

University of North Texas at Dallas
Fall 2025
SYLLABUS

COUN 5710.0002 (1282) Counseling Theories			3Hrs
Department of	Counseling	School of	Behavioral Health and Human Services
Instructor Name:	LaShondra Manning, PhD, LPC-S		
Office Location:	Dallas Building 1 Room 105-S		
Email Address:	lashondra.manning@untDallas.edu		
Office Hours:	Mon/Thu 2-4; Tue 12-4 by appointment		
Classroom Location:	Dal 1 Room 308		
Class Meeting Day/Time	Monday 4:00 p.m. - 6:50 p.m.		
Course Catalog Description:	Required upon first resident registration in program for master's degree. The course focuses on selected theories of counseling as they apply to normal and abnormal behavior and self-awareness through individual counseling. Degree plans are developed. Course should be taken concurrently with COUN 5680. 3 hours.		
Prerequisites:	None		
Co-requisites:	COUN 5680		
Required Text:	Corey, G. (2024). <i>Theory and Practice of Counseling and Psychotherapy. Eleventh Edition</i> . Boston, MA: Cengage. (Digital or Print version comes with MindTap). MindTap for Theory and Practice of Counseling and Psychotherapy. 11 th Edition. ISBN: 9780357773161. Available through https://www.cengage.com/c/theory-and-practice-of-counseling-and-psychotherapy-10e-corey/		

Recommended Text and References:	<p>American Psychological Association. (2019). <i>Publication manual of the American Psychological Association</i> (7th ed.). Washington, DC: Author.</p> <p>Corey, G. (2024). <i>Student Manual for Theory and Practice of Counseling and Psychotherapy. Eleventh Edition</i>. Brooks/Cole: Belmont, CA.</p>
Access to Learning Resources:	<p>UNT Dallas Library:</p> <p>phone: (972) 780-3625;</p> <p>web: http://www.unt.edu/unt-dallas/library.htm</p> <p>UNT Dallas Bookstore:</p> <p>phone: (972) 780-3652;</p> <p>e-mail: 1012mgr@fhcg.follett.com</p>

<p>Supported Browsers:</p> <p>Chrome 67 & 68 Firefox 60 & 61 Flash 29, 30 (for audio/video) Respondus Lockdown Browser Safari 10, 11</p> <p>Supported Devices:</p> <p>iPhone Android Chromebook (Tablet users can use the Canvas app)</p> <p>Screen Readers:</p> <p>VoiceOver (Safari) JAWS (Internet Explorer) NVDA (Firefox) Note: There is no screen reader support for Canvas in Chrome</p>	<p>Getting Help with Canvas:</p> <p>Canvas 24/7 Phone Support for Students: 1-833-668-8634</p> <p>Canvas Help Resources:</p> <p>Web: Canvas Student Guide</p> <p>For additional assistance, contact Student Assistance (Distance Learning):</p> <p>Founders Hall, Rm 124 phone: (972)338-5580 email: distancelearning@untDallas.edu</p> <p><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></p> <p><i>If you have a course-related issue (course content, assignment troubles, quiz difficulties) please contact me during office hours or by email.</i></p>
Course Goals or Overview:	
	<p>The goal of this course is to orient students to major counseling theories. In preparation for identification of one's own guiding theory of counseling, each student will form a working knowledge of major counseling theories and the history and philosophies supporting them through a combination of didactic instruction, viewing of media and/or demonstrations, review of research, and participation in experiential techniques.</p>

Learning Objectives/Outcomes: At the end of this course, the student will understand and explain the following:				
	Student Learning Outcome	CACREP Standard	Assessment Measures	
1.	Explain and apply theories and models of counseling (i.e. Classical Psychoanalytic, Humanistic, Cognitive Behavioral, Solution Focused, Systems Theory), including relevance to clients from diverse cultural backgrounds TEA §239.15.b.2 counseling and consultation theories and practices	3.E.1. TEA §239.15.b.2	Humanistic Case Conceptualization Paper Cognitive Behavioral Case Conceptualization Paper Final Exam	
2.	Apply case conceptualization skills using a variety of models and approaches	3.E.3	Theory comparison paper	
3.	Apply counseling strategies and techniques used to facilitate the client change process	3.E.10	Theory comparison paper	
4.	Discuss strategies for adapting and accommodating the counseling process to client culture, context, abilities, and preferences	3.E.11	Discussion Board 6	
5.	Explain evidence-based counseling strategies and techniques for prevention and intervention	3.E.15	Theory comparison paper	
6.	Identify processes for developing a personal model of counseling	3.E.21	Intro (Student Handbook) Quiz and Theory Comparison Paper	
7.	Identify and evaluate the evidence base for counseling theories, interventions, and practices	3.H.2	Theory comparison paper	
8.	Explain techniques and interventions for prevention and treatment of a broad range of mental health issues	5.C.5	Theory comparison paper	

Course Outline

This schedule is subject to change by the instructor. Any changes to this schedule will be communicated by Canvas Announcements. Please check weekly. **All assignments due Sunday before Midnight at the end of the assigned week, except for the Final Paper.**

For each theory listed below, we will discuss the view of human nature, maladjustment, treatment roles and goals, treatment strategies, and culturally responsive practices.

Timeline	TOPICS	SLO	Readings/Assignments
Week 1 Aug. 25	First class meeting Course welcome and introduction Overview of Counseling Theories Review syllabus	6	Read: Corey Chapters 1, 2
Week 2 Sep. 1 Labor Day No Class	Ethics	6	Read: Corey Chapters 3 Intro (Student Handbook) Quiz Due 9/7 @ 11:59 pm
Week 3 Sept. 8	Psychoanalysis	1, 2, 3, 4, 5, 7, 8	Read: Corey Chapters 4 Take Online Quiz 1 Classroom Discussion 1 Due 9/14 @ 11:59 pm
Week 4 Sept. 15	Adlerian	1, 2, 3, 4, 5, 7, 8	Read: Corey Chapter 5 Take Online Quiz 2 Due 9/21 @ 11:59 pm
Week 5 Sept. 22	Existential	1, 2, 3, 4, 5,7, 8	Read: Corey Chapter 6 Take Online Quiz 3 Classroom Discussion 2 Due 9/28 @ 11:59 pm
Week 6 Sept. 29	Person Centered	1, 2, 3, 4, 5,7, 8	Read: Corey Chapter 7 Take Online Quiz 4 Due 10/5 @ 11:59 pm
Week 7 Oct. 6	APA Workshop & Work on Humanistic Theory Paper	1, 2, 3, 4, 5,7, 8	Humanistic Paper Due 10/12 @ 11:59 pm
Week 8 Oct. 13	Gestalt	1, 2, 3, 4, 5,7, 8	Read: Corey Chapter 8 Take Online Quiz 5 Due 10/19 @ 11:59 pm

Week 9 Oct. 20	Behavioral Counseling Rational Emotive Behavioral Counseling	1, 2, 3, 4, 5,7, 8	Read: Corey Chapter 9 Take Online Quiz 6 Classroom Discussion 3 Due 10/26 @ 11:59 pm
Week 10 Oct. 27	Cognitive Counseling	1, 2, 3, 4, 5,7, 8	Read: Corey Chapter 10 Take Online Quiz 7 CBT THEORY PAPER DUE Due 11/2 @ 11:59 pm
Week 11 Nov. 3	Reality Therapy	1, 2, 3, 4, 5,7, 8	Read: Corey Chapter 11 Take Online Quiz 8 Classroom Discussion 4 Due 11/9 @ 11:59 pm
Week 12 Nov. 10	Feminist and Post-Modern	1, 2, 3, 4, 5,7, 8	Read: Corey Chapter 12 & 13 Take Online Quiz 9 Discussion Board 5 (Online) DUE 11/16 @ 11:59 pm
Week 13 Nov. 17 No in-person class	Work on Theory Comparison Paper	1, 2, 3, 4, 5,7, 8	Read: Corey Chapter 14 Take Online Quiz 10 Due 11/23 @ 11:59 pm
Week 14 Nov. 24 No Class	No in person class online self-study (Thanksgiving Eve)		
Week 15 Dec. 1	Integration and Matching Interventions to Populations	1, 2, 3, 4, 5, 7, 8	Read: Corey Chapter 15 Discussion Board 6 (Online) THEORY COMPARISON PAPER DUE 12/7 @ 11:59 pm
Week 16 Dec 8 No in-person class	Final Exam- (Online exam)	1 – 8	Take Final Exam Online

Course Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course. Rubrics for assignments are posted on Canvas.

Chapter Quizzes – 10 online chapter quizzes will be posted on the Canvas class page.

Discussion Questions – Students will post their responses to questions, prompts, and/or case studies on the Canvas Discussion Board. Posts will be graded on accuracy of content, quality, and professional response to at least two other classmates. Posts should be approximately 250-500 words of clear, logical, and accurate content.

Humanistic Theory Paper (KEY PERFORMANCE INDICATOR) - Students will write a 10 to 12 page double-spaced paper in APA 7th edition format that explains and applies one Humanistic theory of their choosing to a specific client vignette. A grading rubric will be posted on the class Canvas webpage. Submit paper on Canvas. Please follow this outline.

- A. Cover page: Your name, course number and title, professor's name, semester and year, and assignment name.
- B. Human Nature and Development of personality: Explain constructs and apply to client.
- C. Nature of Maladjustment and description of mental health: Explain constructs and apply to client.
- D. Description of Treatment Goals and Counselor Roles: Explain constructs and apply to client.
- E. Treatment Strategies: Explain constructs and apply to client.
- F. Sample Transcript of First Counseling Session: Quotes of what counselor and client would say.
- G. References: Eight or more references from *peer-reviewed journals, books, or book chapters*. At least two original sources (developer of the theory or a very well-known follower) for each theory.

Cognitive Behavior Theory Paper (KEY PERFORMANCE INDICATOR) - Students will write a 10 to 12 page double-spaced paper in APA 7th edition format that explains and applies one Behavioral theory of their choosing to a specific client vignette. A grading rubric will be posted on the class Canvas webpage. Submit paper on Canvas. Please follow this outline.

- A. Cover page: Your name, course number and title, professor's name, semester and year, and assignment name.
- B. Human Nature and Development of personality: Explain constructs and apply to client.
- C. Nature of Maladjustment and Description of Mental Health: Explain constructs and apply to client.
- D. Description of Treatment Goals and Roles: Explain constructs and apply to client.
- E. Treatment Strategies: Explain constructs and apply to client.
- F. Sample Transcript of First Counseling Session: Quotes of what counselor and client would say.
- G. References: Eight or more references from *peer-reviewed journals, books, or book chapters*. At least two original sources (developer of the theory or a very well-known follower) for each theory.

Theory Comparison Paper – Students will write a 10 to 15 page double-spaced paper in APA 7th edition format that compares and contrasts two theories of counseling studied in the course with which the student most closely identifies. Client application examples should be provided in each section. By using the outline below, the student will compare and contrast how the theories view and treat the client. A grading rubric will be posted on the class Canvas webpage. Submit paper on Canvas.

- A. Cover page: Your name, course number and title, professor's name, semester and year, and assignment name.
- B. Human Nature and Development of personality: Compare and contrast two theories
- C. Nature of Maladjustment and Description of Mental Health: Compare and contrast two theories
- D. Description Treatment Goals and Counselor Roles: Compare and contrast two theories
- E. Treatment Strategies: Compare and contrast two theories
- F. References: *Eight or more references from peer-reviewed journals, books, or book chapters.* At least two original sources (developer of the theory or a very well-known follower) for each theory.

Final Exam – Multiple choice exam of chapters content.

Weekly Class Attendance, Timeliness, and Constructive Participation is a professional responsibility. Students may have 50 points deducted from their total grade if they (a) miss more than one class meeting for other than an emergency reason (death in family, hospitalization, severe illness); (b) are tardy more than 10 minutes or leave class early more than twice a semester; or (c) consistently interact in a non-professional or disruptive manner with peers or professors. Additional missed classes or chronic tardiness will result in another 50 points deduction.

Late Assignments: Written assignments are due on the day noted in the syllabus. All papers are due at the end of the week by Sunday 11:59PM. Late papers will have 10% deduction per day late, and will not be accepted without an emergency reason (family death, hospitalization, etc.). No late submissions will be accepted for the Final Exam.

Web-based Plagiarism Detection: All papers will be turned in through **Turnitin** software which detects plagiarism. Content in this course is private, sensitive, or copyrighted and should never be entered into a chatbot. If a student is suspected of or reported for not following this policy, the consequences will be handled in accordance with the University's policies and procedures of Academic Integrity.

One of the key objectives of this course is to assess a student's ability to articulate their thoughts and ideas in their genuine voice, as opposed to relying on automated systems. This requirement aligns with the principles of counseling, where the ability to communicate authentically is paramount. Just as in a counseling session, where one must rely solely on their own communication skills, students are expected to express themselves without the assistance of AI tools in this academic setting.

Grading Matrix:

Instrument	Total
Weekly Class Attendance and Constructive Participation	Professional Responsibility
Chapter Quizzes 10 x 10 points	100
Classroom Discussion 6 x 10 points	60
Humanistic Theory Paper	100
CBT Theory Paper	100

Theory Comparison Paper	100
Final Exam	150
Total:	610

Grade Determination:

A = 549-610 pts; i.e. 90% or better

B = 488 – 548 pts; i.e. 80 – 89 %

C = 427 – 487 pts; i.e. 70 – 79 %

D = 366 – 426 pts; i.e. 60 – 69 %

F = 365 pts or below; i.e. less than 60%

Course Specific Procedures/Policies

Written assignments are due on the day noted in the syllabus. Late papers will have a 10% deduction per day late. Students must notify the instructor with an explanation if their work will be late. No late submissions are allowed for final papers, discussion boards, and quizzes.

Web-based Plagiarism Detection: All papers will be turned in through Turnitin software which detects plagiarism and the use of AI. Artificial Intelligence programs, such as Chat GPT, are prohibited for content production. Content in this course is private, sensitive, or copyrighted and should never be entered into a chatbot. If a student is suspected of or reported for not following this policy, the consequences will be handled in accordance with the University's policies and procedures of Academic Integrity.

One of the key objectives of this course is to assess a student's ability to articulate their thoughts and ideas in their genuine voice, as opposed to relying on automated systems. This requirement aligns with the principles of counseling, where the ability to communicate authentically is paramount. Just as in a counseling session, where one must rely solely on their own communication skills, students are expected to express themselves without the assistance of AI tools in this academic setting.

Humanistic and Cognitive Theories Paper Rubric (KEY PERFORMANCE INDICATOR) 200 POINTS

	Does Not Meet Expectation (0 - 20 points)	Approaches Expectation (20 - 25 points)	Meets Expectation (35 points)	Exceeds Expectation (40 points)
Describes Human Nature and Development of personality	Not clear, logical, or in depth and more than two pertinent concepts missing or is not accurate.	Clear and logical but missing two or more concepts or is not accurate.	Clear, logical, and accurate explanation but not in-depth explanation of all pertinent concepts; provides examples	Clear, logical, accurate, and in-depth explanation of all pertinent concepts; provides examples; research cited
Describes Nature of Maladjustment and Mental Health	Not clear, logical, or in depth and more than two pertinent concepts missing or is not accurate.	Clear and logical but missing two or more concepts or is not accurate.	Clear, logical, and accurate explanation but not in-depth explanation of all pertinent concepts; provides examples	Clear, logical, accurate, and in-depth explanation of all pertinent concepts; provides examples; research cited
Description of Treatment Goals and Counselor Roles	Not clear, logical, or in depth and more than two pertinent concepts missing or is not accurate.	Clear and logical but missing two or more concepts or is not accurate.	Clear, logical, and accurate explanation but not in-depth explanation of all pertinent concepts; provides examples	Clear, logical, accurate, and in-depth explanation of all pertinent concepts; provides examples; research cited
Describes Treatment Strategies	Not clear, logical, or in depth and more than two pertinent concepts missing or is not accurate.	Clear and logical but missing two or more concepts or is not accurate.	Clear, logical, and accurate explanation but not in-depth explanation of all pertinent concepts; provides examples	Clear, logical, accurate, and in-depth explanation of all pertinent concepts; provides examples; research cited
Sample Transcript	Dialogue does not illustrate concepts and is not accurate	Dialogue illustrates most concepts but is not always accurate	Dialogue illustrates concepts and is accurate	Dialogue illustrates concepts, is accurate, and reflects depth of understanding
APA style Text citations and Reference Page . Grammar, sentence structure, and Editing (Points deducted for errors)	Reference citations and references are correct with more than 5 mistakes. (-10)	Reference citations and references are correct with no more than four mistakes. (-8)	Reference citations and references are correct with no more than three mistakes. (-5)	Reference citations and references are correct with no more than one mistake. (-0)
	Grammar, sentence structure, and editing are correct with more than five mistakes. (- 10)	Grammar, sentence structure, and editing are correct with no more than four mistakes. (-8)	Grammar, sentence structure, and editing are correct with no more than three mistake. (-5)	Grammar, sentence structure, and editing are correct with no more than one mistake. (-0)

COUN 5710 Counseling Theories Comparison Paper Rubric

Theory Comparison Paper – Students will write a 12 to 15 page double-spaced paper in APA 6th or 7th edition format that **compares and contrasts** their chosen humanistic theory (e.g. Adlerian, Existential, Person-Centered, or Gestalt) that they wrote about in their first paper with their chosen cognitive theory (e.g Behavioral, REBT, or CBT) that they wrote about in their second paper. A specific client vignette will be posted on CANVAS. By using the outline below, the student will compare and contrast how the theories view and treat the client.

Cover page: Your name, course number and title, professor's name, semester and year, and assignment name.

- A. Human Nature and Development of personality:
 - a. Compare: First explain what constructs/views are similar for the two theories (what they have in common). Then explain how they would both view the client.
 - b. Contrast: First explain what constructs/views are different in the two theories. Then explain how they would view the client differently.
- B. Nature of Maladjustment
 - a. Compare: First explain what constructs/views are similar for the two theories (what they have in common). Then explain how they would both view the client.
 - b. Contrast: First explain what constructs/views are different in the two theories. Then explain how they would view the client differently.
- C. Treatment Goals and Roles
 - a. Compare: First explain what constructs/views are similar for the two theories (what they have in common). Then explain how they would both view the client.
 - b. Contrast: First explain what constructs/views are different in the two theories. Then explain how they would view the client differently.
- D. Treatment Strategies
 - a. Compare: First explain what constructs/views are similar for the two theories (what they have in common). Then explain how they would both view the client.
 - b. Contrast: First explain what constructs/views are different in the two theories. Then explain how they would view the client differently.
- E. References: Eight or more references from peer-reviewed journals, books, or book chapters. At least two original sources (developer of the theory or a very well known follower) for each theory.

RUBRIC for Counseling Theories Comparison Paper

	Does Not Meet Criteria (0 - 20 points)	Approaches Criteria (20 - 25 points)	Meets Criteria (30 points)	Exceeds Criteria (35 points)
Compare Human Nature and Development of personality	Not clear, logical, or in depth and more than two pertinent concepts missing or is not accurate.	Clear and logical but missing two or more concepts or is not accurate.	Clear, logical, and accurate explanation but not in-depth explanation of all pertinent concepts; provides examples	Clear, logical, accurate, and in-depth explanation of all pertinent concepts; provides examples
Contrast Human Nature and Development of personality	Not clear, logical, or in depth and more than two pertinent concepts missing or is not accurate.	Clear and logical but missing two or more concepts or is not accurate.	Clear, logical, and accurate explanation but not in-depth explanation of all pertinent concepts; provides examples	Clear, logical, accurate, and in-depth explanation of all pertinent concepts; provides examples
Compare Nature of Maladjustment	Not clear, logical, or in depth and more than two pertinent	Clear and logical but missing two or	Clear, logical, and accurate explanation but not in-depth	Clear, logical, accurate, and in-depth explanation

	concepts missing or is not accurate.	more concepts or is not accurate.	explanation of all pertinent concepts; provides examples	of all pertinent concepts; provides examples
Contrast Nature of Maladjustment	Not clear, logical, or in depth and more than two pertinent concepts missing or is not accurate.	Clear and logical but missing two or more concepts or is not accurate.	Clear, logical, and accurate explanation but not in-depth explanation of all pertinent concepts; provides examples	Clear, logical, accurate, and in-depth explanation of all pertinent concepts; provides examples
Compare Treatment Goals and Roles	Not clear, logical, or in depth and more than two pertinent concepts missing or is not accurate.	Clear and logical but missing two or more concepts or is not accurate.	Clear, logical, and accurate explanation but not in-depth explanation of all pertinent concepts; provides examples	Clear, logical, accurate, and in-depth explanation of all pertinent concepts; provides examples
Contrast Treatment Goals and Roles	Not clear, logical, or in depth and more than two pertinent concepts missing or is not accurate.	Clear and logical but missing two or more concepts or is not accurate.	Clear, logical, and accurate explanation but not in-depth explanation of all pertinent concepts; provides examples	Clear, logical, accurate, and in-depth explanation of all pertinent concepts; provides examples
Compare Treatment Strategies	Not clear, logical, or in depth and more than two pertinent concepts missing or is not accurate.	Clear and logical but missing two or more concepts or is not accurate.	Clear, logical, and accurate explanation but not in-depth explanation of all pertinent concepts; provides examples	Clear, logical, accurate, and in-depth explanation of all pertinent concepts; provides examples
Contrast Treatment Strategies	Not clear, logical, or in depth and more than two pertinent concepts missing or is not accurate.	Clear and logical but missing two or more concepts or is not accurate.	Clear, logical, and accurate explanation but not in-depth explanation of all pertinent concepts; provides examples	Clear, logical, accurate, and in-depth explanation of all pertinent concepts; provides examples
APA style Text citations and Reference Page	Reference citations and references are correct with more than 5 mistakes. Less than 8 references (0)	Reference citations and references are correct with no more than four mistakes. Less than 8 references (5)	Reference citations and references are correct with no more than three mistakes. Less than 8 references (8)	Reference citations and references are correct with no more than one mistakes. 8 references are included (10)
Grammar, sentence structure, and Editing	Grammar, sentence structure, and editing are correct with more than five mistakes. (0)	Grammar, sentence structure, and editing are correct with no more than four mistakes. (5)	Grammar, sentence structure, and editing are correct with no more than three mistake. (8)	Grammar, sentence structure, and editing are correct with no more than one mistake. (10)

Do NOT plagiarize. This means do not copy anything from sources without giving quotation marks and properly citing the source. Plagiarism results in a failing grade on the assignment.

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 absence 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 evaluations 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: (According to the instructor's discretion while working in concert with the division/program's guidelines).

Exam Policy: (Online exams and the ability to retake is solely at the instructor's discretion). **NOTE:** Online exams may be proctored on campus per instructor's discretion.

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.

Program Guidelines:

Respect and Interaction:

Like counselors, counseling students promote respect and interaction 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](#)