

University of North Texas at Dallas
Spring 2024
Syllabus for Hybrid Class

COUN 5500 Sexuality Counseling (3 hrs)

Department of Counseling		School of Behavioral Health & Human Services	
Instructor Name:	Dr. Deborah Ferguson-Cain, LPC-S		
Office Location:	Dal 1 Room 105 I		
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Email Address:	deborah.ferguson-cain@untDallas.edu		
Office Hours:	Monday & Thursday 2:00-4:00 or by appointment		
Virtual Office Hours:	By appointment		
Classroom	Dal 1 Room 326		
Class Meeting Days &	Every other Thursday 4:00-6:50 p.m. beginning 1/18/24		
Course Catalog Description:	Counseling students develop in-depth understanding of human sexuality as well assessment and treatment of sexual issues.		
Prerequisites:	Prerequisite(s): COUN 5680 and COUN 5710		
Required Text:	<u>Mandatory Texts</u> <ul style="list-style-type: none">• Murray, C., Pope, A., & Willis, B. (2017) <i>Sexuality Counseling: Theory, Research and Practice</i>. Thousand Oaks, CA: Sage Publications• Buehler, S. (2022). <i>What every mental health professional needs to know about sex</i>. (3rd ed.) New York, NY: Springer.• Levine, S. B., Risen, C.B., & Althof, S.E. (2016) <i>Handbook of Clinical Sexuality for mental Health Professionals</i>. New York: Routledge (Instructor will provide handouts of text)		
Recommended Text and References:	<ul style="list-style-type: none">• American Psychological Association. (2019). <i>Publication manual of the American Psychological Association</i> (7th ed.). Washington, DC: Author.• O'Leary, K.D., & Heyman, R.E., (2015). <i>The couples' psychotherapy treatment planner</i>. (2nd ed.). Hoboken, NJ: Wiley.• Jongsma, A.E., Peterson, L.M., & Bruce, T.J. (2014). <i>The complete adult psychotherapy treatment planner</i>. (5th ed.). Hoboken, NJ: Wiley.• AASECT Code of Ethics available at http://www.aasect.org/code-ethics• Kinsey Report http://www.kinseyinstitute.org/research/ak-data.html• Carnes, P. (2001). <i>Out of the shadows: Understanding sexual addiction</i>: (3rd edition). Hazelden.		

Access to Learning Resources:	UNT Dallas Library: phone: (972) 780-1616 web: http://www.untDallas.edu/library email: library@untDallas.edu UNT Dallas Bookstore: phone: (972) 780-3652 web: http://www.untDallas.edu/bookstore e-mail: untDallas@bkstr.com
Supported Browsers: Chrome Firefox Flash 28, 29 (for audio/video) Internet Explorer 11 Safari 10, 11 Supported Devices: iPhone Android Chromebook (Tablet users can use the Canvas app)	Getting Help with Canvas: Canvas 24 /7 Phone Support for Students: 1-833-668-8634 Canvas Help Resources: web: https://community.canvaslms.com/docs/DOC-10701 For additional assistance, contact Student Assistance (Distance Learning): Founders Hall, Rm 124 phone: (972) 338-5580 email: distancelearning@untDallas.edu <i>If you are working with Canvas 24/7 Support to resolve a technical issue, make sure to keep me updated on the troubleshooting progress.</i>

Course Goals Overview:	
	<p>This course is intended for counseling students to develop in-depth understanding of human sexuality as well assessment and treatment of sexual issues. The course is designed to develop:</p> <ul style="list-style-type: none"> a) students' knowledge base related to human sexuality, b) an understanding of the varied sexuality issues which may be encountered in professional counseling practice, c) students' skills in assessment and intervention skills with sexuality issues, and d) Increased awareness of one's personal perceptions, attitudes and affect related to sexuality issues. <p>Course participants will become more effective in identifying, assessing, and intervening with human sexuality related counseling issues.</p>
Learning Objectives/Outcomes:	
At the end of this course, students will accomplish the following:	

	Student Learning Outcome	CACREP	Assessment Measure
1	Discuss the history and significant research in human sexuality	III. 7.a	Discussion, Quiz
2	Discuss and explore sexuality in professional counseling related to ethical considerations, professional competency and contextual framework for understanding sexuality		Discussion, Contextual Influence Assignment
3	Identify and describe the dynamics associated with healthy sexual functioning. Identify male and female sexual functioning, anatomy, physiology, and research on the sexual response cycle.	III. 7.b	Quiz, Male/Female Physiology Discussion
4	Identify components of healthy sexual development and ways that parents can foster healthy sexual attitudes and behavior in children and adolescents	III. 7.c	Discussion & Assignment, Treatment plan, Lifespan Assignment
5	Demonstrate self-awareness of one's own sexual development and sexuality, including the impact on self and intimate relationships.	III. 7.d	Discussion, Self-Reflection paper Reflection Journal
6	Demonstrate self-regulation of anxiety and embarrassment as well as unconditional positive regard and acceptance of other's sexuality, sexual development, sexual expression, and sexual trauma	III. 7.d	Discussion Sexual Interview Reflection Journal
7	Identify theories and assessments applied to sexuality counseling.	III. 7.e	Discussion, Special Topic and Treatment plan
8	Discuss and explore gender differences specific to sexual functioning and the impact of gender role expectations on sexuality expression.	III. 7.f	Discussion, Cultural Contextual Assignment
9	Demonstrate clinical interviewing, assessment, diagnosis, treatment planning, and counseling skills related to sexuality issues, sexual dysfunction, and survivors of sexual trauma.	III. 7.g.	Sexual History Interview Special Topic Presentation
10	Identify the sexually transmitted infections and the associated risk factors	III. 7.h	Discussion Board on STI and HIV
11	Explore the sexual orientation continuum and issues affecting gay, lesbian, bisexual, and transgendered (LGBT) individuals and couples	III. 7.i	Discussion Board, Sexual Minority Assignment
12	Discuss and discern assessment, DSM V diagnosis and treatment sexual dysfunctions, male sexual concerns, female sexual concerns, and heterosexual and LGBT couple concerns.	III. 7.j	Special Topic Presentation, Discussion

13	Discuss and discern assessment, DSM V diagnosis and treatment of concerns related to atypical sexual behaviors (paraphilias, addiction, polyamory, bdsm, hyper-sexuality.	III. 7.l	Discussion, Atypical behavior Assignment, Special Topic and treatment plan
14	Discuss factors that may influence sexuality during pregnancy and pregnancy termination, contraception, family planning, and fertility.	III. 7.m	Discussion
15	Describe the physiological, social, and emotional issues for individuals and couples in dealing with infidelity.	III. 7.n	Discussion
16	Discuss and explore cultural and contextual influences in sexuality related to religion, race, ethnicity and socioeconomic status.	III. 7.o	Cultural & Contextual Assignment
17	Explore sexuality in Intimate relationships and couple dynamics related to attachment, sexual decision-making, dating and divorce.	III.7.p	Discussion
17	Explore the contemporary sexual issues affecting Individuals, families and couples. related to aging, mental health, domestic violence and positive sexuality.		Discussion,

Hybrid Course Outline

This schedule is subject to change by the instructor. Any changes to this schedule will be communicated in class or via class email or Canvas announcement. Additional readings and activities may be added, these will be noted in the Readings and Activities/Assignments section. This course is designed as a hybrid class. Students will progress through Modules during the specified week within their own timeframe for the week that is not face to face. Students will meet every other week face to face.

The course has 15 Modules that are approximately 3 hours. Class time is 40 hours plus at least 60 hours in reading and assignments. Therefore, the student should plan to spend approximately 10 hours a week on this course over the 15 weeks.

Assignment due dates are indicated in the matrix below. Follow the **due date** to keep yourself on track. Weekly & major assignments are due Wednesday by 11:59pm. Late weekly assignment will not be accepted. This schedule is subject to change by the instructor. Any changes to this schedule will be communicated in class or via class email or Canvas announcement. Additional readings and activities may be added, these will be noted in the Readings and Activities/Assignments section. Students are expected to have thoroughly read and be prepared for every class, and to participate *actively* in class activities. Students are required to complete readings or assignments prior to class time. Students are required to commit 3 to 4 hours of independent study time.

Course Schedule Sexuality in Counseling Spring 2024

***Handbook of Clinical Sexuality for mental Health Professionals (HCSMHP) (Levine, Risen & Althof (2016) Handout chapters will be in Canvas.*

Date	Class activity	Readings	Assignment(s)
No class 1/15/24 In Observance of Martin Luther King Day Day of Service			
Week 1 1/18	Addressing Sexuality in Professional Counseling	Murray, Pope, & Willis: Chapter 1 Buehler Chapters. 1 & 2 • http://aasect.org/ - review before class. You can use this site to find resources for different subjects that we will discuss in class. • Attitudes regarding sexual practices: http://www.e-tarocchi.com/sa/sa.php ** HCSMHP Handout	<ul style="list-style-type: none"> • Sign and submit Appendix B in class • Introduce yourself on Discussion board "Classroom Q&A" • Discussion Question • Complete Attitudes regarding sexual practices survey • Begin personal exploration paper • Due Wednesday 1/24 @11:59 pm
Week 2 1/25 On line	Assessment in Sexuality Counseling Ethics in Sexuality Counseling	<ul style="list-style-type: none"> • Murray, Pope, & Willis: Chapter 2 • Buehler, Chapter 5 • http://dbhnow.com/wp-content/uploads/2011/03/Comfort-and-Willingness-Scale.pdf – print this survey and complete it. ** HCSMHP Handout	<ul style="list-style-type: none"> • Assessments in Counseling • Due Wednesday 1/31 @11:59 pm
Week 3 2/1	General Interventions Theoretical Approaches to Sexuality Counseling	<ul style="list-style-type: none"> • Murray, Pope, & Willis: Chapter 3 • Buehler Chapter 4 • http://www.sex-lexis.com ** HCSMHP Handout	<ul style="list-style-type: none"> • Discussion Question • Complete Comfort & Willingness Scale Assessment • Personal exploration paper • Due Wednesday 2/7 @11:59 pm
Week 4 2/8 On line	Sexuality and Lifespan Development Childhood and Adolescence	<ul style="list-style-type: none"> • Murray, Pope, & Willis: Chapter 5 • Buehler Chapter 3 & 10 ** HCSMHP Handout	<ul style="list-style-type: none"> • Discussion Question • Complete Your Sexual Interview • Due Wednesday 2/14 @11:59 pm
Week 5 2/15	Cultural & Contextual Influences on Sexuality	<ul style="list-style-type: none"> • Murray, Pope, & Willis: Chapter 9 • Buehler, Chapter 4 ** HCSMHP Handout	<ul style="list-style-type: none"> • Sex & Culture Discussion Question • Due Wednesday 2/21 @11:59 pm
Week 6 2/22 On line	Female Sexuality & Male Sexuality and Physiology	<ul style="list-style-type: none"> • Murray, Pope, & Willis: Chapter 4 • Buehler, Chapters 3, 6 & 7 ** HCSMHP Handout	<ul style="list-style-type: none"> • Discussion Question • Sexual Interview Assignment • Due Wednesday 2/28 @11:59 pm
Week 7 2/29	Sexuality and Intimate Relationships; Infidelity in sexuality counseling	<ul style="list-style-type: none"> • Murray, Pope, & Willis: Chapter 8 • Buehler Chapter. 8 • Hermann & Herlihy (2006); Israel et al. (2008) ** HCSMHP Handout	<ul style="list-style-type: none"> • Assignment on Intimate Relationships • Due Wednesday 3/6 @ 11:59 pm
Week 8 3/7 On line	Gender Issues in Sexuality Counseling	<ul style="list-style-type: none"> • Murray, Pope, & Willis: Chapter 7 • Buehler Chapter 8 ** HCSMHP Handout	<ul style="list-style-type: none"> • Discussion Question • Due Wednesday 3/20 @11:59 pm
Spring Break 3/11-3/15			

Week 9 3/21	Sexual Orientation Individuals & Couples	<ul style="list-style-type: none"> • Murray, Pope, & Willis: Chapter 7 • Buehler, Chapter 8 • Hermann & Herlihy (2006; Israel et al (2008) ** HCSMHP Handout Group Presentation	<ul style="list-style-type: none"> • Sexual Minority Assignment • Due Wednesday 3/27 @11:59 pm • All Group Presentations due in Canvas
Week 10 3/28 On Line	Sexual Disorders & Sexual transmitted disease	<ul style="list-style-type: none"> • Murray, Pope, & Willis: Chapter 4 • Buehler, Chapters 13, 14 & 16 ** HCSMHP Handout	Discussion Question <ul style="list-style-type: none"> • Due Wednesday 4/3 @11:59 pm
Week 11 4/4	Sexual variations; Atypical sexual behavior	Long et al. (2006) Chapter 12 Handout <ul style="list-style-type: none"> • Buehler, Chapters 17 & 18 ** HCSMHP Handout Group Presentation	<ul style="list-style-type: none"> • Discussion Question • Atypical sexual behavior Assignment • Due Wednesday 4/10 @11:59 pm
Week 12 4/11 On Line	Sexual Abuse, Childhood Sexual Abuse, Survivors Issues	<ul style="list-style-type: none"> • Buehler Chapter 12 ** HCSMHP Handout	<ul style="list-style-type: none"> • Sexual Abuse Assignment • Journal Article Review • Due Wednesday 4/17 @11:59 pm
Week 13 4/18	Sexuality & Mental Health	<ul style="list-style-type: none"> • Murray, Pope, & Willis: Chapter 6 • Buehler Chapters 4 & 11 ** HCSMHP Handout Group Presentation	<ul style="list-style-type: none"> • Discussion Question • Due Wednesday 4/24 @11:59 pm
Week 14 4/25 On line	Special topics in sexual counseling	<ul style="list-style-type: none"> • Buehler Chapters 15 & 17 • Long Hand outs **HCSMHP Handout	Discussion Question <ul style="list-style-type: none"> • Due Wednesday 5/1 @11:59 pm
Week 15 5/2	Positive Sexuality The future of sex therapy	<ul style="list-style-type: none"> • Murray, Pope, & Willis: Chapter 10 • Buehler Chapter, 20 **HCSMHP Handout Group Presentation (3)	Journal Due <ul style="list-style-type: none"> • Due Wednesday 5/8 @11:59 pm
Week 16 On Line	Final Exam Week		Final exam due

Course syllabus schedule and requirements subject to change at the discretion of instructor or as mandated by class needs.

Course Evaluation Methods

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

Turnitin:

All sources used for all assignments **must be cited** in APA (7th Ed.) format; students will need to submit major assignments using **turnitin.com**. Excellent papers will reference scholarly sources and reflect a depth of critical thought and a writing style commensurate with graduate-level work. Student may utilize the student writing center regarding content and style (i.e., grammar, spelling, professional writing quality) of papers prior to the assignment due date.

Controversial topics will be discussed in this course. It is expected that some students may experience reactions to these topics in which their opinions and values have already been established. Although it is not necessary for students to agree with each other on controversial subjects, students must be respectful of their classmates and be cognizant of the fact that you can never be sure what the experiences of another have been or what values another student in class may hold.

Due dates and deadlines:

Students are responsible for submitting assignments on the date indicated on the syllabus. Assignments will be considered late if not received by class on the date expected. When necessary, students may submit assignments early. Weekly homework or quizzes that are not submitted by the required deadline **will automatically receive a grade of 0**. In order to be fair to other students, no make-up or extra credit opportunities will be given for these weekly homework assignments.

In order to be fair to students who submit their major assignments on time, students who submit their major assignments late for other than a documented emergency reason acceptable to this professor (family death, hospitalization, etc.) **will receive a 10% deduction on that assignment for 1-3 days late, 20% deduction for assignments 4-7 days late, and 30% for assignments 8-10 days late. No assignments will be accepted more than 10 days late: You will receive a grade of 0.**

Format guidelines:

Unless otherwise indicated, formal papers should be written in accordance with correct APA style. Specifically, assignments should minimally:

1. Contain an APA-style cover page and reference page
2. Be typed, double-spaced, with 1" margins, and in 12-point Times New Roman font
3. Contain correct citations and references correctly formatted according to the current *APA Publication Manual* (7th ed.) guidelines
4. Adhere to minimum page length, formatting, and content guidelines – cover pages and reference pages will not be counted toward fulfilling the required page length. Incorrectly completed assignments will be evaluated as such

ASSIGNMENTS

1. Weekly Activities/Assignments

Each week *prior to the class meeting* you are expected to:

- a) Read the entire weekly announcement before class

- b) Complete the assigned reading
- c) View or print the power point and/or video associated with that class topic (on Canvas)
- d) Complete the activity, discussion forum or quiz accompanying Canvas materials. These items are intended to represent the week's in-class activity, and the **deadline is Wednesday at 11:59 p.m.** of the following week (See the syllabus for actual due dates). Appendix A of this document details the grading rubric for online activities.
- e) Your initial post to the discussion questions should be posted no later than the Thursday before the final due date. This gives other students the opportunity to respond to your post. Your timely post will be considered in the final grade.

2. Self-Exploration Paper

The purpose of this paper is to explore and integrate aspects of your personal history in relationships (both in family of origin and past/current love relationships), your own development, your sexuality, and your strengths and/or vulnerabilities as a future couples' counselor. Papers must be written in APA style, including appropriate citations. Papers should follow APA guidelines and be a **minimum** of 8 pages in length, maximum 15 pages. The paper is intended to be primarily subjective in nature, but if you need references, you may use the course text or other sources in addition to the text if you wish. You will be provided with a handout of specific content areas to address in the paper. Please remember that you are in control of your own information and its confidentiality; I will treat all information with the same level of confidentiality I give to my own clients.

3. Sexual Interview & History

The student will be assigned a partner to interview and be interviewed by (anonymity must be maintained!). Each student will conduct a sexual history and assessment report. Following outlines provided in class, you are to interview a member of the class regarding his or her sexual history and then prepare a written assessment report identifying: 1) significant perceptions, attitudes and assumptions regarding gender roles and sexuality issues, specific atypical sexual behaviors, or dysfunctions.

After completing the interview, the student will write a 1 to 1 1/2-page paper about their experience as an interviewer and interviewee focusing on the questions in the exercise. The student should be mindful of their thoughts and feelings during this process. This should be discussed in the recap of the session. The students will be provided with suggestions for questions to ask during the sexuality interview, however the student is expected to use open-ended questions and basic counseling skills to get more detail and clarity. See the assignment tab for complete criteria.

4. JOURNAL ARTICLE CRITIQUE

Students will choose a journal article on a contemporary issue related to sex, sexuality, counseling etc. from Appendix A. You will review and critique the article based on material learned from your text and from this class. The goal of this article critique is to enhance your ability to identify, interpret, and evaluate research relevant to counseling in sex and/or sexuality. You will also address how to apply the research findings to practice in counseling. **See Assignment tab for complete criteria.**

5. Group Presentation & Discussion

Students will be assigned to small groups (to be determined based on class size) and develop a 30-minute **creative** presentation on the topic to be shared with the class (e.g., multimedia, role plays)

related to a paraphilic disorder or another topic on sex, sexual behaviors or other topics you may encounter as a counselor.

Each member of the group must actively participate in the conception, preparation, and implementation of the presentation. Groups will provide the instructor and each classmate with a professional-prepared handout that includes appropriate, professional, credible, and current resources, such as internet web sites; organizations (local to international, as applicable); recommended reading (e.g., books); among other resources (note: groups can provide other resource material along with the handouts, such as pamphlets. See the Assignment tab for complete criteria.

6. Reflection/Journal Project

Journal your experiences during the course of the class. You are expected to have a minimum of 5 journal entries and journals do not have to be submitted in APA format and have no specific word count. However, you are expected to cover your thoughts, experiences and feelings regarding topics, research, personal experiences and possible future experiences with the topics covered this semester.

FINAL EXAMINATION

Exams will include objective questions (true/false, multiple-choice, short answer).

In-Class Demonstration

Wherever time allows, class time will be spent in practicing couple/individual counseling skills during role play. I will provide a vignette, and students will rotate through the parts of counselor and/or partners. This important to your development of comfort, ease, and empathy when discussing sexually related topics with individual and conjoint clients; please treat it with the appropriate seriousness. Please give careful and realistic attention to internal and external dynamics of the characters.

I will help you perform. **You will not be graded on your performance per se.** Participation **will** be graded on your preparation and professionalism towards this assignment (as a client and as therapist). Make sure you have a conversation about your role-play with your partner preceding your performance and review the appropriate information for the topic – sometime during the week of the performance.

Course grading scale:

900-1000:	A
800-890:	B
700-790:	C
600-690:	D
0-590:	F

Students must achieve a grade of B or higher in order to pass Masters-level classes.

Grading Criteria

Assignment/Activity		Points	Percentage of grade
Discussion Forum		100	10%

Homework assignments		250	25%
Journal		100	10%
Self-exploration paper		150	15%
Journal Article Review		100	10%
Group Presentation		150	15%
Sexual Interview		150	15%
TOTAL		1000	100%

INFORMED CONSENT: Due to the sensitive nature of the topic of this course, students are advised in advance to consider the following issues in taking this course:

1. By remaining enrolled in this course beyond the first day of class, you are agreeing that you understand the points below and that you are willing to take part in this course.
2. Remaining in the course also indicates your agreement that you are willing to participate in assignments that are indicated in the syllabus for this course.
3. At times, controversial sexual topics may be discussed in this course. It is expected that students may experience reactions to these topics, and many students have already established opinions and values related to these topics. Although it is not necessary for students to agree with one another related to any controversial issues discussed in this course, students must agree to remain respectful of their classmates throughout the course.
4. Personal definitions of sexually graphic images and sexually explicit language vary widely. The instructor will present images and use language that could be considered offensive to some students. However, the nature of the course requires that topics of conversation and images that may be considered by some to be “taboo” or uncomfortable are addressed. The intention of presenting such material is for clinical instruction and the instructor will give careful consideration to the educational merit of such material in class. Students are asked to give the same careful consideration when they are bringing new material to the class through assignments and class discussions. Any questions regarding the appropriateness of materials students plan to present should be discussed with the instructor prior to presenting the material to the class.
5. This class involves student self-reflection related to examining one’s personal values, beliefs, and biases surrounding human sexuality issues. It is expected that each student remain open to this self-reflection throughout the course. The purpose of this self-reflection is to prepare students for managing their reactions, value conflicts, and biases that may arise when working with clients about sexuality issues that may negatively impact their clinical effectiveness with these individuals.
6. This course involves student participation and class discussion. Please note that this class is an educational and *not* a counseling experience. Therefore, self-disclosure of personal experiences related to sexuality in classes is not expected. However, students may at times wish to share personal experiences related to the topics addressed in this course. In these situations, students should give careful consideration to their intentions for sharing such material and should share only the minimal amount of information required to convey the intended point. **Please note that you are in sole control of your own confidentiality in this class.**
7. Although students may feel uncomfortable at times during this course, they are encouraged to use professional behavior to self-regulate their own anxiety. Students are permitted to excuse themselves from the classroom when they deem necessary if the course activities or content is beyond their ability to self-regulate.
8. During class activities, students may share personal information about themselves and their families. **Please respect the privacy and confidentiality of other students in this class and adhere to professional confidentiality standards.** Likewise, all materials submitted to the instructor are treated as confidential information.

Appendix B:
Counseling 5500 Sexuality in Family and Couples Counseling
Informed Consent to Attend Class

This class is designed to train therapists to work with individuals and couples who are experiencing sexual problems. Consequently, the course will deal with sensitive and controversial topics. A good deal of the content matter of the course will be sexually explicit and will contain strong language. The sexually explicit material may include full nudity, sex acts, visual examination of male and female genitalia, as well as verbal comments about sexual activities and preferences.

Couples and family therapists deal with a wide variety of people who are experiencing varying degrees of emotional and physical distress. The language they use to discuss their concerns may be considered profane, vulgar, or obscene. The intent of this class is to prepare therapists to deal with both the content and language expressed by clients. Therefore, students must be exposed to material that some may consider offensive.

If participating in the class becomes distressful for you, please contact the instructor, as soon as you are aware of the distress. The instructor cannot provide therapy for you but can refer you to an appropriate person if necessary. The instructor will do what I can to help you adjust to the material presented. However, to become a practicing couples and family therapist, it is essential that you both understand and are able to emotionally deal with the material covered in class.

To be involved in this course, it is necessary that you read and sign the attached statement:

I fully understand that this course covers the above outlined sexuality issues, assessment, treatment of sexual victimization, and sexual dysfunction and contains sexually explicit material as discussed in the syllabus and course schedule.

I further understand that the material covered may cause me emotional distress. I understand that the intent of the instructor is to prepare me to work with people who are experiencing sexual difficulties. I understand that it is necessary for me to be exposed to this material. I agree to view and hear this material and will not consider it to be a form of sexual harassment.

I further agree to alert the instructor if course material is causing me undue distress. I understand that the instructor continues to be bound by university regulations regarding sexual harassment and that I have not given up my right to file a grievance if I judge her behavior to be inappropriate.

I understand that if I think I might be negatively affected or offended by this material, I should not take this course.

Name: _____

Signature: _____ Date: _____

University Policies and Procedures

Students with Disabilities (ADA Compliance):

Chapter 7(7.004) Disability Accommodations for Students:

The University of North Texas at Dallas makes reasonable academic accommodation for students with disabilities. Students seeking accommodations must first register with the Disability Services Office (DSO) to verify their eligibility. If a disability is verified, the DSO will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, DSO notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet/communicate with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see [Disability Services Office](#). You may also contact them by phone at 972-338-1777; by email at UNTDisability@untdallas.edu or at Building PL, room 1104.

Disruptive Behavior in an Instructional Setting:

Students are expected to engage with the instructor and other students in this class in a respectful and civil manner at all times to promote a classroom environment that is conducive to teaching and learning. Students who engage in disruptive behavior will be directed to leave the classroom. A student who is directed to leave class due to disruptive behavior is not permitted to return to class until the student meets with a representative from the Dean of Students Office. It is the student's responsibility to meet with the Dean of Students before class meets again and to provide the instructor confirmation of the meeting. A student who is directed to leave class will be assigned an unexcused absent for that class period and any other classes the student misses as a result of not meeting with the Dean of Students. The student is responsible for material missed during all absences and the instructor is not responsible for providing missed material. In addition, the student will be assigned a failing grade for assignments, quizzes or examinations missed and will not be allowed to make up the work.

The Code of Student's Rights, Responsibilities, and Conduct (Policy 7.001) describes disruption as the obstructing or interfering with university functions or activity, including any behavior that interferes with students, faculty, or staff access to an appropriate educational environment. Examples of disruptive behavior that may result in a student being directed to leave the classroom include but are not limited to: failure to comply with reasonable directive of University officials, action or combination of actions that unreasonably interfere with, hinder, obstruct, or prevents the right of others to freely participate, threatening, assaulting, or causing harm to oneself or to another, uttering any words or performing any acts that cause physical injury, or threaten any individual, or interfere with any individual's rightful actions, and harassment. You are encouraged to read the Code of Student's Rights, Responsibilities, and Conduct for more information related to behaviors that could be considered disruptive.

Canvas Instructure Accessibility Statement:

University of North Texas at Dallas is committed to ensuring its online and hybrid courses are usable by all students and faculty including those with disabilities. If you encounter any difficulties with technologies, please contact our ITSS Department. To better assist them, you would want to have the operating system, web browser and information on any assistive technology being used. [Canvas Instructure Accessibility Statement is also provided.](#)

NOTE: Additional instructional technology tools, such as Turnitin, Respondus, Panopto, and publisher cartridge content (i.e. MyLab, Pearson, etc.) may NOT be fully ADA compliant. Please contact our Disability Office should you require additional assistance utilizing any of these tools.

Course Evaluation Policy:

Student's evaluation of teaching effectiveness is a requirement for all organized classes at UNT Dallas. 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 students' evaluations to be an important part of your participation in this class.

Assignment Policy:

Due dates and deadlines:

Students are responsible for submitting assignments on the date indicated on the syllabus. Assignments will be considered late if not received by class on the date expected. When necessary, students may submit assignments early. Weekly homework or quizzes that are not submitted by the required deadline **will automatically receive a grade of 0**. In order to be fair to other students, no make-up or extra credit opportunities will be given for these weekly homework assignments.

In order to be fair to students who submit their major assignments on time, students who submit their major assignments late for other than a documented emergency reason acceptable to this professor (family death, hospitalization, etc.) **will receive a 10% deduction on that assignment for 1-3 days late, 20% deduction for assignments 4-7 days late, and 30% for assignments 8-10 days late. No assignments will be accepted more than 10 days late: You will receive a grade of 0.**

Exam Policy:

Academic Integrity:

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

Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabrication of information or citations, facilitating acts of dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students.

Web-based Plagiarism Detection: Please be aware in some online or hybrid courses, students may be required to submit written assignments to Turnitin, a web-based plagiarism detection service, or another method. If submitting to Turnitin, please remove your title page and other personal information.

Classroom Policies

Online Attendance and Participation:

The University attendance policy is in effect for this course. Class attendance in the Canvas classroom 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 the discussion board. Online presence and participation in all class discussions is essential to the integration of course material and your ability to demonstrate proficiency.

Attendance for this online or hybrid course is considered when you are logged in and active in Canvas, i.e., posting assignments, taking quizzes, or completing Discussion Boards. To maintain financial aid award eligibility, activity must occur before the census date of the session or term of the course. Refer to [UNT Dallas' Registrar](#) for specific dates. If you are absent/not active in the course shell, it is YOUR responsibility to let the instructor know immediately, upon your return, the reason for your absence if it is to be excused. All instructors must follow university policy 7.005 covering excused absences; however, it is the instructor's discretion, as outlined in the course syllabus, of how unexcused absences may or may not count against successful completion of the course.

Inclement Weather and Online Classes: Online classes may or may not be effected by campus closures due to inclement weather. Unless otherwise notified by your instructor via e-mail, online messaging, or online announcement, students should assume that assignments are due as scheduled.

Online "Netiquette":

In any social interaction, certain rules of etiquette are expected and contribute to more enjoyable and productive communication. Emails, Discussion Board messages and/or any other forms of written communication in the online environment should use proper "netiquette" (i.e., no writing in all caps (usually denotes yelling), no curse words, and no "flaming" messages (angry, personal attacks).

Racial, ethnic, or gender slurs will not be tolerated, nor will pornography of any kind.

Any violation of online netiquette may result in a loss of points or removal from the course and referral to the Dean of Students, including warnings and other sanctions in accordance with the University's policies and procedures. Refer to [UNT Dallas Student Code of Conduct](#). Respect is a given principle in all online communication. Therefore, please be sure to proofread all of your written communication prior to submission.

Diversity/Tolerance Policy:

Students are encouraged to contribute their perspectives and insights to class discussions in the online environment. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual orientation, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Dean of Students as the instructor deems appropriate.

Diversity, Equity, and Inclusion:

Like counselors, counseling students promote diversity, equity, and inclusion in and out of the classroom. This means that counseling students will (a) demonstrate respect in non-verbal, verbal, and written communication for all people; (b) professionally manage biases; (c) be mindful of the needs of other students and assist them as appropriate; (d) inform the instructor if an inequity is observed, and (e) look for ways to include all members within the classroom and during other social interactions.

Technology Assistance:

In order to successfully access the materials in an online or hybrid course, UNT Dallas advises that your computer be equipped with the minimum system requirements listed on the first page of the syllabus.

If you experience difficulty accessing or using components of the course, try using Google Chrome browser. If you still experience technical difficulties, first, notify your instructor.

If the problem is still not resolved, call Student Assistance (Distance Learning) at the phone number listed on the first page of the syllabus. Also, no matter what browser you use, always enable pop-ups. For more information see:

- [UNT Dallas Canvas Technical Requirements](#)
- [Canvas Instructure Supported & Unsupported Operating Systems](#)