



**SYLLABUS  
COUN 5100**

**Professional Orientation and Ethics in Counseling  
3 Credit Hours**

**Department of Counseling  
Division of Education and Human Services**

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**Virtual Office Hours:** By appointment

**Classroom Location:** Online  
**Class Meeting Days & Times:** 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.

**Prerequisites:** N/A  
**Co-requisites:** N/A

<b>Required Texts:</b>	<p>Herlihy, B., &amp; Corey G. (20014). ACA ethical standards casebook (7th ed.). Alexandria, VA: American Counseling Association.</p> <p>Remley, T. P. &amp; Herlihy, B. P. (2013). Ethical, legal, and professional issues in counseling (4th ed). NJ: Prentice Hall.</p> <p>American Counseling Association (2014). ACA code of ethics. Alexandria, VA: Author. <a href="http://www.counseling.org/resources/aca-code-of-ethics.pdf">http://www.counseling.org/resources/aca-code-of-ethics.pdf</a></p> <p>Texas State Board of Examiners of Professional Counselors (2013). Title 22 Texas Administrative Code Chapter Part 30 Chapter 681. Available: <a href="http://www.dshs.state.tx.us/counselor/lpc_rules.shtm">http://www.dshs.state.tx.us/counselor/lpc_rules.shtm</a></p>
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<b>Recommended Texts and References:</b>	<p>American Psychological Association (2009). <i>Publication manual of the American Psychological Association (6th ed.)</i>. Washington, DC: Author.</p> <p>Nassar-McMillian, S. C., &amp; Niles, S. G., (2011). <i>Developing your identity as a professional counselor</i>. Belmont, CA: Cengage learning.</p> <p>Norcross, J. C., &amp; Guy, J. D. (2007). <i>Leaving it at the office: A guide to psychotherapist self-care</i>. New York, NY: Guilford.</p>
<b>Articles:</b>	<p>Bradley, L.J., &amp; Hendricks, C. B. (2008). Ethical decision making: Basic issues. <i>The Family Journal</i>, 16(3), 261-263.</p> <p>Cummins, P., Massey, L., &amp; Jones, A. (2007). Keeping ourselves well. <i>Journal of Humanistic Counseling</i>, 46, 35-49.</p> <p>Forester-Miller, H., &amp; Davis, T. (1996). A practitioner's guide to ethical decision making. American Counseling Association. Alexandria, VA: Author.</p> <p>Schueller, S. M. (2009). Promoting wellness: Integrating community and positive psychology. <i>Journal of Community Psychology</i>, 37(7), 922-937.</p> <p>Sprang, G., Clark, J. J., &amp; Whitt-Woolsey, A. (2007). Compassion fatigue, compassion satisfaction, and burnout: Factors impacting a professional's quality of life. <i>Journal of Loss and Trauma</i>, 12, 259-280.</p>
<b>Access to Learning Resources:</b>	<p><b>UNT Dallas Library:</b>  phone: (972) 780-3625;  web: <a href="http://www.unt.edu/unt-dallas/library.htm">http://www.unt.edu/unt-dallas/library.htm</a></p> <p><b>UNT Dallas Bookstore:</b>  phone: (972) 780-3652;  e-mail: 1012mgr@fhcg.follett.com</p>
<b>Course Goals or Overview:</b>	
	<p>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.</p> <p>1. Discuss professional issues and responsibilities of counselors in the counseling profession, including having an awareness of counseling organizational and credentialing processes, both state and national</p>

2. Demonstrate and apply knowledge of legal and ethical considerations as well as other professional issues related to counseling in a multicultural society
3. Demonstrate the ability to effectively utilize decision making skills when confronted with ethical, legal, and professional dilemmas related to supervision, consultations, and counseling within a multicultural society

**Learning Objectives/Outcomes:** At the end of this course, the student will:

<b>Knowledge &amp; Skills Outcome</b>	<b>Standards: CACREP (2009) UNT-Dallas TExES</b>	<b>Evaluation</b>
1. Explain history and philosophy of the counseling profession, including school and clinical mental health counseling	<ul style="list-style-type: none"> <li>•CACREP II.G.1.a</li> <li>•UNT-D: K1 (Content Knowledge)</li> <li>•TExES Competency 006 (Counseling)</li> </ul>	Discussion board Quiz
2. Compare school counseling and clinical mental health counseling professional roles, functions, and relationships with other human service providers, including strategies for interagency/inter-organization collaboration and communications;	<ul style="list-style-type: none"> <li>•CACREP II.G.1.b</li> <li>•UNT-D: K1 (Content Knowledge)</li> <li>•TExES Competency 006 (Counseling)</li> </ul>	Quizzes, Discussion board, Ethical case study, and creation of a Professional identity paper (APA 6)
3. Discern school and clinical mental health counselors' roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or other trauma-causing event;	<ul style="list-style-type: none"> <li>•CACREP II.G.1.c</li> <li>•UNT-D: K1 (Content Knowledge)</li> <li>•TExES Competency 006 (Counseling)</li> </ul>	Discussion Board and Quiz
4. Learn self-care strategies appropriate to the counselor role	<ul style="list-style-type: none"> <li>•CACREP II.G.1.d</li> <li>•UNT-D: K1 (Content Knowledge)</li> </ul>	Creation of a Professional identity paper (APA 6), discussion board post, Ethical case study, quiz
5. Categorize counseling supervision models, practices, and processes;	<ul style="list-style-type: none"> <li>•CACREP II.G.1.e</li> <li>•UNT-D: K1 (Content Knowledge)</li> </ul>	Quizzes, and Discussion board, Ethical case study
6. Discuss professional organizations, including membership benefits, activities, services to members, and current issues;	<ul style="list-style-type: none"> <li>•CACREP II.G.1.f</li> <li>•UNT-D: K1 (Content Knowledge)</li> </ul>	Researching professional organizations online, Discussion board post, Quiz
7. Outline professional credentialing, including certification, licensure, and accreditation practices and standards, and	<ul style="list-style-type: none"> <li>•CACREP II.G.1.g</li> <li>•UNT-D: K1 (Content Knowledge)</li> </ul>	Research online, Quiz, Discussion Board

the effects of public policy on these issues;	•TExES Competency 010 (Professionalism)	
8. 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, Ethical case study
9. Demonstrate advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients;	•CACREP II.G.1.i •UNT-D: K1 (Content Knowledge)	Ethical case study, Quiz, Discussion board post
10. 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)	Ethical case study; Final case study, Discussion Board, Quiz
11. 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	Discussion board and Quiz

## Tentative Course Outline

This schedule is subject to change by the instructor. Any changes to this schedule will be communicated by class announcement and email.

TOPICS	TIMELINE
<p><b>1. Course Orientation, Introductions (SLO 1)</b></p> <p><b>Professional Orientation – Overview of Counseling</b></p> <p><b>Master’s Handbook</b></p> <p><b>APA 6 Style for Papers</b></p> <p>Readings:</p> <ul style="list-style-type: none"> <li>•Read Introduction ACA Ethical Standards Casebook (pp. 1-32)</li> <li>• Read “A Living Document of Ethical Guidance” by Laurie Meyers from <i>Counseling Today</i> available at <a href="http://ct.counseling.org/2014/05/a-living-document-of-ethical-guidance/">http://ct.counseling.org/2014/05/a-living-document-of-ethical-guidance/</a></li> <li>•Video: “Person and Professional in Counseling” <a href="http://libproxy.library.unt.edu:2187/view/1779189">http://libproxy.library.unt.edu:2187/view/1779189</a></li> <li>•ACA Code of Ethics, 2014 Preamble &amp; Purpose <a href="http://www.counseling.org/resources/aca-code-of-ethics.pdf">http://www.counseling.org/resources/aca-code-of-ethics.pdf</a></li> </ul>	<p>Week 1: Aug 24-30</p> <p><b><u>Due Sunday midnight online</u></b></p> <ul style="list-style-type: none"> <li>•Introductory QUIZ 1 on blackboard</li> <li>•Discussion question 1 on blackboard</li> <li>•Introduce Yourself on blackboard discussion</li> </ul>
<p><b>2. Law and Ethics: Defining Ethics (SLO 1, 10, 11)</b></p> <p>Readings:</p> <ul style="list-style-type: none"> <li>•Remley &amp; Herlihy – Chapter 1</li> <li>•Forester-Miller, H., &amp; Davis, T. (1996). A practitioner’s guide to ethical decision making. <i>American Counseling Association</i>. Alexandria, VA: Author (on blackboard)</li> <li>•Bradley, L.J., &amp; Hendricks, C. B. (2008). Ethical decision making: Basic issues. <i>The Family Journal</i>, 16(3), 261-263. (on blackboard)</li> <li>•Ethical Standards Casebook – Chapter 12 “The Relationship between Law and Ethics”</li> <li>•ACA Code of Ethics – brief read through – be familiar with topics/themes <a href="http://www.counseling.org/resources/aca-code-of-ethics.pdf">http://www.counseling.org/resources/aca-code-of-ethics.pdf</a></li> </ul>	<p>Week 2: Aug 31 – Sept. 6</p> <p><b><u>Due Sunday midnight online</u></b></p> <ul style="list-style-type: none"> <li>•QUIZ 2</li> <li>•Homework Assignment: The Case of Carla due in Turnitin on Blackboard</li> </ul>
<p><b>3. Professional Identity of Counselors (SLO 1, 6, 7)</b></p> <p><b>Credentialing of Counselors</b></p> <p><b>Professional Associations</b></p> <p>Readings:</p> <ul style="list-style-type: none"> <li>•Remley &amp; Herlihy – Chapter 2</li> <li>•ACA Code of Ethics: Section A <a href="http://www.counseling.org/resources/aca-code-of-ethics.pdf">http://www.counseling.org/resources/aca-code-of-ethics.pdf</a></li> </ul>	<p>Week 3: Sept. 7 - 13</p> <p><b><u>Due Sunday midnight online</u></b></p> <ul style="list-style-type: none"> <li>•QUIZ 3</li> <li>•Discussion question</li> </ul>

<ul style="list-style-type: none"> <li>• Ethical Standards Casebook pp. 37 - 54: Section A: The counseling relationship (pay particular attention to cases related to the code of Ethics)</li> <li>• ACA Website: <a href="http://www.counseling.org/">http://www.counseling.org/</a></li> <li>• TCA Website: <a href="http://www.txca.org/tca/default.asp">http://www.txca.org/tca/default.asp</a></li> <li>• ASCA Website: <a href="http://www.schoolcounselor.org/">http://www.schoolcounselor.org/</a></li> </ul> <p>Start thinking about professional identity paper due in two weeks.</p>	
<p><b>4. Ethical Practice, Multicultural Competence, &amp; Social Justice (SLO 8, 9)</b></p> <p>Readings:</p> <ul style="list-style-type: none"> <li>• Remley &amp; Herlihy – Chapter 3</li> <li>• ACA Code of Ethics, 2014, Section C &amp; D <a href="http://www.counseling.org/resources/aca-code-of-ethics.pdf">http://www.counseling.org/resources/aca-code-of-ethics.pdf</a></li> <li>• Ethical Standards Casebook pp. 66-83 (pay particular attention to cases)</li> <li>• Ethical Standards Casebook Chapter 2 (p. 155)</li> <li>• Ethical Standards Casebook Chapter 5 (p. 193)</li> <li>• Video: Multicultural Counseling/Therapy: Culturally Appropriate Intervention Strategies <a href="http://libproxy.library.unt.edu:2112/counseling-therapy/view/work/1778798">http://libproxy.library.unt.edu:2112/counseling-therapy/view/work/1778798</a></li> <li>• Look at AMCD Multicultural counseling competencies, ALGBTIC Counseling Competencies, and ASERVIC Competencies</li> </ul> <p><b>Start thinking about Advocacy/social justice group project due week 9.</b></p> <p><b>Groups will be assigned by professor. (Remind professor if she forgets J)</b></p>	<p>Week 4: Sept. 14 - 20</p> <p><b><u>Due Sunday midnight online</u></b></p> <ul style="list-style-type: none"> <li>• QUIZ 4</li> <li>• <b>Discussion Question: Jay – color blind</b></li> </ul>
<p><b>5. Boundary Issues</b></p> <p><b>Professional Relationships, Private Practice, Health Care Plans</b></p> <p><b>(SLO 2, 10, 11)</b></p> <p>Readings:</p> <ul style="list-style-type: none"> <li>• Remley &amp; Herlihy – Chapter 8 &amp; 12</li> <li>• Ethical Standards Casebook, Chapter 7, p. 215-229</li> <li>• Video: Dual Relationship Boundaries, Standards of Care &amp; Termination <a href="http://libproxy.library.unt.edu:2187/view/1779008">http://libproxy.library.unt.edu:2187/view/1779008</a></li> </ul>	<p>Week 5: Sept. 21-27</p> <p><b><u>Due Sunday midnight online</u></b></p> <ul style="list-style-type: none"> <li>• QUIZ 5</li> <li>• <b>Discussion question</b></li> <li>• <b>Professional Identity Paper due by Sunday, midnight</b></li> </ul>

<p><b>6. Client Rights &amp; Counselor Responsibilities</b></p> <p><b>Evaluation, Testing, &amp; Diagnosis (SLO 2, 10)</b></p> <p>Readings:</p> <ul style="list-style-type: none"> <li>•Remley &amp; Herlihy – Chapter 4 &amp; 11</li> <li>•ACA Code of Ethics, 2014, Section C, D, &amp; E <a href="http://www.counseling.org/resources/aca-code-of-ethics.pdf">http://www.counseling.org/resources/aca-code-of-ethics.pdf</a></li> <li>•Ethical Standards Casebook pp. 83-94 (pay particular attention to cases)</li> <li>•Ethical Standards Casebook Chapter 1, p. 139</li> <li>•Ethical Standards Casebook Chapter 8, p. 231</li> <li>•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. <i>Journal of Counseling and Development</i>, 92, 148-153.</li> <li>•Kocet, M. M., &amp; Herlihy, B. J. (2014). Addressing value-based conflicts within the counseling relationship: A decision-making model. <i>Journal of Counseling and Development</i>, 92, 180-186.</li> <li>•ACA Code of Ethics, 2014, Section C, D, &amp; E: <a href="http://www.counseling.org/resources/aca-code-of-ethics.pdf">http://www.counseling.org/resources/aca-code-of-ethics.pdf</a></li> </ul>	<p>Week 6: Sept. 28- Oct. 4</p> <p><b><u>Due Sunday midnight online</u></b></p> <ul style="list-style-type: none"> <li>•<b>QUIZ 6</b></li> <li>•<b>Homework Assignment on Turnitin</b></li> </ul>
<p><b>7. Confidentiality &amp; Privileged Communication (SLO 10)</b></p> <p>Readings:</p> <ul style="list-style-type: none"> <li>•Remley &amp; Herlihy – Chapter 5</li> <li>•ACA Code of Ethics, 2014, Section B <a href="http://www.counseling.org/resources/aca-code-of-ethics.pdf">http://www.counseling.org/resources/aca-code-of-ethics.pdf</a></li> <li>•Ethical Standards Casebook pp. 55 - 66 (pay particular attention to cases)</li> <li>•Ethical Standards Casebook Chapter 3, p. 169</li> <li>•Video: <b>Confidentiality, Privilege, Reporting, and Duty to Warn</b> <a href="http://libproxy.library.unt.edu:2187/view/1779007">http://libproxy.library.unt.edu:2187/view/1779007</a></li> </ul>	<p>Week of 7: Oct. 5 - 11</p> <p><b><u>Due Sunday midnight online</u></b></p> <ul style="list-style-type: none"> <li>•<b>QUIZ 7</b></li> <li>•<b>Homework Assignment on Turnitin</b></li> </ul>
<p><b>8. Self-Care (SLO 4)</b></p> <p>Readings:</p> <ul style="list-style-type: none"> <li>•Article on Self-Care and handouts found on Blackboard Cummins, P., Massey, L., &amp; Jones, A. (2007). Keeping ourselves well. <i>Journal of Humanistic Counseling</i>, 46, 35-49.</li> <li>Schueller, S. M. (2009). Promoting wellness: Integrating community and positive psychology. <i>Journal of Community Psychology</i>, 37(7), 922-937.</li> <li>Sprang, G., Clark, J. J., &amp; Whitt-Woolsey, A. (2007). Compassion fatigue, compassion satisfaction, and burnout: Factors impacting a professional's quality of life. <i>Journal of Loss and Trauma</i>, 12, 259-280.</li> </ul>	<p>Week 8: Oct. 12 -18</p> <p><b><u>Due Sunday midnight online</u></b></p> <ul style="list-style-type: none"> <li>•<b>QUIZ 8</b></li> <li>•<b>Homework assignment on self-care (Turnitin)</b></li> </ul>

<p><b>9. Records, Subpoenas, and Technology (SLO 10, 11)</b></p> <p>Readings:</p> <ul style="list-style-type: none"> <li>•Remley &amp; Herlihy – Chapter 6</li> <li>•ACA Code of Ethics, 2014, Section H <a href="http://www.counseling.org/resources/aca-code-of-ethics.pdf">http://www.counseling.org/resources/aca-code-of-ethics.pdf</a></li> <li>•Ethical Standards Casebook pp. 125 - 133 (pay particular attention to cases)</li> <li>•Ethical Standards Casebook Chapter 9, p. 245</li> <li>•Learning to write case notes using the SOAP Format: <a href="http://www.unm.edu/~clinic/Procedures/Forms/soap%20notes.pdf">http://www.unm.edu/~clinic/Procedures/Forms/soap%20notes.pdf</a></li> </ul>	<p>Week 9: October 19 – 25</p> <p><b><u>Due Sunday Midnight online</u></b></p> <ul style="list-style-type: none"> <li>•<b>QUIZ 9</b></li> <li>•<b>Homework Assignment on record keeping</b></li> <li>•<b>Group Project Advocacy/Social Justice project due Sunday midnight</b></li> </ul>
<p><b>10. Competence &amp; Malpractice (SLO 10, 11)</b></p> <p>Readings:</p> <ul style="list-style-type: none"> <li>•Remley &amp; Herlihy – Chapter 7</li> <li>•ACA Code of Ethics, 2014, Section C <a href="http://www.counseling.org/resources/aca-code-of-ethics.pdf">http://www.counseling.org/resources/aca-code-of-ethics.pdf</a></li> <li>•Ethical Standards Casebook pp. 66-78 (pay particular attention to cases)</li> <li>•Ethical Standards Casebook Chapter 4, p. 183</li> </ul>	<p>Week 10: Oct. 26- Nov. 1</p> <p><b><u>Due Sunday midnight online</u></b></p> <ul style="list-style-type: none"> <li>•<b>QUIZ 10</b></li> <li>•<b>Discussion question on competence &amp; malpractice</b></li> </ul>
<p><b>11. Supervision &amp; Consultation (SLO 5)</b></p> <p>Readings:</p> <ul style="list-style-type: none"> <li>•Remley &amp; Herlihy – Chapter 14</li> <li>•ACA Code of Ethics, 2014, Section F <a href="http://www.counseling.org/resources/aca-code-of-ethics.pdf">http://www.counseling.org/resources/aca-code-of-ethics.pdf</a></li> <li>•Ethical Standards Casebook pp. 93-114 (pay particular attention to cases)</li> <li>•Ethical Standards Casebook Chapter 10, p. 259</li> <li>•<i>ACA Ethical Standards Casebook: Case Study 17 (The Guided Imagery Exercise) and Case Study 18 (A Resistant Supervisee)</i></li> </ul>	<p>Week 11: Nov. 2 - 8</p> <p><b><u>Due Sunday midnight online</u></b></p> <ul style="list-style-type: none"> <li>•<b>QUIZ 11</b></li> <li>•<b>Homework Assignment on supervision &amp; consultation</b></li> </ul>
<p><b>12. Counseling Children &amp; Vulnerable Adults</b></p> <p><b>Counseling Families &amp; Groups (SLO 8, 9, 10, 11)</b></p> <p>Readings:</p> <ul style="list-style-type: none"> <li>•Remley &amp; Herlihy – Chapter 9 &amp; 10</li> <li>•Ethical Standards Casebook Chapter 6, p. 205</li> <li>•Video: <a href="http://libproxy.library.unt.edu:2187/view/1779252">A Confidential Space: Ethical Considerations When Counselling Children and Young People</a> <a href="http://libproxy.library.unt.edu:2187/view/1779252">http://libproxy.library.unt.edu:2187/view/1779252</a></li> </ul>	<p>Week 12: Nov. 9- 15</p> <p><b><u>Due Sunday midnight online</u></b></p> <ul style="list-style-type: none"> <li>•<b>QUIZ 12</b></li> <li>•<b>Homework Assignment on working with children &amp; vulnerable adults due on Turnitin on Blackboard</b></li> </ul>
<p><b>13. Issues in Counselor Education</b></p>	<p>Week of 13: Nov. 16- 22</p>



<p><b>Professional Writing, Conducting Research, and Publishing (SLO 10, 11)</b></p> <p>Readings:</p> <ul style="list-style-type: none"> <li>•Remley &amp; Herlihy – Chapter 13 &amp; 15</li> <li>•ACA Code of Ethics, 2014, Section G <a href="http://www.counseling.org/resources/aca-code-of-ethics.pdf">http://www.counseling.org/resources/aca-code-of-ethics.pdf</a></li> <li>•Ethical Standards Casebook pp. 114-125 (pay particular attention to cases)</li> <li>•Ethical Standards Casebook Chapter 11, p. 273</li> </ul>	<p><b><u>Due Sunday midnight online</u></b></p> <ul style="list-style-type: none"> <li>•QUIZ 13</li> <li>•<b>Discussion question</b> on counselor education &amp; conducting research</li> </ul>
<p><b>14. Thanksgiving Week</b></p> <p>Have a good week – Safe Travels / Have Fun!</p>	<p>Week 14: Nov. 23- 29</p>
<p><b>15. Resolving Legal and Ethical Issues (SLO 10, 11)</b></p> <p>Readings:</p> <ul style="list-style-type: none"> <li>•Remley &amp; Herlihy – Chapter 16</li> <li>•ACA Code of Ethics, 2014, Section I <a href="http://www.counseling.org/resources/aca-code-of-ethics.pdf">http://www.counseling.org/resources/aca-code-of-ethics.pdf</a></li> <li>•Ethical Standards Casebook pp. 133-138 (pay particular attention to cases)</li> <li>•Ethical Standards Casebook pp. 289-292</li> </ul>	<p>Week 15: Nov 30 –Dec. 6</p> <p><b><u>Due Sunday midnight online</u></b></p> <ul style="list-style-type: none"> <li>•QUIZ 14</li> <li>•<b>Discussion question</b> on resolving legal &amp; ethical issues</li> </ul>
<p><b>16. Final Examination: last day of finals midnight online</b></p>	<p>Week 16: Dec. 7-13</p> <ul style="list-style-type: none"> <li>•Final Case Study last Sunday of semester by midnight</li> <li>•Final exam Due last day of exams midnight</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. Descriptions of assignments are at the end of this syllabus.

**Final Case Study** – You will be provided with a case study in which you must demonstrate an understanding of ethical and legal standards. The final paper should be 5-8 double-spaced pages of body and also include a title page, and at least five peer reviewed references in addition to the course texts. References should be listed at the end of the paper and should follow APA 6 formatting.

The outline of the case study will be:

- a. Cover page (APA 6) – No abstract
- b. Introduction
- c. Description of the counselor's actions or inactions
- d. Explanation of the applicable ACA ethical code, Texas Law, and morality (use codes, law, books, and journal articles to support discussion)
- e. Application of the Ethical Decision Making Model as it should have been applied
- f. Analysis of where the counselor "went wrong"
- g. Recommendations and resources to prevent this ethical violation in others
- h. Summary
- i. References

**Professional Identity Paper:** Each student will write an APA 6 style paper approximately 5-8 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?

**Professional Advocacy/Social Justice Project:** A group of 3 or 4 students will identify an institutional or social barrier that impedes access, equity, or success for clients; investigate public policies on the local, state, and national levels related to the specific issue; and develop an advocacy campaign (i.e. Position Paper (4-5 pages) AND a Power Point, and *possibly* a Website) to decrease the barrier.

**Homework Assignments/Small Case Studies** – Throughout the term you will write responses to case studies. These responses will involve analyses of readings, comparing and contrasting views of authors, and critique of arguments presented by the readings or the class. Papers will be graded for accuracy of interpretation, rigor of argument, and clarity of expression. Limit your response to 3-5 double-spaced pages. Use the same outline as in the final case study. Use APA 6 for all

annotations and references. (See grading rubrics in this syllabus and on Blackboard)

**Quizzes:** 14 out of 16 weeks of class there will be quizzes based on the class readings. The lowest score will be dropped. Quizzes cannot be made up. Quizzes will be open-book but answers may not be shared with others.

**Discussion Questions:** Interacting with classmates is a critical part of your learning experience. Throughout the course you will be asked to respond to specific topics/question related to counseling and best practices. You must post at least one initial post on the given topic (approximately 300-500 words). You will also be required to respond to at least two of your classmates' posting for the discussion questions (approximately 50-100 words). Please use references for making your points. Remember that your point of view may differ from another student. Please be respectful of one another's postings. If you disagree with something that has been shared, please feel free to discuss. However, please discuss in a polite and respectful manner utilizing the core conditions of unconditional positive regard, genuineness/congruence, and empathy. Rubric will be provided on blackboard.

**Grading Matrix:**

Instrument	Value	Total
Homework Assignments (SLO 1-11)	6 assignments x 20	120
Quizzes Over Chapters/Materials (SLO 1-11)	14 quizzes x 10	140
Discussion Questions (SLO 1-11)	7 discussion posts x 20	140
Professional Advocacy/Social Justice Project (SLO 9, 11)	100 points	100
Professional Identity Paper (SLO 2, 4)	100 points	100
Final Case Study (SLO 10)	100 points	100
Final Exam	100 points	100
<b>TOTAL POSSIBLE</b>		<b>800</b>

**FINAL Grade Determination:**

**A = 90% 720 – 800 pts**

**B = 80% 640 – 719 pts**

**C = 70% 560 – 639 pts**

**D = 60% 480 – 559 pts**

**F = Below 60% below 480 pts**

**Rubric: Homework Assignments/Case Studies (20 pts each)**

<b>Criteria</b>	<b>Novice</b>	<b>Competent</b>	<b>Proficient</b>
<b>APA/Grammar Weight 20.00%</b>	<b>33 % Student's writing is well below graduate-level writing expectations including significant problems adhering to APA style</b>	<b>67 % Student writing meets graduate-level writing expectations including language, few spelling errors, and few grammatical errors and is mostly organized, logical and clear. APA adherence is also apparent</b>	<b>100 % Writing exceeds graduate level writing expectations. Language is concise, clear and has few spelling or grammatical errors. APA has few or no mistakes</b>
<b>Responsiveness: Did the student respond adequately to the paper or writing assignment? Weight 40.00%</b>	<b>33 % Student has shown minimal responsiveness or is unresponsive to requirements given in instruction</b>	<b>67 % Student's paper is mostly responsive to requirements given in instructions</b>	<b>100 % Student's paper is responsive and exceeds requirements given and demonstrates insight beyond what is required</b>
<b>Content knowledge: Does the content demonstrate an understanding of important knowledge is intended to demonstrate? Weight 40.00%</b>	<b>33 % paper shows a lack of understanding and little or no application to the course content</b>	<b>67 % The student provides basic understanding and application of the concepts</b>	<b>100 % The student provides in-depth understanding and application of concepts</b>

**Rubric Discussion Questions (20 points each)**

<b>Criteria</b>	<b>Novice</b>	<b>Competent</b>	<b>Proficient</b>
<b>Quality of post: Application of Assigned Readings Weight 40.00%</b>	<b>0 % No postings or Reflects no evidence of assigned readings/videos</b>	<b>50 - 75 % Responds with minimum effort - somewhat clear that readings and videos were read/watched and some incorporation into postings</b>	<b>100 % Appropriate comments: thoughtful, reflective. Very clear that readings were understood by incorporation into postings</b>
<b>Relevance of post: Responsiveness to assignment prompt Weight 40.00%</b>	<b>0 % No posting or very little addressed in one or more postings</b>	<b>50 - 75 % Up to 75% of the prompt components addressed in one or more postings</b>	<b>100 % All components of discussion prompt were addressed in initial posting</b>
<b>Contribution to the Learning Environment Weight 20.00%</b>	<b>0 % No feedback provided to fellow students.</b>	<b>50 -75% Attempts to direct the discussion - little effort to participate in the discussion as it develops (e.g. "I agree with Bill")</b>	<b>100 % Aware of needs of community; attempts to motivate the group discussion; presents creative approaches to topic</b>

## Rubric Professional Advocacy Project (100 points)

Criteria	Novice (0 - 50%)	Competent (75%)	Proficient (100%)
<p><b>Identify institutional and/or social barriers that impede access, equity, or success for clients</b>  <b>Weight: 20%</b></p>	<p>Minimal or no evidence or support of institutional or social barrier. Little or no evidence of integrating readings/course content into description of barriers.</p>	<p>Basic evidence or support of institutional or social barrier. Some evidence of integrating readings/course content into description of barriers.</p>	<p>Students provide in-depth evidence or support of institutional or social barrier. Some evidence of integrating readings/course content into description of barriers.</p>
<p><b>Adequately investigate public policies on local, state, and national levels related to the specific issue</b>  <b>Weight 20%</b></p>	<p>Little or no evidence of research supporting problem – particularly in terms of policies and issues related to problem on local, state, and national level</p>	<p>Some evidence of research supporting the identified problem, particularly in terms of policies and issues related to problem o local, state, and national level.</p>	<p>Excellent evidence of research supporting the identified problem, particularly in terms of policies and issues related to problem o local, state, and national level.</p>
<p><b>Development of an advocacy campaign to decrease the barrier - including ways counselors can help overcome these barriers</b>  <b>Weight: 40%</b></p>	<p>Weak advocacy campaign with little or no integration of materials from course to support advocacy campaign. Paper or writing assignment demonstrates/provides: <i>lack of understanding and little or no application</i> of the concepts and issues presented in the course and/or application is inaccurate and contains many omissions and/or errors; and/or no examples or irrelevant examples; and/or no thought-provoking ideas or original thinking; and/or no critical thinking; and/or many critical errors when applying knowledge, skills, or strategies presented in the course.</p>	<p>Somewhat developed advocacy campaign with some integration of materials from course to support campaign. Some integration and development of ways counselors can help overcome barriers. Paper and presentation assignment demonstrates/provides <i>basic understanding and application</i> of the concepts and issues presented in the course demonstrating that the student has absorbed the general principles and ideas presented; relevant examples; thought-provoking ideas and interpretations, some original thinking; and critical thinking; and mastery and application of knowledge and skills or strategies presented in the course.</p>	<p>Well developed advocacy campaign and ideas for integrating into counseling. Paper and presentation demonstrates/provides: <i>in-depth understanding and application</i> of concepts and issues presented in the course (e.g., insightful interpretations or analyses; accurate and perceptive parallels, ideas, opinions, and conclusions) showing that the student has absorbed the general principles and ideas presented and makes inferences about the concepts/issues or connects to them to other ideas; rich and relevant examples; thought-provoking ideas and interpretations, original thinking, new perspectives; original and critical thinking; and mastery and thoughtful/accurate application of knowledge and skills or strategies presented in the course.</p>
<p><b>Professionalism of Presentation: Grammar, Spelling, APA 6 used in paper, Professionalism of</b></p>	<p>Writing and presentation are between <i>well below and somewhat below graduate-level writing expectations</i>: The paper: uses unclear and inappropriate language; and/or has many errors in</p>	<p>Writing and presentation are scholarly and <i>meets graduate-level writing expectations</i>. The paper: uses language that is clear; has a few errors in spelling, grammar, and syntax; is well</p>	<p>Writing and presentation are scholarly and <i>exceeds graduate-level writing expectations</i>. The paper: uses language that is clear, concise, and appropriate; has few if any errors in spelling,</p>

<p><b>Power Point, &amp; possible Website</b> <b>Weight: 20%</b></p>	<p>spelling, grammar, and syntax; and/or lacks organization in a way that creates confusion for the reader; and/or contains many direct quotes from original source materials and/or consistently and poorly paraphrases rather than using original language; and/or lacks information about a source when citing or paraphrasing it significant problems adhering to APA style (application papers).</p>	<p>organized, logical, and clear; uses original language and uses direct quotes when necessary and/or appropriate; provides information about a source when citing or paraphrasing it; adheres to APA style with few mistakes (application papers).</p>	<p>grammar, and syntax; is extremely well organized, logical, clear, and never confuses the reader; uses a preponderance of original language and uses direct quotes only when necessary and/or appropriate; provides information about a source when citing or paraphrasing it; adheres to APA style with few or no mistakes (application papers).</p>
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<b>Groupwork Self and Peer Feedback Form</b>				
1. Overall, how effectively did <b>you</b> work with your group on this assignment? (circle the appropriate response)				
1	2	3	4	5
not at all	poorly	adequately	well	extremely well
Comments:				
2. Overall, how effectively did <b>your group</b> work together as a whole on this assignment? (circle the appropriate response)				
1	2	3	4	5
not at all	poorly	adequately	well	extremely well
Comments:				
3. How many of the four or five group members participated actively most of the time? (circle the appropriate response)				
1	2	3	4	5
Comments:				
4. How many of you were fully prepared for the groupwork most of the time? (circle the appropriate response)				
1	2	3	4	5
Comments:				

5. Give one or two specific examples of something you learned from the group that you probably wouldn't have learned on your own.

6. Give one or two specific example of something the other group members learned from you that they probably wouldn't have learned without you.

7. Suggest one or two specific, practical changes the group could make that would help improve everyone's learning.

Reference: Angelo, T.A. & Cross, K.P. (1993). Classroom Assessment Techniques: A Handbook for College Teachers, 2<sup>nd</sup> edition. San Francisco: Jossey-Bass, pp. 349-351.



**Rubric Professional Identity Paper (100 points)**

<b>Criteria</b>	<b>Incomplete</b>	<b>Novice</b>	<b>Competent</b>	<b>Proficient</b>
<b>APA/Grammar Weight: 20%</b>	Very little if any evidence of attention to detail, grammar, spelling, APA 6	Student's writing is well below graduate-level writing expectations including significant problems adhering to APA style	Student writing meets graduate-level writing expectations including language, few spelling errors, few grammatical errors and is mostly organized, logical and clear. APA adherence is also apparent.	Writing exceeds graduate level writing expectations. Language is concise, clear and has few spelling or grammatical errors. APA has few or no mistakes.
<b>Responsiveness: Did the student respond adequately to the paper or writing assignment Weight: 20%</b>	Student is unresponsive to requirements given in instructions	Student has shown minimal responsiveness to given instructions	Student's paper is mostly responsive to requirements given in instructions	Student's paper is responsive and exceeds requirements given and demonstrates insight beyond what is required
<b>Content knowledge: Does the content in the paper demonstrate an understanding of important knowledge is intended to demonstrate? Weight: 30%</b>	Paper shows no understanding and no application to the course content	Paper shows a lack of understanding and little application to the course content	The student provides basic understanding and application of the concepts	The student provides in-depth understanding and application of concepts
<b>Personal Reflection: Does the student adequately demonstrate self-reflection and application of counseling and ethical principles to self? Weight: 30%</b>	Student shows no personal reflection in paper	Students shows little evidence of self-reflection and application of ethical and counseling principles to self	Student demonstrates basic reflection of counseling and ethical principles to self	The Student shows in-depth analysis of self according to counseling and ethical principles

### Rubric Final Case Study (100 points)

	Emerging 25%	Progressing 50%	Meets Standard 75%	Exemplary 100%
<p><b>Quality of Writing:</b> Does the student demonstrate graduate-level writing in papers and written assignments? (20%)</p>	<p>Writing is <b>well below graduate-level writing expectations</b>: The paper: uses unclear and inappropriate language; and/or has many errors in spelling, grammar, and syntax; and/or lacks organization in a way that creates confusion for the reader; and/or contains many direct quotes from original source materials and/or consistently and poorly paraphrases rather than using original language; and/or lacks information about a source when citing or paraphrasing it significant problems adhering to APA style (application papers).</p>	<p>Writing is <b>somewhat below graduate-level writing expectations</b>: The paper: uses language that is unclear and/or inappropriate; and/or has more than occasional errors in spelling, grammar, and syntax; and/or is poorly organized, is at times unclear and confusing, and has some problems with logical flow; and/or reflects an underuse of original language and an overuse of direct quotes and paraphrases; and/or sometimes lacks information about a source when citing or paraphrasing it; problems adhering to APA style (application papers).</p>	<p>Writing is scholarly and <b>meets graduate-level writing expectations</b>. The paper: uses language that is clear; has a few errors in spelling, grammar, and syntax; is well organized, logical, and clear; uses original language and uses direct quotes when necessary and/or appropriate; provides information about a source when citing or paraphrasing it; adheres to APA style with few mistakes (application papers).</p>	<p>Writing is scholarly and <b>exceeds graduate-level writing expectations</b>. The paper: uses language that is clear, concise, and appropriate; has few if any errors in spelling, grammar, and syntax; is extremely well organized, logical, clear, and never confuses the reader; uses a preponderance of original language and uses direct quotes only when necessary and/or appropriate; provides information about a source when citing or paraphrasing it; adheres to APA style with few or no mistakes (application papers).</p>
<p><b>Responsiveness:</b> Did the student respond adequately to the paper or writing assignment? (30%)</p>	<p>Paper or writing assignment is <b>unresponsive</b> to the requirements given in the instructions. The content misses the point of the assigned or selected topic; and/or relies primarily on anecdotal evidence (e.g., largely comprised of student opinion); and/or contains little evidence that the student has read, viewed, and considered the Learning Resources in the course.</p>	<p>Paper or writing assignment is <b>somewhat responsive</b> to the requirements given in the instructions. Content is somewhat misses the point of the assigned or selected topic; and/or lacks in substance, relying more on anecdotal than scholarly evidence (e.g., largely comprised of student opinion); and/or contains little evidence that the student has read, viewed, and considered the Learning Resources in the course.</p>	<p>Paper or writing assignment is <b>responsive to and meets</b> the requirements given in the instructions. It: responds to the assigned or selected topic; is substantive and evidence based; demonstrates that the student has read, viewed, and considered the Learning Resources in the course.</p>	<p>Paper or writing assignment is <b>responsive to and exceeds</b> the requirements given in the instructions. It responds to assigned or selected topic; demonstrates insight beyond what is required in some meaningful way (e.g., ideas contribute a new dimension to what is known about the topic, unearths something unanticipated, incorporates additional readings outside of the assigned learning resources, etc.); is substantive and evidence-based; demonstrates that the student has read, viewed, and considered the learning resources in the course.</p>

<p style="text-align: center;"><b>Content Knowledge</b></p> <p>Does the content in the paper or writing assignment demonstrate an understanding of the important knowledge the paper/assignment is intended to demonstrate? (50%)</p>	<p>Paper or writing assignment demonstrates/provides: <b>lack of understanding and little or no application</b> of the concepts and issues presented in the course and/or application is inaccurate and contains many omissions and/or errors; and/or no examples or irrelevant examples; and/or no thought-provoking ideas or original thinking; and/or no critical thinking; and/or many critical errors when applying knowledge, skills, or strategies presented in the course.</p>	<p>Paper or writing assignment demonstrates/provides: <b>minimal understanding and little application</b> of concepts and issues presented in the course, and, while generally accurate, displays some omissions and/or errors; and/or few and/or irrelevant examples; and/or few if any thought-provoking ideas, little original thinking; and/or “regurgitated” knowledge rather than critical thinking; little mastery of skills and/or numerous errors when using the knowledge, skills or strategies presented in the course.</p>	<p>Paper or writing assignment demonstrates/provides <b>basic understanding and application</b> of the concepts and issues presented in the course demonstrating that the student has absorbed the general principles and ideas presented; relevant examples; thought-provoking ideas and interpretations, some original thinking; and critical thinking; and mastery and application of knowledge and skills or strategies presented in the course.</p>	<p>Paper or writing assignment demonstrates/provides: <b>in-depth understanding and application</b> of concepts and issues presented in the course (e.g., insightful interpretations or analyses; accurate and perceptive parallels, ideas, opinions, and conclusions) showing that the student has absorbed the general principles and ideas presented and makes inferences about the concepts/issues or connects to them to other ideas; rich and relevant examples; thought-provoking ideas and interpretations, original thinking, new perspectives; original and critical thinking; and mastery and thoughtful/accurate application of knowledge and skills or strategies presented in the course.</p>

## 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 Laura Smith at 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.*

### **Assignment Policy:**

**Late Assignments:** *In order to be fair to students who submit their assignments on time, students who submit their assignments late for other than an emergency reason (family death, hospitalization, etc.) will receive a 10% deduction on that assignment for one to two days late, 20% deduction for more than three to four days late, etc. Please plan ahead.*

### **Exam Policy:**

*Exams should be taken as scheduled. No makeup examinations will be allowed except for documented emergencies (See Student Handbook). The quizzes will be taken each week before class and they are open book and open note. However they are not open-neighbor. The final exam will be posted on-line and will not be open-neighbor, but will be open book, open note.*

### **Academic Integrity:**

*Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of conduct and Academic Dishonesty 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 Student Code of Conduct at [http://www.unt.edu/unt-dallas/policies/Chapter%2007%20Student%20Affairs,%20Education,%20and%20Funding/7.002%20Code%20of%20Academic Integrity.pdf](http://www.unt.edu/unt-dallas/policies/Chapter%2007%20Student%20Affairs,%20Education,%20and%20Funding/7.002%20Code%20of%20Academic%20Integrity.pdf)*

*In addition, all academic work turned in for this class, including exams, papers, and written assignments as follows:*

***On my honor, I have not given, nor received, nor witnessed any unauthorized assistance that violates the UNTD Academic Integrity Policy.***

### **Plagiarism:**

*Students should be aware of an available service called "SafeAssignment" and "Turnitin" to detect plagiarism. University of North Texas-Dallas has an account with an automated plagiarism detection service which allows instructors to submit student assignments to be checked for plagiarism. Assignments are compared automatically against a variety of items in the Internet, and previously submitted papers. Material that may not be original is flagged and a matching score is calculated. The Instructor receives*

*the matching score and a report. I reserve the right to 1) request that assignments be submitted to me as electronic files and 2) electronically submit assignments to SafeAssignment or turnitin. If plagiarism is found, the student will automatically receive an F in the course and will immediately be brought to the faculty's attention regarding fitness to proceed in the program.*

### **Professional Demeanor:**

*Students are expected to behave in a professional manner. Elements of professionalism include the following:*

- 1) personal and academic integrity*
- 2) responsibility for one's own behavior, tasks, assignments and life lessons*
- 3) consideration, caring and sensitivity to peers/instructor and appropriate interactions*
- 4) maturity, including the capacity to accept "no"*
- 5) evidence of a continuous process of self exploration, resulting in enhanced self-awareness*
- 6) practice of ethical and moral professional behavior*
- 7) openness to constructive feedback*
- 8) willingness to try new behaviors and to make suggested changes*
- 9) lack of complaining, badgering, whining, etc., especially over points or half-points*
- 10) positive and enthusiastic attitude and engagement in the class activities and discussions*
- 11) consistent meeting of deadlines*

### **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 Policy:**

*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 and for what reason. 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.*

### **Diversity/Tolerance Policy:**

*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. Disruptions which violate the Code of Student Conduct will be referred to the Center for Student Rights and Responsibilities as the instructor deems appropriate.*

### **Optional Policies:**

- This class does require the use of webct/ecampus/blackboard. Power points, quizzes, discussion questions, and additional class materials will be available on the site.*
- The Professor for this course will neither ask for nor utilize your personal email for course communications. Students have been issued eagle mail accounts, and all course communication will occur through that email account.*

**Syllabus Change Policy:**

- *Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice.*

**UNT Dallas**  
**Department of Counseling and Human Services**  
**Class Attendance and Participation Rubric**

In an effort to cultivate an effective learning environment, faculty members request that each student meets expectation of the following behaviors. The intent of this rubric is NOT to be punitive but rather to have clear and consistent expectations across the department. Students have the freedom to choose their behavior. Faculty will enforce the following guidelines for the behaviors that students choose.

	<b>Meets Expectation (5 points)</b>	<b>Occasionally Below Expectation (2.5 point)</b>	<b>Consistently Below Expectation (0 points)</b>
<b>1. Attendance</b>	Attends all class with one or less excused absence.	Misses one class with excused absence and one absence due to emergency (family member death, hospitalization, or something involving police or firefighters).	Misses two or more classes due to non-emergency (family member death, hospitalization, or something involving police or firefighters).*
<b>2. Punctual</b>	Arrives and is ready to begin on time with no more than one tardy and remains to the end of class.	Is more than 5-10 minutes tardy two times or leaves class early two times.	Is more than 10 minutes tardy more than two times or leaves class early more than two times.*
<b>3. Quality Contribution</b>	Questions and comments are on topic, indicate reflection and knowledge of readings, and contribute to a deeper understanding .	Questions and comments are occasionally (2 times) tangential, do not indicate knowledge of readings, and do not contribute to a deeper understanding.	Questions and comments are often tangential (3+ times), do not indicate knowledge of readings, and do not contribute to a deeper understanding.
<b>4. Attentive Behavior</b>	Pays attention and does not engage in side conversations or off-task technology activity (i.e. texting, surfing web, social networking) more than once a semester.	Does not pay attention but rather engages in side conversations or off-task technology (i.e. texting, surfing web, social networking) twice a semester.	Does not pay attention but rather engages in side conversations or off-task technology (i.e. texting, surfing web, social networking) more than twice a semester.
<b>5. Responsible Behavior</b>	Is consistently informed by checking Blackboard, syllabus, and emails for instructions and updates.	Is uninformed about instructions and updates twice.	Is uninformed about instructions and updates more than twice.

Total possible points or percentage: 25

\* Results in drop in the final letter grade in class. If four or more, then drops another letter grade.