I. Course Description:
This course provides orientation to ethical standards and research relevant to ethical behavior of counselors in rehabilitation, mental health and school settings. Comparisons will be made with similar issues in other helping professions. This will be accomplished through group exchange of ideas, feelings and attitudes, and through didactic and experiential activities.

Prerequisites – None

Textbooks and Documents:


Additional Readings are in the course room and include state codes and laws that pertain to the practice of counseling as well as ethical codes.

LiveText/Watermark Statement:
This course uses the LiveText/Watermark data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText/Watermark account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText/Watermark account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText/Watermark registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

If you have questions about obtaining or registering your LiveText/Watermark account or any technical questions, call 936-468-2395 or e-mail LiveText@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText/Watermark system may result in course failure.

Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):
Through the activities and objectives in COU 523 students will become prepared, competent, successful, caring and enthusiastic counseling professionals. They will continue to develop a sense of service, leadership, professional and intellectual growth. Through regular class attendance, writing projects, exams, and discussions students will gain academic excellence within the subject area with an emphasis on life-long learning and development. Students will also be given the opportunity for collaboration and be encouraged toward openness to new ideas. Ethics, integrity and service within the counseling profession and following the American Counseling Association guidelines will also
be integrated into all aspects of the course. As described in this syllabus, COU 523 follows the mission, vision and core values of the college of education and Stephen F. Austin State University which is aligned with the counseling curriculum, clinical experiences, and assessments.

**COUNSELOR EDUCATION PROGRAM LEARNING OUTCOMES**

**Professional Orientation and Ethical Practice (CACREP F.1)**

Students will be able to articulate the elements related to professional identity including: the history and philosophy of the counseling profession, the value of professional organizations, the need for legal and ethical practice, and advocating for the profession and clients that are served.

**Human Growth and Development (CACREP F.2, F.3, F.4)**

Students are able to demonstrate an understanding of development across the lifespan and the impact on normal and abnormal functioning.

**Helping Relationships (CACREP F.5, F.6)**

Students are able to demonstrate the skills necessary to engage in an effective and therapeutic helping relationship.

**Assessment and Treatment Planning (CACREP F.7)**

Students demonstrate the ability to identify effective assessment strategies in order to facilitate treatment planning.

**Research and Program Evaluation (CACREP F.8)**

Students will demonstrate an understanding of research methods to inform evidence-based practice.

**Course Objectives/Intended Student Learning Outcomes:**

Through the activities and objectives in COU 523 students will become prepared, competent, successful, caring and enthusiastic counseling professionals. They will continue to develop a sense of service, leadership, professional and intellectual growth. Through regular class attendance, writing projects, exams, and discussions, students will gain academic excellence within the subject area with an emphasis on life-long learning and development. Students will also be given the opportunity for collaboration and be encouraged toward openness to new ideas. As described in this syllabus, COU 523 follows the mission, vision and core values of the College of Education and Stephen F. Austin State University which is aligned with the counseling curriculum, clinical experiences, and assessments. This course is designed to meet CACREP, SBEC, and NCATE standards as described in the following matrix:

<table>
<thead>
<tr>
<th>Objectives/Student Learning Outcomes</th>
<th>Method of Instruction</th>
<th>Method of Assessment</th>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understands ethical standards of professional counseling organizations and credentialed bodies, and applications of ethical and legal considerations in professional counseling</td>
<td>Online module, textbook</td>
<td>Discussions, Code Comparison Paper</td>
<td>CACREP 2.F.1.i</td>
</tr>
<tr>
<td>Understands ethical and legal considerations specifically related to the practice of clinical mental health rehabilitation counseling and school counseling</td>
<td>Readings, Discussions</td>
<td>Informed Consent Paper</td>
<td>CACREP CMH.C.2.1 CACREP CRC D.2.w CACREP SCH 2n</td>
</tr>
<tr>
<td>Promote ethical decision-making and personal responsibility that is consistent with an individual's culture, values and beliefs considering power and privilege</td>
<td>Readings, Discussions</td>
<td>Web-Counseling Paper Exams</td>
<td>CACREP F2D and F2E</td>
</tr>
<tr>
<td>Explain the legal limits of confidentiality for counselors for the state in which they practice counseling</td>
<td>Readings, Discussions</td>
<td>Informed Consent Paper</td>
<td>CACREP F1I</td>
</tr>
<tr>
<td>Explain the practical implications of ethical codes as part of the counseling process</td>
<td>Readings, Discussions</td>
<td>Code Comparison Paper</td>
<td>CACREP F1I</td>
</tr>
<tr>
<td>Confirm competency in applying an established ethical decision-making process to counseling case situations</td>
<td>Readings, Discussions</td>
<td>Exams</td>
<td>CACREP F1B, C and D</td>
</tr>
<tr>
<td>Explain the purpose, roles, and need</td>
<td>Readings, Discussions</td>
<td>Exams</td>
<td>CACREP F1M</td>
</tr>
</tbody>
</table>
Course Objectives:
This course will assist students in gaining the following competencies:
1. develop an understanding of moral reasoning and ethical decision-making strategies;
2. develop knowledge and understanding of professional and ethical problems and issues;
3. develop a personal ethical system;
4. develop an understanding of the ethical standards and codes of ethics of ACA and its divisions;
5. understand the major legal rulings that effect the work of counselors
6. understand the relationship between legal, ethical and moral issues.
7. gain awareness of the ethical issues related to the use of technology in counseling
8. understand how racism, sexism, ageism, heterosexism and other forms of stereotyping are ethical issues.
9. develop an understanding of professional credentialing issues including certification, licensure and accreditation.

Student Outcomes:
At the conclusion of this course, the student will be able to:
1. describe areas of behavior that present ethical dilemmas
2. identify professional and ethical problem situations
3. understand current legal rulings and legislation related to counseling in Texas
4. identify the competing moral principles present in the ethical dilemmas
5. apply a model of ethical decision-making to counseling and professional situations
6. identify legal and ethical issues related to the use of technology in counseling
7. identify ethical behaviors as defined in the ACA and divisional codes of ethics
8. identify how diversity issues impact ethical and moral issues
9. discuss issues relative to professional credentialing vis-à-vis licensure, certification, and accreditation.

Time Requirements and Credit Hours:
COU 523 Ethical and Legal Issues in Counseling (3 credits) is an online course that has discussions most week
which require students to spend time preparing for the discussions by reviewing information in the modules and
reading the textbook. Students have significant weekly reading assignments, are expected to participate in
discussions as well as submit assignments. Students have several major assignments related to ethical and legal
issues in counseling and have two exams that are application in nature. These activities average at a minimum 10 to
12 hours of work each week to prepare outside of classroom hours.

Course Requirements:
1. Class Participation: Class Participation will demonstrate knowledge of the text and/or other assigned
readings. Students are expected to read the chapters assigned for the class discussions be prepared to fully
participate in classroom discussions. Participation in discussions will be graded on a 20-point scale Initial
posts should demonstrate that one has read the textbook and other course materials. You should cite the text
or other peer reviewed sources in your main/initial post. These posts should be substantial in nature and not
just one or two sentences. Initial discussion posts are due by Tuesdays at 10:30 pm Central Time with
response posts due by Fridays at 6:00 pm Central Time; Week 1 initial posts will be due by Thursday with
response posts due on Friday. Initial posts should fully address all questions asked and use peer reviewed
sources to support ideas (the learning modules and websites are not considered peer reviewed sources).
Response posts need to be substantial and simply stating "I agree" is not considered substantial. Response
posts should be at least one six to eight sentence paragraph. Responses posts should demonstrate that one
has read the post and expand upon ideas or ask questions that create additional discussion. You are
expected to respond to a minimum of two peers in a substantial fashion. (Please see the grading rubric).
Posts made after the week they are due will not receive credit. Failure to participate in a discussion will
count as an absence from the course. Failure to participate in part of a discussion on-time (either main post
or response posts) will count as half of an absence. If you have more than two absences from the course, your final grade will be reduced by one letter grade. Additionally, failure to participate the first week of class may result in being dropped from the course. Do not edit discussion posts. The policy for this course is that you are expected to post your initial post without reading your peers’ posts. The system is set to not allow you to see other posts until you make your initial post. There is also no way that it can be determined what was posted before or after the deadline if you edit the post. It is possible to post a blank post and then go back and edit it later. To avoid, issues and the grade of 0 for posts—DO NOT EDIT POSTS. If you forget a reference or want to add to your post then you can do an addendum. You would not submit a paper and then take it back to edit. Thus, the policy for this course is that edited posts will receive the grade of 0.

2. **Web Counseling Paper**: Explore the World Wide Web and find two sites that provide online counseling or online psychotherapy. Review the information provided to prospective clients and explore the site as much as you can without “signing up” as a client. Then write a four-page paper (typed, double-spaced, APA style, 6th edition) evaluating the degree to which the professionals providing that service are complying with the NBCC Guidelines for Web Counseling and the ACA Guidelines for Internet Counseling. In your paper include the exact URL of the sites you surveyed at the end of the references. The following evaluation criteria will be applied to the Web Counseling Paper: (a) Skill in searching the Web to locate appropriate sites (b) Understanding of NBCC and ACA guidelines for Web Services (c) Ability to apply NBCC and ACA guidelines to specific sites (d) Capacity to organize and present findings clearly. This paper is worth 30 points. See rubric later in syllabus. **This paper must be submitted to livetext and d2l to be graded.**

3. **Code Comparison Paper**: You will examine two codes of ethics that you most closely relate to in what you hope to do in the future. For those who want to be school counselors you should use the ASCA ethical standards for school counselors as one of your codes and for those seeking to be rehabilitation counselors you should use the CRCC Code of Professional Ethics for Rehabilitation Counselors as one of your codes. The paper should address both the similarities and differences of the two codes that you selected in detail (be specific not general – demonstrate that you have actually read and reviewed the codes in detail). This paper should be three to five pages in length and is worth 50 points. For non-counseling or non-psychology students you should choose two codes you are most interested in examining. This paper is worth 50 points. See rubric later in syllabus. **This paper must be submitted to livetext and d2l to be graded.**

4. **Informed Consent Paper**: You will need to write your own informed consent for a job that you currently have or hope to have in the future using the ACA Code of Ethics for counseling students. Rehabilitation counseling students should also use the CRC Code of Ethics. For psychology students you should use one of the following: APA Code or NASP Ethical Standards or Behavioral Analysts Certification Board Guidelines for Responsible Conduct. For non-counseling/non-psychology students, consider what you may do in the future that would require an informed consent document and write a document that would fit your field. This assignment is worth 50 points. See rubric later in syllabus. **This paper must be submitted to livetext and d2l to be graded.**

5. **Exams**: A mid-term exam and a final exam will be given. The mid-term will be worth 200 points and cover material that has been discussed and covered up to that point. The final exam will be comprehensive in nature and is worth 200 points. The exams will be short answer, true/false and multiple choice in nature. The exams will require students to apply what they have learned.

Papers are required to be submitted to both d2l and livetext that are not submitted to livetext and d2l will not be graded and will receive the grade of 0.

For Discussions: Be sure to respond to two peers and use references to support ideas in initial posts. Please review the discussion expectations in the syllabus and the discussion grading rubric. This course may differ in what you have experienced with regards to discussions. In keeping with best practices in online learning discussion in this course are intended to be meaningful and offer you a way to begin to review and apply the course materials. Thus, they are structured and do require the use of references for initial posts.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussions</td>
<td>300</td>
</tr>
<tr>
<td>Web-Counseling Paper</td>
<td>150</td>
</tr>
<tr>
<td>Code Comparison Paper</td>
<td>100</td>
</tr>
<tr>
<td>Informed Consent Paper</td>
<td>50</td>
</tr>
<tr>
<td>Mid-Term Exam</td>
<td>200</td>
</tr>
<tr>
<td>Final Exam</td>
<td>200</td>
</tr>
</tbody>
</table>
LATE WORK WILL NOT BE ACCEPTED unless arrangements are made in advance with the instructor or there is a major extenuating circumstance (ie death in the immediate family, car wreck etc.). Please do not contact me three weeks after a due date for an extension or exception!!

Grades:
Grades will be based on the following scale:

- A = 1000 – 899
- B = 898-798
- C = 798-699
- F = 698 and below

Total possible points: 1000
Meeting the requirements as outlined is the student’s avenue for successful completion of the course. No additional assignments will be given or accepted for “extra credit.”

Grading Rubric for Discussions
Grading Rubric for Discussions – note all references should be peer reviewed references (websites and the learning module are not peer reviewed sources) and APA Style should be used for reference citation in initial posts.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>0</th>
<th>15 points max</th>
<th>17 points max</th>
<th>20 points max</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates an understanding of key course concepts, correctly. Supports position with applicable knowledge and/or real world experiences. Uses peer reviewed sources to support ideas.</td>
<td>Non-performance</td>
<td>Basic</td>
<td>Proficient</td>
<td>Distinguished</td>
</tr>
<tr>
<td>Does not demonstrate an understanding of key course concepts or has significant APA Style or grammar errors that detracts from the post.</td>
<td>Demonstrates a basic understanding of key course concepts. May not be using peer reviewed sources but alluding to course materials or may have some grammar/APA Style errors.</td>
<td>Applies relevant key course concepts, correctly. Uses peer reviewed sources to support ideas and has few APA Style errors.</td>
<td>Analyzes key course concepts, correctly, using examples or supporting evidence. Uses peer reviewed sources to support ideas. Few if any grammar or APA Style errors.</td>
<td></td>
</tr>
<tr>
<td>Collaborates with peers (minimum 2 responses to get full points), relating the discussion to relevant course concepts.</td>
<td>Does not collaborate with peers regarding key course concepts or has significant APA Style or grammar errors that significant distracts from the post.</td>
<td>Collaborates with peers without relating discussion to the relevant key course concepts or minimally relates to the course contents or may some have grammar/APA Style errors.</td>
<td>Collaborates with at least 2 peers, relating the discussion to relevant course concepts and extending the discussion in a substantial way.</td>
<td></td>
</tr>
</tbody>
</table>
# Web-Counseling Paper Grading Rubric

<table>
<thead>
<tr>
<th>Section</th>
<th>Criteria</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong></td>
<td>□ Is the topic of the paper clearly and concisely introduced?</td>
<td>______/20</td>
</tr>
<tr>
<td></td>
<td>□ Does the information forecast the remainder of the paper for the reader?</td>
<td></td>
</tr>
<tr>
<td><strong>Body of the Paper</strong></td>
<td>□ Does the paper summarize the information?</td>
<td>______/50</td>
</tr>
<tr>
<td></td>
<td>□ Does the paper provide examples to help the reader understand points made?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Does the paper discuss the main ethical considerations related to information found on these sites?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Is all information factually correct (code of ethics application)?</td>
<td></td>
</tr>
<tr>
<td><strong>Conclusion</strong></td>
<td>□ Is there a conclusion?</td>
<td>______/20</td>
</tr>
<tr>
<td></td>
<td>□ Does the paper provide a brief summary of what has been discussed?</td>
<td></td>
</tr>
<tr>
<td><strong>References &amp; Citations</strong></td>
<td>□ Does the body of the paper cite sources as necessary?</td>
<td>______/20</td>
</tr>
<tr>
<td></td>
<td>□ Are the internal citations in APA 6th edition?</td>
<td></td>
</tr>
<tr>
<td><strong>Writing Style</strong></td>
<td>□ Is the paper well organized?</td>
<td>______/20</td>
</tr>
<tr>
<td></td>
<td>□ Is the paper free from grammar &amp; spelling errors?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Are there smooth transitions/headings between sections?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Is the manuscript clean/legible/pleasing to read?</td>
<td></td>
</tr>
<tr>
<td><strong>Style</strong></td>
<td>□ Does the paper follow APA 6th edition guidelines</td>
<td>______/20</td>
</tr>
</tbody>
</table>

**Total Points:** ______/150

**Comments:**
## Informed Consent Paper Grading Rubric

### Information Required – 4 points each

- ☐ the purposes, goals, techniques, procedures, limitations, potential risks, and benefits of services;  
  ____/40
- ☐ counselor’s qualifications, credentials, and relevant experience;  
- ☐ continuation of services upon the incapacitation or death of a counselor;  
- ☐ implications of diagnosis  
- ☐ the intended use of tests and reports  
- ☐ fees, and billing arrangements.  
- ☐ an explanation of the limitations of confidentiality (including how supervisors and/or treatment team professionals are involved);  
- ☐ how to obtain clear information about records  
- ☐ the right to participate in the ongoing counseling plans;  
- ☐ the right refuse any service or modality change and to be advised of the consequences of such refusal

### Writing Style

- ☐ Is the paper well organized?  
  ____/10
- ☐ Is the paper free from grammar & spelling errors?  
- ☐ Are there smooth transitions/headings between sections?  
- ☐ Is the manuscript clean/legible/pleasing to read?

**Total Points:** ______/50

Comments:
# Code Comparison Paper Grading Rubric

## Introduction
- Is the topic of the paper clearly and concisely introduced?  
- Does the information forecast the remainder of the paper for the reader?  

## Body of the Paper
- Does the paper summarize the information?  
- Does the paper provide examples to help the reader understand points made?  
- Does the paper discuss the similarities and differences of the two ethical codes selected?  

## Conclusion
- Is there a conclusion?  
- Does the paper provide a brief summary of what has been discussed?  

## References & Citations
- Does the body of the paper cite sources as necessary?  
- Are the internal citations in APA 6th edition?  

## Writing Style
- Is the paper well organized?  
- Is the paper free from grammar & spelling errors?  
- Are there smooth transitions/headings between sections?  
- Is the manuscript clean/legible/pleasing to read?  

## Style
- Does the paper follow APA 6th edition guidelines?  

---

**Total Points:** ___/100

**Comments:**
**V. Tentative Course Calendar**

**Timeline**

All initial posts are due by Tuesdays at 10:30 pm Central Time with response posts due by Friday at 6:00pm Central Time. (exception is week 1 when initial posts are due on Thursday by 10:30pm Central Time and response posts are due on Sunday by 6:00pm). All documents should be submitted in .doc or .docx format only. If the instructor cannot open it the paper will receive a grade of 0. All module assignments are due by the date noted on the timeline. Exams are due by the day and time listed on the timeline.

<table>
<thead>
<tr>
<th>Dates</th>
<th>Chapters/Readings</th>
<th>Learning Modules.</th>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
</table>
| **Week 1**       | January 15-January 19 | Chapter 1
Read the information in the getting started folder and print out the syllabus for the course
Introduction to Ethical and Legal Issues                                                                                                                                                                                                                                                                                               | Complete the introduction discussion (non-graded), and graded module discussion.
Complete the non-graded Quiz for this module. If you are unable to complete the quiz items due to technical difficulties, you will need to let me know and contact student tech support at 468-1919 to get the issue resolved so that you can access the rest of the course.
Discussion
Initial post due by Friday
Response posts due by Sunday | **20** |
| **Week 2**       | January 20 – Jan 26 | Chapter 2
Professional Identity of Counselors                                                                                                                                                                                                                                                                                                         | Discussion
Initial post due by Tuesday
Response posts due by Friday                                                                                                                                  | **20** |
| **Week 3**       | Jan 27 - Feb 2     | Chapters 3
Multicultural Competence and Social Justice                                                                                                                                                                                                                                                                                                   | Discussion
Initial post due by Tuesday
Response posts due by Friday                                                                                                                                  | **20** |
| **Week 4**       | Feb 3 – Feb 9      | Chapters 4 and 5
Client Rights and Counselor Responsibilities
Confidentiality and Privileged Information                                                                                                                                                                                                                                                                                                   | Code Comparison Paper due by Feb 9th at 10:30pm
Discussion
Initial post due by Tuesday
Response posts due by Friday
There are two discussions this week                                                                                                                                                                                    | **100** |
| **Week 5**       | Feb 10 – Feb 16    | Chapter 6
Chapter 611 Health and Safety Code
Records and Subpoenas                                                                                                                                                                                                     | Discussion
Initial post due by Tuesday
Response posts due by Friday                                                                                                                                  | **20** |
| **Week 6**       | Feb 17 – Feb 23    | Chapters 7 & 8
LPC Rules and Regulations
Competence, Assessment and Diagnosis
Malpractice and Resolving Ethical Dilemmas                                                                                                                                                                                                                                       | Discussion
Initial post due by Tuesday
Response posts due by Friday
There are two discussions this week                                                                                                                                                                                    | **40** |
<table>
<thead>
<tr>
<th>Week 7</th>
<th>Feb 24 – March 1</th>
<th>Chapter 16</th>
<th>Professional Writing, Conducting Research</th>
<th>Discussion Initial post due by Tuesday Response posts due by Friday</th>
<th>20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 8</td>
<td>March 2–March 6</td>
<td></td>
<td></td>
<td>Mid-Term Exam will be available from March 2nd at 10:00am and Due by March 6th at 5:00pm. It will cover everything that has been covered up to this point. You will have two hours to complete it from when you start</td>
<td>200</td>
</tr>
<tr>
<td>Spring Break</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 9</td>
<td>March 16 – March 22</td>
<td>Chapters 9 and 10</td>
<td>Boundary Issues Technology in Counseling</td>
<td>Discussion Initial post due by Tuesday Response posts due by Friday Informed Consent Paper Due by March 22nd at 10:30pm</td>
<td>20</td>
</tr>
<tr>
<td>Week 10</td>
<td>March 23 – March 29</td>
<td>Chapter 11</td>
<td>Counseling Children and Vulnerable Adults</td>
<td>Discussion Initial post due by Tuesday Response posts due by Friday</td>
<td>20</td>
</tr>
<tr>
<td>Week 11</td>
<td>March 30 – April 5</td>
<td>Chapter 12</td>
<td>Counseling Families and Groups</td>
<td>Discussion Initial post due by Tuesday Response posts due by Friday</td>
<td>20</td>
</tr>
<tr>
<td>Week 12</td>
<td>April 6 – April 12</td>
<td></td>
<td>Easter Holiday April 9 to April 12</td>
<td>Web Counseling Paper Due on April 7th at 10:30pm</td>
<td>150</td>
</tr>
<tr>
<td>Week 13</td>
<td>April 13 – April 19</td>
<td>Chapter 13</td>
<td>Professional Relationships, Private Practice and Health Care Plans</td>
<td>Discussion Initial post due by Tuesday Response posts due by Friday</td>
<td>20</td>
</tr>
<tr>
<td>Week 14</td>
<td>April 20 – April 26</td>
<td>Chapters 14 and 15</td>
<td>Counselor Education, Supervision and Consultation</td>
<td>Discussion Initial post due by Tuesday Response posts due by Friday</td>
<td>20</td>
</tr>
<tr>
<td>Week 15</td>
<td>April 27 – May 3</td>
<td></td>
<td>Rehabilitation Counseling School Counseling</td>
<td>Discussion Initial post due by Tuesday Response posts due by Friday</td>
<td>20</td>
</tr>
<tr>
<td>Week 16</td>
<td>May 4 - May 8</td>
<td></td>
<td></td>
<td>Final Exam available on May 4th at 10:30am and due by 5pm May 8th. You will have two hours to complete it from when you start the exam.</td>
<td>200</td>
</tr>
</tbody>
</table>
Readings (Required and recommended—including texts, websites, articles, etc.):
Required:

Legal Codes, LPC Rules and Regs (free online and linked in the courseroom)


Recommended Texts:

Course Evaluations:
Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

Class Attendance and Excused Absence: Policy 6.7
Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports (including the first 12 day attendance report) and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

Attendance –Failure to participate in a discussion the week that it is due will result in a grade of 0. Points will be deducted for late discussion posts. Additionally, failure to participate in a discussion will be considered an absence from the course. Participation in the discussion late will count as half an absence. Participation in part of the discussion (responses posts only or main post only) will count as half an absence. Please see the grading rubric in the courseroom. Two or more absences from the course will result in a one letter grade deduction.
Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 936-468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/

Student Academic Dishonesty: Policy 4.1
Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one’s own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source;
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

Penalties for Academic Dishonesty
Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

Student Appeals
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Class Specific Information on Academic Dishonesty:
Plagiarism an extremely serious offense with severe consequences including failure to receive credit for the assignment, removal from the class, and/or removal from the university. Most students who plagiarize do so unintentionally. However, that does not lessen the consequences. The following websites have excellent information regarding plagiarism and proper citation methods. I strongly recommend that you review this information.
http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml#original
http://www.msresource.com/format.html
http://owl.english.purdue.edu/owl/printable/589/

Plagiarizing on a paper or cheating on an exam will result in a F in the course. You are expected to complete exams independently without help or assistance from anyone else.

Withheld Grades: Policy 5.5
At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Student Code of Conduct: Policy 10.4
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups,
field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at http://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

Additional Information:

**Code of Ethics for the Texas Educator:** The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.


**To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:**

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual’s self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a **non-refundable fee**. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification.

- You are eligible to request a Preliminary Criminal History Evaluation if:
  - You enrolled or planning to enroll in an educator preparation program
  - You are planning to take a certification exam for initial educator certification, and
  - You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.

Additional information can be found at https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/.

2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at http://www.tx.nesinc.com/PageView.aspx?f=GEN_Tests.html. YOU must provide legal documentation to be
allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

**For further information concerning this matter, contact Katie Snyder Martin at 936-468-1740 or snyderke1@sfasu.edu.**

**Other Relevant Course Information:**
This is an online course thus you should have a backup plan in case your primary computer that you use goes out. It is also a good idea to backup your work especially for major assignments. Also, if you need to contact me please use my regular email johnie.fredman@sfasu.edu rather than the email in d2l.

Meeting the requirements as outlined is the student’s avenue for successful completion of the course. No additional assignments will be given or accepted for “extra credit.” Late work is not accepted unless arrangements are made in advance or there is a major extenuating circumstance (ie death in immediate the family or unexpected hospitalization). It is highly recommended that you not wait until the last minute to submit assignments and be proactive in ensuring that you avoid computer issues.

Please be respectful and considerate of others. Due to the seminar nature of this course and the fact that at times even well-seasoned professionals disagree on ethical and moral issues, you may find yourself disagreeing with others. Please feel free to express your opinion but also listen to and respect opinions that may substantially differ from your own.

The instructor returns phone calls that are received typically within 72 hours. However, messages left on Friday will not be returned until Monday or Tuesday. Email is the quickest way to reach the instructor but typically the instructor does not respond to emails on weekends or holidays.