similarities and differences, and offering discussion on the conclusion of the cases, and how it will impact your practice of counseling in the State of Texas. Lastly, students will need to discuss their understanding of the “Duty to Warn” clause in the State of Texas as a result of this case, and how they would handle a situation where an adult client informs them of a potential threat, knowing that there very likely will be a lawsuit filed against them either way. (If they report, client will sue for breach of confidentiality, and if they don’t and threat is carried through, the family of the victim will sue for not reporting). So what would you do?
  
5. Final Case Study Paper: Each student will write a 6-8 page double spaced paper on a case study of an assigned ethical violation of a professional counselor. The outline will be:
  - a. Description of the counselor’s actions or inactions
  - b. Explanation of the applicable ACA ethical code, Texas Law, and morality (use codes, law, books, and journal articles to support discussion)
  - c. Application of the Ethical Decision Making Model as it should have been applied
  - d. Analysis of where the counselor “went wrong”
  - e. Recommendations and resources to prevent this ethical violation in others
  - f. References

### Grading Matrix

Instrument	Measures SLO	Value (points or percentages)	Total
Discussion Boards	1 – 11	15 Posts x 20 points each	20%
Quizzes	1 – 11	15 Quizzes x 10 points each	15%
Professional Identity Paper	2, 4	100 points	15%
Legal Case Review	9, 11	100 points	15%
Final Case Study Paper	10	100 points	25%



Participation & Professional Disposition	1-11	100 points	10%
<b>Total:</b>			<b>100%</b>

### **Grade Determination:**

- A = 1,000 - 900 pts; i.e. 90% or better
- B = 899 – 800 pts; i.e. 80 – 89 %
- C = 799 - 700 pts; i.e. 70 – 79 %
- D = 699 – 600 pts; i.e. 60 – 69 %
- F = 599 - 500 pts or below; i.e. less than 60%

### **University Policies and Procedures**

#### **Students with Disabilities (ADA Compliance):**

The University of North Texas Dallas faculty is committed to complying with the Americans with Disabilities Act (ADA). Students' with documented disabilities are responsible for informing faculty of their needs for reasonable accommodations and providing written authorized documentation. Grades assigned before an accommodation is provided will not be changed as accommodations are not retroactive. For more information, you may visit the Student Life Office, Suite 200, Building 2 or call 972-780-3632.

#### **Student Evaluation of Teaching Effectiveness Policy:**

The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SETE to be an important part of your participation in this class. Meanwhile, if you have any concerns, comments, or feedback during the process of this course, please feel free to either communicate them to me or to the director of the school of Counseling and Human Services Dr. Constance Lacy at: Constance.Lacy@UNTDallas.edu.

#### **Academic Integrity:**

Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of academic integrity policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Code of Academic Integrity:

[http://www.untdallas.edu/sites/default/files/page\\_level2/pdf/policy/7.002%20Code%20of%20Academic\\_Integrity.pdf](http://www.untdallas.edu/sites/default/files/page_level2/pdf/policy/7.002%20Code%20of%20Academic_Integrity.pdf)

#### **Bad Weather Policy:**

On those days that present severe weather and driving conditions, a decision may be made to close the campus. In case of inclement weather, call UNT Dallas Campuses main voicemail number (972) 780-3600 or search postings on the campus website [www.unt.edu/dallas](http://www.unt.edu/dallas). Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.

## **Attendance and Participation, and Professional Disposition Policy: (Also see statement above).**

The University attendance policy is in effect for this course. Class attendance and participation is expected because the class is designed as a shared learning experience and because essential information not in the textbook will be discussed in class. The dynamic and intensive nature of this course makes it impossible for students to make-up or to receive credit for missed classes. Attendance and participation in all class meetings is essential to the integration of course material and your ability to demonstrate proficiency. Students are responsible to notify the instructor if they are missing class. Students are also responsible to make up any work covered in class. It is recommended that each student coordinate with a student colleague to obtain a copy of the class notes, if they are absent.

Missing 2 or more classes will result in a lowering of a letter grade.

## **Diversity/Tolerance Policy (Professional Conduct):**

Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated (unless material is related to the learning experience and not directed at anyone in the class). Disruptions which violate the Code of Student Conduct will be referred to the Center for Student Rights and Responsibilities as the instructor deems appropriate.

## **Assignment Policy:**

Each assignment will be provided with its own specific set of instructions; students will be expected to follow set instructions. Professor reserves the right to use his discretion in regards to assignment due dates.

Students will forfeit 10% of the possible points each day an assignment is turned in beyond the announced deadline. For instance, there will be a 10% deduction if the assignment is one day late, 20% if it is two days beyond due date, and so on. Please speak with me if there are extenuating circumstances.

## **Incomplete Policy**

Students who are unable to complete course requirements within the time limitations of the semester are responsible for initiating and working out an arrangement with me *prior* to the end of the term in order to receive an “incomplete.” An agreed upon plan for completion must be submitted in writing, identifying a date when work will be completed. If the *incomplete* is not resolved by the end of the following term, the grade will be changed to an “F.” Please refer to the Student Handbook for additional details.

## **Problems and Concerns**

Please communicate with me regarding problems or concerns. With timely feedback, we can correct problems and misunderstandings before they grow.