PSY 615 Psychological Principles of Consultation & Supervision
COURSE SYLLABUS: FALL 2016

INSTRUCTOR INFORMATION

Instructor: Sarah Conoyer, Ph.D., LP, NCSP, LSSP

Office Location: Henderson 234
Office Hours: Tuesdays 10:00 – 12:00 pm and 2:00 – 5:00 pm, Main Campus and by Appointment

Office Phone: 903-468-3326
University Email Address: sarah.conoyer@tamuc.edu
Preferred Form of Communication: Email
Communication Response Time: 24-48 hours

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required


Supplementary Readings will be outlined in the course calendar and will be provided on eCollege.

Software Required
Microsoft Word

Course Description
This course will examine the psychological principles and knowledge base underlying the major models and theories of individual, organizational consultation, and supervision. Scientific information derived from the study of learning, cognition, development, and personality theory will be examined in relation to the common consultative and supervision practices and models employed in business, government, and education. Instruction and practice in the supervision of psychological services conducted in appropriate laboratories and agencies is also provided.

The syllabus/schedule are subject to change.
Student Learning Outcomes (Should be measurable; observable)

1. The student will develop a basic understanding of consultation and supervision theory, literature, and its history in a variety of settings by be an active and engaged participant in discussions through analyzing and evaluating information presented within the textbook, external readings/resources, presentations, and class activities in the Reaction Notebook.

2. The student will demonstrate knowledge of the core conditions for consultation as well as articulate and demonstrate the interpersonal skills and procedures that form the bases for effective consultation through roles plays and Behavioral Consultation Activity.

3. The student will differentiate the various models and stages of consultation/supervision and discuss a range of target goals for the different consultation/supervision models; from the individual student to systems level through lecture, class discussions, Reaction Notebook, Behavioral Consultation Activity, and Supervision Project.

4. The student will discuss consultation and supervision issues such as barriers to consultation and supervisions, effective entry strategies, recognition of the needs of teachers, common student problems, and systems level needs through the Reaction Notebook, Behavioral Consultation Activity, and Supervision Project.

5. The student will understand how to use effective consultation and collaboration skills with culturally diverse populations and review ethical issues that may arise during the practice of consultation through class activities as well as Reaction Notebook,

6. The student will utilize and synthesize information learned in the course to develop a personal model of consultation in the Consultation Report and Experience Paper and supervision in the Supervision Project.

Links to NASP Model 10 Domains of Practice

Domain 2: Consultation and Collaboration: students will gain knowledge of varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and methods to promote effective implementation of services

Domain 5: School-Wide Practices to Promote Learning: students will gain knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote learning and mental health

Domain 7: Family–School Collaboration Services, students will gain knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools.

Domain 8: Diversity in Development and Learning, students will gain knowledge of individual differences, abilities, disabilities, and other diverse student characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role difference; and evidence-based strategies to enhance services and address potential influences related to diversity

Domain 10: Legal, Ethical, and Professional Practice, students will gain knowledge of; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.

The syllabus/schedule are subject to change.
COURSE REQUIREMENTS

Minimal Technical Skills Needed
Using the learning management system, using Microsoft Word and PowerPoint, using presentation and graphics programs, etc.

Instructional Methods
This section describes how the learning process will be conducted (delivery modalities, course structure, Getting Started and types of learning activities and assessments).

Student Responsibilities or Tips for Success in the Course
Regularly logging into the course website,

GRADING

Final grades will be calculated based on the total number of points obtained for the assignments.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reaction Notebook</td>
<td>30</td>
</tr>
<tr>
<td>Self Assessment</td>
<td>10</td>
</tr>
<tr>
<td>Behavioral Consultation Activity</td>
<td>140</td>
</tr>
<tr>
<td>Supervision Project</td>
<td>20</td>
</tr>
<tr>
<td>Participation</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total points possible</strong></td>
<td><strong>210 Points</strong></td>
</tr>
</tbody>
</table>

Final grades in this course will be based on the following scale:

A = 90%-100%
B = 80%-89%
C = 70%-79%
D = 60%-69%
F = 59% or Below

Assessments

Participation (10 pts)
Thoughtful, critical analysis of course content and field experiences is essential to your development as a school psychologist. I want you to think deeply and critically about the ideas we will be addressing in this course and share them in class.

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Attends all classes* from start to finish; Strong idea generator and/or facilitator in class activities</td>
</tr>
<tr>
<td>8-9</td>
<td>Absent*, Late to, or Left Early from 1 class; Actively contributes to activities and group dynamics</td>
</tr>
<tr>
<td>5-7</td>
<td>Absent*, Late to, or Left Early from 2 classes; Often passive in class activities but makes some contributions</td>
</tr>
<tr>
<td>0-4</td>
<td>Absent*, Late to, or Left Early from more than 2 classes; Often not engaged in activities and/or distracts from group process</td>
</tr>
</tbody>
</table>

*Absences may be excused by the instructor in special circumstances. (See more information regarding attendance below).

The syllabus/schedule are subject to change.
**Reaction notebook (30 pts)**
In preparation for the class discussions, please document your reactions to the readings listed on the course schedule prior to each class session. These entries can be brief (a paragraph) and can be handwritten. The goal is to get you thinking about the topic before class so that you will be prepared to participate in the discussion. Additionally, please document your completion of homework assignments in your notebook. These assignments will be provided in class or within online lectures. Homework assignment completion entries can also be brief (a paragraph), simply indicating that you completed the homework and any insights you gained from the assignment. Please keep these reactions in a notebook that you bring to each face-to-face class session. I will review them three times (randomly) during the term, so always bring them with you to class.

**Self-Assessment, Goals, and Professional Development Plan (10 pts)**
At the beginning of the semester, you will prepare a statement assessing your current strengths/weaknesses as it relates to your preparation for consultation. Also, you should identify specific learning goals and plan of how to achieve these goals in the consultation experience. These goals and plans will be shared with your colleagues.

<table>
<thead>
<tr>
<th>RUBRIC</th>
<th>Excellent = 3</th>
<th>Good/Acceptable = 2</th>
<th>Weak = 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strengths/Weaknesses</td>
<td>Appropriately identified and well explained/described; demonstrates critical thinking and/or reflection</td>
<td>Appropriately identified but not well explained or described; shows some critical thinking and/or reflection</td>
<td>Weak identification of goals; minimally explained or described, showing minimal critical thinking and/or reflection</td>
</tr>
<tr>
<td>Goals/Objectives</td>
<td>Clearly defined goals, further delineated into sub-goals or objectives</td>
<td>Overarching goals well-identified, however sub-goals or objectives not clearly delineated</td>
<td>Poorly defined goals and objectives</td>
</tr>
<tr>
<td>Professional Development Plan</td>
<td>High quality plan; likely to facilitate substantial growth in identified goals</td>
<td>Fair plan; likely to facilitate some growth in identified goals but missing key elements/opportunities</td>
<td>Weak plan; ineffective means to facilitate growth in identified goals</td>
</tr>
<tr>
<td>Link between S/W, Goals, and Plan</td>
<td>Yes = 1</td>
<td></td>
<td>No = 0</td>
</tr>
</tbody>
</table>

**Behavioral Consultation Activity (140 points total)**
For this activity you will be asked complete 4 consultation sessions with a professional or related person in your field (i.e. teacher, parent, or mental health professional) and conduct a problem identification and problem analysis interview (from behavioral consultation) on a behavior of concern. A major part of the assignment will include summarizing this information as you would in a school or clinical setting and developing an intervention plan based on your findings (treatment implementation). As part of your intervention plan you will discuss with the consultee how to assess intervention outcomes, intervention integrity, and when to decide to make changes to the plan (treatment evaluation). Further directions and a rubric is posted on eCollege. You are highly encouraged to download all materials on eCollege surrounding this assignment.

There are three final products associated with this assignment

1. **Consultation Logs (20 pts)**
   As part of the consultation assignment you will conduct at least 4 consultation sessions and submit 4 consultations Logs (a format will be provided on eCollege) that outline the process of the session. These will be turned in on eCollege and are due at 11:59 pm on the date listed in the syllabus. For each consultation session, provide the following:
   - Indicate your goals for the session and your perception of your consultee’s goals for the session;

   The syllabus/schedule are subject to change.
• Describe concisely the session process;
• Reflect on the process, its (potential) impact on consultee, what you might have done differently, what information was gained that might influence goals for subsequent session(s).

<table>
<thead>
<tr>
<th>RUBRIC</th>
<th>Excellent = 5</th>
<th>Good/Acceptable = 3-4</th>
<th>Weak = 1-2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goals for Session</td>
<td>Thorough description of and rationale for the goals for the session</td>
<td>Good description of and rationale for the goals for the session, though lacking some detail</td>
<td>Minimal description of and rationale for the goals for the session</td>
</tr>
<tr>
<td>Session Process</td>
<td>Thorough description of content covered and techniques used to address the development of consultee's competence</td>
<td>Good description of content covered and techniques used to address the development of consultee's competence, though lacking some detail</td>
<td>Minimal description of content covered and techniques used to address the development of consultee's competence</td>
</tr>
<tr>
<td>Goal Attainment</td>
<td>Thorough discussion of whether goals of session were achieved and factors impacting their achievement, and plans to address concerns in subsequent sessions</td>
<td>Good discussion of whether goals of session were achieved and factors impacting their achievement, and plans to address concerns in subsequent sessions, though lacking some detail</td>
<td>Minimal discussion of whether goals of session were achieved and factors impacting their achievement, and plans to address concerns in subsequent sessions</td>
</tr>
<tr>
<td>Reflection</td>
<td>Thoughtful Reflection on the consultation process and how you might improve your practice and outcomes = 1</td>
<td>Minimal/No reflection on the consultation process and how you might improve your practice and outcomes = 1</td>
<td></td>
</tr>
</tbody>
</table>

2. **Consultation Report (100 pts)**
This report will summarize the information in each of the four areas of behavioral consultation model. A template, example report, and rubric will be provided on eCollege.

3. **Experience Paper (20 pts)**
This paper should include a discussion of the consultation process, including the theoretical model(s) attempted and if a different type of models may have been appropriate, the stages of consultation completed, the interpersonal skills utilized, any barriers to consultation, the goals established, interventions implemented, and evaluation of consultation outcomes. Finally, the paper needs to include your own reactions, thoughts and insights about your experience with consultation and your overall growth as a consultant. Estimated length will be 3-4 pages.

<table>
<thead>
<tr>
<th>RUBRIC</th>
<th>Excellent = 5</th>
<th>Good/Acceptable = 3-4</th>
<th>Weak = 1-2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflections on Model of Consultation and Techniques</td>
<td>Thoughtful/critical reflection on the model of consultations used and interpersonal skills and their effectiveness</td>
<td>Good reflection on the model and interpersonal skills and their effectiveness, though analysis is somewhat limited</td>
<td>Weak/Minimal reflection on the model and techniques and their effectiveness</td>
</tr>
<tr>
<td>Reflections of the consultation process</td>
<td>Thoughtful/critical reflection on the consultation process (i.e. barriers, goals, interventions, and evaluation of outcomes)</td>
<td>Good reflection on the consultation process (i.e. barriers, goals, interventions, and evaluation of outcomes) though lacking some detail</td>
<td>Weak/Minimal reflection on the consultation process (i.e. barriers, goals, interventions, and evaluation of outcomes)</td>
</tr>
<tr>
<td>Ethical/Multicultural Issues in Consultation</td>
<td>Thorough (detailed and specific) description of the ethical &amp; multicultural issues that arose during the consultation and your response</td>
<td>Good description of the ethical and multicultural issues that arose during the consultation process and your response, though lacking some detail</td>
<td>Weak/Minimal description of the ethical and multicultural issues that arose during the consultation process and your response</td>
</tr>
</tbody>
</table>

The *syllabus/schedule are subject to change.*
Consultation Skill Development  | Thorough description of and thoughtful reflection on your development of the semester, including exploration of influential factors  | Good description of and reflection on your development of the semester, though lacking some detail and/or exploration of influential factors  | Weak/minimal description of and thoughtful reflection on your development of the semester

**Supervision Project (20 pts)**

The purpose of this assignment is for you to obtain firsthand knowledge about the nature of supervisors’ roles, functions, and processes in your area of study (i.e. school or applied psychology), develop a philosophy of supervision, and create a supervisory contract for use in future employment.

In this assignment you will prepare and conduct a brief, focused interview with a psychology professional for whom at least part of his/her job requires that he/she serve in a supervisory capacity. In general, this interview should focus upon his/her philosophy and process of supervision for students-in-training or practicing psychologists. You may explore his/her job responsibilities (as they relate to supervision), the challenges he/she faces, the skills he/she needs and employs, the clients he/she serves, and the nature of the settings in which he/she works. You are responsible for planning the interview, writing the questions, and deciding on your approach. You will prepare a 1-2 page bulleted summary identifying his/her philosophy and goals of supervision (the “what”), processes, procedures, and activities of supervision (the “how”), and any relevant factors (the “why”) that seem to be integral in shaping his/her role as a supervisor. You will share what you learned and your thoughts/reflections with the class on 11/29/16.

In addition, you will submit a 1 page double spaced paper that explains your philosophy of supervision and you will develop a supervisory contract. Examples will be shared in class and on eCollege.

<table>
<thead>
<tr>
<th>RUBRIC</th>
<th>Excellent = 6</th>
<th>Good/Acceptable = 5</th>
<th>Weak = 3-4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description of Supervisor</td>
<td>Thorough description of supervisor’s conception of role, supervision activities, challenges he/she faces, and factors which shape the above</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conception of Role, Activities, Challenges, and Shaping Factors</td>
<td>Good description of supervisor’s conception of role, supervision activities, challenges he/she faces, and factors which shape the above</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Critical analysis of above information in relation to supervision literature</td>
<td>Fair analysis of supervisee’s conception of role, activities, and challenges in relation to supervision literature</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contribution to class discussion</td>
<td>Added key points and ideas to class discussion of supervisor roles = 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Philosophy of Supervision</td>
<td>Develops a philosophy of supervision based on models and techniques discussed in class = 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supervisory Contact</td>
<td>Creates a supervision contract based on theoretical model and content covered in the course = 5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The *syllabus/schedule are subject to change.*
TECHNOLOGY REQUIREMENTS

- To fully participate in online courses you will need to use a current Flash enabled internet browser. For PC and Mac users the suggested browser is Mozilla Firefox.

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
  - 512 MB of RAM, 1 GB or more preferred
  - Broadband connection required courses are heavily video intensive
  - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution

- You must have a:
  - Sound card, which is usually integrated into your desktop or laptop computer
  - Speakers or headphones.
  - *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.

- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: JAVA web site http://www.java.com/en/download/manual.jsp

- Current anti-virus software must be installed and kept up to date.


Running the browser check will ensure your internet browser is supported.
  - Pop-ups are allowed.
  - JavaScript is enabled.
  - Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
  - Adobe Reader https://get.adobe.com/reader/
  - Adobe Flash Player (version 17 or later) https://get.adobe.com/flashplayer/
  - Adobe Shockwave Player https://get.adobe.com/shockwave/

- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies/ For additional information about system requirements, please see: System Requirements for LearningStudio https://secure.ecollege.com/tamuc/index.learn?action=technical

The syllabus/schedule are subject to change.
ACCESS AND NAVIGATION

Pearson LearningStudio (eCollege) Access and Log in Information

This course will be facilitated using Pearson LearningStudio, the learning management system used by Texas A&M University-Commerce. To get started with the course, go to myLeo and from the top menu ribbon select eCollege. Then on the upper left side of the screen click on the My Courses tab.  

http://www.tamuc.edu/myleo.aspx

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: It is strongly recommended you perform a “Browser Test” prior to the start of your course. To launch a browser test login to Pearson LearningStudio, click on the My Courses tab, and then select the Browser Test link under Support Services.

Pearson LearningStudio Student Technical Support

Texas A&M University-Commerce provides students technical support for the use of Pearson LearningStudio.

Technical assistance is available 24/7 (24 hours, 7 days a week).

If you experience LearningStudio (eCollege) technical problems, contact the LearningStudio helpdesk at 1-866-656-5511 (toll free) or visit Pearson 24/7 Customer Support Site  
http://247support.custhelp.com/

The student help desk may be reached in the following ways:

- **Chat Support:** Click on ‘Live Support’ on the tool bar within your course to chat with a Pearson LearningStudio Representative.
- **Phone:** 1-866-656-5511 (Toll Free) to speak with Pearson LearningStudio Technical Support Representative.

Accessing Help from within Your Course: Click on the ‘Tech Support’ icon on the upper left side of the screen inside the course. Then you will be able to get assistance via online chat or by phone.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

The syllabus/schedule are subject to change.
Policy for Reporting Problems with Pearson LearningStudio

Should students encounter Pearson LearningStudio based problems while submitting assignments/discussions/comments/exams, the following procedure must be followed:

1. Students must report the problem to the help desk. You may reach the helpdesk at 1-866-656-5511.
2. Students must file their problem with the helpdesk and obtain a helpdesk ticket number.
3. Once a helpdesk ticket number is in your possession, students should email me to advise me of the problem and provide me with the helpdesk ticket number.
4. I will call the helpdesk to confirm your problem and follow up with you.

PLEASE NOTE: Your personal computer and internet access problems are not a legitimate excuses for filing a ticket with the Pearson LearningStudio Help Desk. Only Pearson LearningStudio based problems are legitimate reasons to contact the Help Desk.

You strongly are encouraged to check for your internet browser compatibility BEFORE the course begins and take the Pearson LearningStudio tutorial offered for students who may require some extra assistance in navigating the Pearson LearningStudio platform.

myLeo Support
Your myLeo email address is required to send and receive all student correspondence. Please email helpdesk@tamuc.edu or call us at 903-468-6000 with any questions about setting up your myLeo email account. You may also access information at myLeo. https://leo.tamuc.edu

Learner Support
The One Stop Shop was created to serve you by providing as many resources as possible in one location. http://www.tamuc.edu/admissions/onestopshop/

The Academic Success Center provides academic resources to help you achieve academic success. http://www.tamuc.edu/campusLife/campusServices/academicSuccessCenter/

FREE Mobile Apps

The Courses apps for phones have been adapted to support the tasks students can easily complete on a smaller device. Due to the smaller screen size course content is not presented. The Courses app is free of charge. The mobile Courses Apps are designed and adapted for different devices.

| App Title: | iPhone – Pearson LearningStudio Courses for iPhone  
<table>
<thead>
<tr>
<th>Operating System:</th>
<th>Android – LearningStudio Courses - Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>iPhone App URL:</td>
<td><a href="https://itunes.apple.com/us/app/pearson-learningstudio-courses/id977280011?mt=8">https://itunes.apple.com/us/app/pearson-learningstudio-courses/id977280011?mt=8</a></td>
</tr>
</tbody>
</table>

The syllabus/schedule are subject to change.
Once downloaded, search for Texas A&M University-Commerce, and it should appear on the list. Then you will need to sign into the myLeo Mobile portal.

The Courses App for Android and iPhone contain the following feature set:

• View titles/code/instructor of all courses enrolled in online
• View and respond to all discussions in individual courses
• View instructor announcements in individual courses
• View graded items, grades and comments in individual courses
• Grade to date
• View events (assignments) and calendar in individual courses
• View activity feed for all courses
• View course filters on activities
• View link to privacy policy
• Ability to sign out
• Send feedback

LearningStudio Notifications

Students can be alerted to course activities via text on their mobile phones or up to two email addresses.

Based on their preferences, students can automatically receive a push notification with every new: course announcement, threaded discussion post, grade, and/or assignment without having to login to the course. Enrolled students will automatically receive email notifications for announcements and can opt out of this feature. To receive text notifications, students must opt in.

To begin setting up notifications, go into your course in LearningStudio and click on the bell-shaped notifications icon on the main menu ribbon.

By default the student’s university email address will appear. This cannot be changed in LearningStudio. Additional email addresses may be added by clicking the add button. After all of the other selections are completed be sure to click the save and finish button.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement
All Students should activate and regularly check their Leo Mail (e-mail account) and eCollege accounts associated with this class. All assignments will be turned in on eCollege (when applicable) unless otherwise instructed to do something differently by the instructor of this course. All class communication will be done through Leo Mail/eCollege. I WILL NOT send communication about the class to personal email accounts. When emailing please put the Course Number in the subject line of the email, for example PSY 615: Question about Assignment. All emails will be returned in 24-48 hours unless I notify you otherwise.
COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

**Late Work:** It is very important that you complete every assignment. You may submit late assignments to me with no penalty if you have a documented University excuse (death in the family, serious accident/injury, or medical emergency). If you do not have a documented University excuse however, points will be deducted for each day the assignment is late. This means that if you will not be in class, your assignment is still due at the end of the class period noted so you will need to find a way to get me your assignment prior to the end of class (e.g., email). The number of points deducted for each day the assignment is late is equal to one letter grade. For example, if an assignment is worth 100 points and it is submitted a day late, the maximum number of points you can earn is 89.

**Attendance, Tardiness, & Leaving Class Early**
Students are expected to attend class as scheduled. Attendance is mandatory and excused absences may be allowed in extreme circumstances. However, the instructor will consider this on a case-by-case basis. If you do have to be absent from class due to extreme circumstances please be prepared to provide adequate documentation upon your return to class. In addition to attendance, being prompt for class is important. Students that are excessively late can be disruptive to the learning of other students. Please make an effort to be in class on time. Any student who is late 30 minutes or more will be counted as absent. You are more than welcome to come to class if you are late but the same penalties for being absent will apply. Finally, leaving class early can be a major distraction for the instructor and your classmates. If you have to leave early for class please inform the instructor at the start of class but this does not guarantee full credit for assignments to be done in class on that day. Also, leaving class early can have similar consequences as coming to class late.

**Professional Conduct**
Students are expected to conduct themselves as mature and responsible adults while enrolled in this course. Be cognizant that side conversations in class can be distracting to the instructor and your classmates. Please show respect for others when they speak. Behavior meant to demean or belittle a class member will not be tolerated. Also, student behavior that interferes with an instructor’s ability to conduct a class or other students’ opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at TAMUC. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor will seek the assistance from the proper authorities (e.g. Chair of Psychology, Counseling, & Special Education, Dean’s Office).

Please turn off all phones or put them on silent. Laptops are permitted in class but should be used to enhance learning. Students should not use them for checking email or posting messages on Facebook, Twitter, or other social networks (the same with cell phones). If students are found to be using laptops or cell phones for purposes not related to class the instructor will ask the student to reframe from using their laptops/cell phones during class.

The syllabus/schedule are subject to change.
Syllabus Change Policy
The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures
Student Conduct
All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the Student Guidebook.

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: Netiquette
http://www.albion.com/netiquette/corerules.html

TAMUC Attendance
For more information about the attendance policy please visit the Attendance webpage and Procedure 13.99.99.R0.01.
http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf

Academic Integrity
Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

Undergraduate Academic Dishonesty 13.99.99.R0.03

Graduate Student Academic Dishonesty 13.99.99.R0.10
http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf

ADA Statement
Students with Disabilities
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

The syllabus/schedule are subject to change.
Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library- Room 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
Email: Rebecca.Tuerk@tamuc.edu
Website: Office of Student Disability Resources and Services
http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/

Nondiscrimination Notice
Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement
Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the Carrying Concealed Handguns On Campus document and/or consult your event organizer.

Web url:
http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.
The syllabus/schedule are subject to change.
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