



UT Tyler COLLEGE OF
EDUCATION & PSYCHOLOGY

Department of Psychology and Counseling

PSYC 5330.001 Counseling Children and Adolescents (3 credits)

Fall 2025 Syllabus

Course Time: Mondays 11:00 AM - 1:45 PM

Location: CAS 257

Instructor: Ana Barnson, MA, NCC, LPC-S, EMDRIA Certified, CIT

Office Location: Virtual

Office Hours: by appointment

Email: anabarnson@uttyler.edu (preferred method of contact)

Contact Phone: 903- 309-3502

COURSE CATALOG DESCRIPTION

Examines the relevant counseling theories and techniques as they apply to children and adolescents. Includes interventions for children with emotional and behavioral disorders.

This course examines developmentally appropriate counseling approaches and techniques for children and adolescents. Furthermore, through this course students will review common emotional, developmental, and behavioral issues of childhood adolescence and unique considerations for mental health diagnosis during this time period. This course also covers important aspects of involving parents/guardians in their children's treatment.

COURSE PREREQUISITES

N/A

COURSE OBJECTIVES AND LEARNING OUTCOMES

Course Objectives and Learning Outcomes
Students will be familiar with common emotional and behavioral disorders of children and adolescents.
Students will be familiar with major evidence-based interventions used with children and adolescents.
Students will be able to identify appropriate Evidence Based Interventions for major disorders.
Students will understand cultural, developmental, and environmental factors that impact treatment.
Students will be familiar with emerging trends in the treatment of children and adolescents with psychological disorders.

REQUIRED TEXTBOOKS AND MATERIALS

- Kress, V. E., Paylo, M. J., & Stargell, N. A. (2019). Counseling children and adolescents. Pearson: NY.



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* **Additional readings and resources will be posted in Canvas.**

****Note:** A student at UT-Tyler is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

TEACHING STRATEGIES

This is a face-to-face course. There are weekly mandatory class meetings with the instructor, and you are expected to attend all classes as outlined in the course schedule. Traditional face-to-face instruction allows for approximately 42 hours of in-class time and an equal amount of time for homework, readings, and assignments. Therefore, the course is designed to require approximately 84 hours of clock time to complete.

Learning will occur in the context of lecture, class discussions, interactive learning experiences, and reading. Instructors will facilitate the collaborative development of an invitational learning context. The quality of students' learning experience depends on their motivation to: **(a) prepare thoroughly, (b) be inquisitive, (c) think reflectively, and (d) engage in in-class learning experiences.** Throughout the class students will have the opportunity to engage in role plays and other experience to help students practice the methods of counseling young people.

Canvas (<https://www.utt Tyler.edu/canvas/>)

Canvas will serve as the overall structure and launching pad for all our activities in this course. In Canvas, you will find announcements, assignments, course schedules, links to outside activities, and so on. Within each module folder, the activities necessary to successfully complete that module are described in detail. Take care to examine the module and get in touch with me if you are not clear about the requirements.

COURSE POLICIES AND REQUIREMENTS

INFORMED CONSENT STATEMENT

Faculty members are dedicated to the educational, personal, and professional growth and development of our students. Faculty are in a unique position as instructors who assess students' academic skills and members of the counseling profession with an ethical obligation to the profession. In both roles, it is the faculty's responsibility to evaluate student competencies within the realm of professional counseling and to address any concerns regarding students' professional competence. As such, please be aware of the following information regarding this course:

- The counseling profession encourages counselors to fully integrate their own personal attributes and identity, as well as their strengths and weaknesses, into therapeutic processes. Therefore, self-awareness is critical because this knowledge relates to being an effective therapist.
- There will be an emphasis in many courses on self-awareness/exploration, as well as giving feedback to peers. Although uncomfortable at times, we encourage students to be open to self-exploration since we frequently ask clients to do so.
- At times, the class may include experiential and self-awareness exercises. It is important to distinguish between sharing one's emotional reactions to such experiential class activities and revealing information about one's personal history. Self-disclosure of personal history is not required to successfully pass any course; however, students may be expected to share their reactions to experiential activities.
- Self-disclosures will not be used as a basis for grading in any course. However, should a student disclose information indicating impairment or the potential for harm to clients, the faculty member may take appropriate action in accordance with the ACA Code of Ethics (2014).
- Students often experience personal growth as they progress through the program. However, the courses are not meant to be a means of personal therapy. The focus in classes is on self-awareness and the



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enhancement and growth of necessary counselor skills.

- Please be aware that, although all instructors strive to create a safe environment for any personal disclosures, we cannot guarantee that other students will maintain the confidentiality of any such disclosures that are made.
- It is each student's responsibility to determine an appropriate level of self-disclosure (i.e., the content and depth of personal information that you share) in experiential learning activities.

ATTENDANCE POLICY

Student attendance in this class is critical. It is expected that students will attend all classes. If there is an extenuating circumstance or emergency that will require you to miss a class, you should notify the professor ahead of time. You may then be asked to write a letter, and/or provide documentation that substantiates the extenuating circumstances which prevented you from coming to class. The instructor will then decide if the absence is excusable. In case of missed class students will lose participation and professionalism points. After the first excused missed class, along with missing participation and professionalism points, for each missed class students will lose an additional 10 points from their overall grade. All absences must be discussed with the instructor prior to the class missed. Missing more than one class may result in an "IP" or "NC" for the class unless otherwise determined by the instructor.

CLASS PUNCTUALITY

Students are expected to attend classes on time. Students who are consistently late at the beginning of class will have points deducted from their participation grade. Late behavior in more than one class will result in a drop in attendance and participation points for each incident.

TECHNOLOGY REQUIREMENTS

All students taking this course should have access to a computer with an internet connection that can support the use of Canvas. If you are having trouble logging onto Canvas or uploading assignments, please contact the **Canvas helpdesk at (903)566-7439** or email them at **itsupport@patriots.utt Tyler.edu**. You can also receive help by using the **Help tab located on the left side of your Canvas screen**, using the Canvas guides, or contacting **Canvas help at (844)214-6949**. If you are having technical difficulties, please alert the professor as soon as possible.

All submissions for this course will be online via Canvas. **Do not wait until the last minute to submit your assignments** as this is a sure way to ensure you will have technical difficulties (remember Murphy's law).

Cell phones are to be turned off or put in silent mode during class. Cell phones **should not be visible during class**, so please keep them in your purse, backpack, etc. Students who choose to use a laptop computer should only do so for taking notes. **Students who use laptop computers are prohibited from (a) surfing the internet, (b) checking email, and (c) working on other assignments during class.**

PATRIOT EMAIL

University policy requires that all e-mail correspondence between students and instructor be done via the Patriot account **ONLY**. Check your patriot email frequently. Announcements pertaining to class or departmental business will be sent to the student's Patriot account. In accord with university policy your instructor will respond **ONLY** to student correspondence sent via Patriot Email. Please do not contact the instructor via the Canvas messaging system. My email address is anabarnson@utt Tyler.edu

****Note: make sure that you do not send emails to rgradl@patriots.utt Tyler.edu, as I will not receive these messages.**



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ONLINE COMMUNICATION

All written communication that takes place within this course must adhere to the rules of written etiquette. Please remember that you are in a graduate program and are earning a professional degree, therefore please respond to your instructor and your colleagues in a professional manner. Please refrain from using texting language (i.e. lol, btw, omg) and/or emoticons (i.e. :- / , ':-)) in your discussion responses and in communication with your instructor and colleagues. Other things to keep in mind:

- Open your email with a salutation (e.g., Hi, Hello, Dear Dr. or Ms. X) and finish with a closing (e.g., Best, Regards, Thank you, your name). Introductory emails should address your instructor more formally (Dr. Grad).
- Use complete sentences and avoid jargon, especially text-type words (e.g., C U). This is especially important when sending messages from mobile devices.
- Be aware that using capital letters to express yourself is considered SHOUTING.
- Maintain a professional tone.
- Avoid sending email in anger or frustration. Walk away from the computer and wait at least 24 hours.
- Whether in writing or in person, derogatory or prejudiced remarks are still considered bad manners and discussion that contains such comments will be addressed by the instructor.
- Please refrain from sending junk mail, forwards, or advertisements to the class via Canvas.

DIVERSITY STATEMENT

Students are expected to be sensitive to individual and multicultural differences and to treat one another with respect during their experience in this course. Sensitivity to gender/race/ethnicity/ability/sexuality is expected and disrespectful language and/or behavior will not be tolerated. The American Counseling Association has explicit policies, standards, and ethical guidelines regarding diversity issues. In this class, you will be expected to reflect the standards and ethics of the counseling profession, especially in the area of diversity. Any use of written or verbal language should be consistent with the respect and tolerance that are the cornerstone of the counseling profession and should reflect the ACA Human Rights Committee's 1987 statement on tolerance, which states: In order to guarantee that each individual is free to pursue their potential, each member of ACA is charged to (a) engage in ongoing examination of his/her own attitudes, feelings, stereotypic views, perceptions and behaviors that might have prejudicial or limiting impact on others; (b) contribute to an increased sensitivity on the part of other individuals, groups or institutions to the barriers to opportunity imposed by discrimination; (c) advocate equal rights for all individuals through concerted personal, professional, and political activity.

COVID-19 RELATED ISSUES

The University of Texas at Tyler strongly encourages our campus community to take the necessary preventative measures to ensure health and safety. In addition to wearing a mask when appropriate, social distancing when possible, covering coughs and sneezes, and practicing good hand hygiene, the COVID-19 vaccine is a protective measure to prevent severe illness due to COVID-19. You can contact your healthcare provider or local pharmacy to schedule a COVID-19 vaccine.

Stay home and contact your professors or supervisors if you do not feel well or have symptoms so that you do not risk exposing others. As a student, you are responsible for informing your faculty of absences due to COVID-19. Regardless of your vaccination status, stay home and follow the [CDC guidelines](#)

COURSE FEEDBACK AND EVALUATION

Your constructive assessment of this course plays an indispensable role in shaping education at the University of Texas at Tyler. Upon completing the course, please take time to fill out the online course evaluation.



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COURSE ASSIGNMENTS

In all aspects of your transition from student to professional, I will be *supporting you and challenging you* to expand your knowledge base, increase your breadth and depth of skills, and improve your attitudes and dispositions related to your work. In order to provide structure to this assessment, the following points have been assigned to portions of your performance. It is my expectation that you can earn credit in this class if you *demonstrate mastery of the appropriate skills, complete assignments in a timely fashion, demonstrate an awareness of and adherence to ethical decision-making processes, and demonstrate an attitude of seeking excellence in your therapeutic skills*. Points in this course can be earned through professionalism and your role plays and related assignments.

PARTICIPATION/PROFESSIONALISM (10 points)

Active class participation is *vital*. Students are expected to attend and participate fully in class discussions, activities, and feedback exchanges. The following descriptions are provided to give an idea of how participation and professionalism will be evaluated:

- o **Excellent (9-10pts):** Proactive participation; leading, originating, informing, and challenging contributions that reflect in-depth understanding and analysis of subject matter; a demonstrated ability to listen to and build upon the ideas of others; provides excellent and constructive feedback to peers.
- o **Satisfactory (8-9pts):** Reactive participation; supportive, follow-up contributions that are relevant and valuable, but rely on the leadership of others; contributions that reflect opinion rather than in-depth study and contemplation of subject matter; provide constructive feedback.
- o **Minimally Satisfactory (7-8pts):** Passive participation; present and alert, but not actively involved; feedback is lacking depth.
- o **Unsatisfactory (0-7pts):** Uninvolved; tardy, present; no feedback provided.

SPECIAL TOPIC PROJECT: Counseling Theory in Action for Children & Adolescents (30 points)

This project is designed to deepen your understanding of counseling theories presented in **PSYC 5330: Counseling Children and Adolescents** and to help you apply them in real-world contexts. You will gain hands-on experience by:

- Creating a counseling intake form
- Preparing a parent consultation
- Developing a child/adolescent therapy session plan
- Designing and testing theory-based activities
- Presenting your work through role play and class presentation

By the end of the semester, you will be able to demonstrate your chosen theory in action, linking developmental, systemic, and cultural considerations to effective practice with young clients and their families.

Project Overview

Students will be divided into groups and assigned:

- A counseling theory from our course text (examples: Cognitive Behavioral Therapy, Person-Centered Therapy, Gestalt Therapy, Adlerian Therapy, Solution-Focused Brief Therapy)
- A case scenario describing a child/adolescent with presenting concerns

Your group will:

- Select/Receive a Theory & Case Scenario (Week 2)



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- A theoretical approach to *counseling children and adolescents* will be assigned from the theories explored in class. Examples of theories may include Cognitive Behavioral Therapy, Person-Centered Therapy, Gestalt Therapy, Adlerian Therapy, Solution-Focused Therapy, etc.
- Each group will receive a case scenario describing a child or adolescent facing specific challenges, prompting the parents to seek counseling. Use this scenario as a foundation for designing a customized intake form, parent consultation, and child therapy session plan tailored to the child's needs.
- Design an Intake Form for parents seeking counseling for the child in your case
 - Design an intake form specifically for parents seeking counseling for their child. Your intake form should include:
 - The child's developmental and family background
 - Presenting concerns and goals for therapy (based on the case scenario)
 - An assessment of the child's strengths and areas of concern in line with the selected theory
 - Additional intake questions that reflect the theoretical approach or level of directiveness discussed in class.
- Prepare a Mock Parent Consultation outlining how you would introduce the process, describe your theoretical approach, and set goals
 - Prepare a mock parent consultation session using the case scenario. Outline how you'd introduce the counseling process to the parents, discuss your theoretical approach, and set therapeutic goals. Include key talking points on how this approach can uniquely benefit the child's needs.
- Create a Child/Adolescent Therapy Session Plan that integrates theory-specific techniques and activities
 - Design a 20-minute session plan for the hypothetical child client, integrating theory-specific techniques and activities. Create any materials, handouts, or visual aids to demonstrate the theory's application in child counseling.
- Develop & Test Weekly Mini-Activities (Weeks 3–14) based on assigned readings, adapting them for your case
- Present & Role Play your work in class

Project Flow & Timeline

Weeks 2–4: Foundations

- **Week 2** – Group assignments, theory selection, receive case scenario
- **Week 3** – Link developmental/systemic knowledge to theory; draft intake questions for parents

Weeks 4–11: Weekly Hands-On Integration

Each week:

1. Read the assigned textbook chapter/topic
2. Choose 1–2 concepts or strategies that fit your theory
3. Adapt them to your case scenario
4. Prepare a mini-activity for:
 - Parent consultation segment **OR**
 - Child/adolescent session segment



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5. Role play with peers, switching roles of counselor, parent, and child in class
6. Reflect and revise based on feedback

Final Presentation & Documentation (Due in Weeks 12 & 14)

Your group will submit and present:

1. **Intake Form** – Completed, theory-informed, child-specific
2. **Parent Consultation Outline** – 1–2 pages
3. **Child/Adolescent Session Plan** – 1 page plus materials/handouts
4. **Presentation & Role Play** – PowerPoint + live demonstration
 - Overview of theory and its relevance to children/adolescents
 - Explanation of your intake form and consultation
 - Role play of consultation and/or session using your case scenario
5. **Handouts** – Copies of any forms, worksheets, or activity templates you created

Evaluation Criteria

- **Understanding of Theory** – Clear, accurate explanation and application
- **Application to Case** – Strong integration of case details into all materials
- **Creativity & Relevance** – Appropriateness and innovation in activities
- **Role Play Effectiveness** – Realistic and skillful demonstration of techniques
- **Collaboration & Presentation Skills** – Engagement, organization, and ability to answer questions
- **Materials & Handouts** – Clear, professional, and useful for peers

Notes for Success

- Meet outside of class to collaborate and rehearse
- Integrate cultural, systemic, and developmental perspectives
- Use creative, hands-on activities that make your theory come alive
- Balance accuracy of theory with practicality of application
- Treat role play as professional practice for future client work

MIDTERM AND FINAL EXAM (30 points each)

This class includes a midterm and final exam. Exams include multiple choice, true false, matching, and short answer response questions.

Participation/professionalism	= 10 points
Special Topics Project	= 30 points
Midterm Exam	= 30 points
Final Exam	= 30 points
Total Points Possible	= 100 points

LATE ASSIGNMENT POLICY

The due dates for all assignments are listed in the Syllabus and on Canvas and **must be completed by the date and time listed**. You should plan to work on your assignments around your life and submit them earlier in the week if need be. All assignments coming in any time after their due date/time will be reduced by 10% per day they are late. **NO** assignment will be accepted if submitted more than 3 days past the due date. It is the student's responsibility to communicate with the instructor to re-open the assignment for a late submission. **CANVAS is the only method assignments are accepted (Email and hard copy are not accepted).**

Oftentimes students wonder what constitutes a particular grade in the courses I teach. From my perspective, if a student has completed standard, average work on an assignment, then the work will receive a "B". A grade of "A" denotes exceptional work beyond the basic and/or minimal expectations.



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Since this is graduate-level work, it is expected that students will hand in grammatically correct papers, have the correct spelling, and conform to the APA 7th edition guidelines. Do not, repeat, do not write papers as if talking to me, using common figures of speech. Writing is NOT talking, and it takes practice, patience, and intentionality to break this habit. On each written assignment I will deduct points from the final score based on writing and composition skills, and APA formatting. If you believe there are weak areas for you, please utilize the University Writing Center as they are more than prepared to help you with writing, composition, and research skills.

PROFESSIONAL DISPOSITIONS ASSESSMENT

Professional disposition is an integral component of the course. The systematic assessment of students is required by CACREP (2016) Section 4.G.; 4.H. and ACA Code of Ethics (2014) Section F.9: F.9.a; F.9.b. The assessment is completed by the instructor based on the criteria in the table below. The Professional Dispositions component **is not calculated in the final grade**; however, the assessment is (1) part of the CMHC Committee's systematic student review and (2) will be included in the student's academic file.

Professional Dispositions Indicators	Unacceptable	Acceptable	Optimal
1. Openness to new ideas.	1	2	3
2. Flexibility and adaptability.	1	2	3
3. Cooperativeness with others.	1	2	3
4. Willingness to accept and use feedback.	1	2	3
5. Awareness of own impact on others.	1	2	3
6. Ability to deal with conflict.	1	2	3
7. Ability to deal with personal responsibility.	1	2	3
8. Effective and appropriate expression of feelings.	1	2	3
9. Attention to ethical and legal considerations.	1	2	3
10. Initiative and motivation.	1	2	3
11. Orientation to multiculturalism and social justice advocacy.	1	2	3
12. Professional wellness and self-care.	1	2	3
13. Humility.	1	2	3
14. Professionalism.	1	2	3
15. Willingness to seek help.	1	2	3

Professionalism. The counseling program at UT Tyler leads directly to certification, licensure, and professional practice in the field of counseling. All students are required to know and adhere to their respective professional associations (i.e., ACA Code of Ethics, 2014). Ethical violations may result in failure of the course and possibly dismissal from the program



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TENTATIVE COURSE SCHEDULE*

*This syllabus is a guide and outline for the progression of the class. Changes may be made for due dates, assignments, and other items. All changes are the prerogative of the instructor.

Week/ Date	Topic	Read and Watch Before Class/ Assignments Due
Week 1 8/25/25	Intro and Overview of the Course Developmentally Informed Youth Counseling Systemically Informed Youth Counseling	Chapters 1 & 2
Week 2 9/8/25	Individual Counseling Foundations Ethical and Legal Foundations Assigned counseling theory and receive your child/adolescent case scenario	Read Chapters 3 & 4
Week 3 9/15/25	Abuse and Trauma Substance Abuse	Read Chapter 15 & 16 Additional Reading - NEUROCEPTION: A Subconscious System for Detecting Threats and Safety.
Week 4 9/22/25	Counseling Theories with Youth Role Play	Read Chapters 5
Week 5 9/29 /25	MIDTERM EXAM	MIDTERM EXAM
Week 6 10/6/25	Counseling Theories with Youth Role Play	Read Chapters 6
Week 7 10/13/25	Use of Play and Creative Arts in Counseling-Role Play	Read Chapter 8
Week 8 10/20/25	Youth Suicide, Self-Injury, and Homicide Role Play	Read Chapter 10
Week 9 10/27/25	Academic and Social-Emotional Transitions and Struggles Disruptive Behavior Problems Role Play	Read Chapter 12 & 14
Week 10 11/3/25	Anxiety, Obsessive-Compulsive, and Related Disorders Role Play	Read Chapter 17 SPECIAL TOPICS PAPER DUE
Week 11 11/10/25	Depressive and Bipolar Disorders Virtual Class	Read Chapter 18
Week 12 11/17/25	SPECIAL TOPICS PRESENTATIONS	SPECIAL TOPICS GROUP PRESENTATIONS
Week 13 11/24/25	THANKSGIVING WEEK	THANKSGIVING WEEK
Week 14 12/1/25	SPECIAL TOPICS PRESENTATIONS	SPECIAL TOPICS GROUP PRESENTATIONS
Week 15 12/8/25	FINAL EXAM	FINAL EXAM



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PROGRAM AND DEPARTMENTAL POLICIES

CLINICAL MENTAL HEALTH COUNSELING PROGRAM MISSION STATEMENT

The mission of the CACREP-Accredited Master of Arts in Clinical Mental Health Counseling (CMHC) program at the University of Texas at Tyler (UTT) is to prepare ethical and competent professional counselors. The CMHC program places a strong emphasis on preparing future counselors to work with a diverse range of client populations. Faculty members collectively aim to provide a rigorous learning environment and supportive atmosphere encouraging personal and professional development to a diverse student body. Throughout their time in the CMHC program, students are supported in developing a deep sense of self-awareness and a strong professional counselor identity integrating mental health, research, service, and advocacy. Upon successful completion of the program, students are eligible for counselor licensure in Texas and are able pursue impactful mental health careers within the community.

UT Tyler Department of Psychology and Counseling Student Code of Conduct:

<https://www.uttyler.edu/psychology/policies.php>

UT Tyler Clinical Mental Health Counseling Student Handbook:

<https://www.uttyler.edu/psychology/graduate/clinical-mental-health-counseling/>

UNIVERSITY POLICIES

UT TYLER HONOR

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

STUDENTS RIGHTS AND RESPONSIBILITIES

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: <http://www.uttyler.edu/wellness/rightsresponsibilities.php>

CAMPUS CARRY

We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>

UT TYLER A TOBACCO-FREE UNIVERSITY

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors. Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products. There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit www.uttyler.edu/tobacco-free.

GRADE REPLACEMENT/FORGIVENESS AND CENSUS DATE POLICIES

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. (For Fall, the Census Date is Sept. 12.) Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar. Failure to



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file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions of which students need to be aware. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment.
- Completing the process for tuition exemptions or waivers through.

FINANCIAL AID STATE-MANDATED COURSE DROP POLICY

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date). Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITY

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Texas at Tyler offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, or ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler> and fill out the New Student application.

The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and make an appointment with Cynthia Lowery, Assistant Director of Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <http://www.uttyler.edu/disabilityservices>, the SAR office located in the University Center, # 3150 or call 903.566.7079.

STUDENT ABSENCE DUE TO RELIGIOUS OBSERVANCE

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester. Absence for University-Sponsored Events and Activities: If you intend to be absent from a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

SOCIAL SECURITY AND FERPA STATEMENT

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act;



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grades will not be transmitted electronically.

EMERGENCY EXITS AND EVACUATION

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire Department, or Fire Prevention Services.

STUDENT STANDARDS OF ACADEMIC CONDUCT

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give an unfair advantage to a student or the attempt to commit such acts.

- i. "Cheating" includes, but is not limited to:
 - copying from another student's test paper.
 - using, during a test, materials not authorized by the person giving the test.
 - failure to comply with instructions given by the person administering the test.
 - possession during a test of materials that are not authorized by the person giving the test, such as class notes or specifically designed "crib notes". The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test.
 - using, buying, stealing, transporting, or soliciting in whole or part the contents of an administered test, test key, homework solution, or computer program.
 - collaborating with or seeking aid from another student during a test or other assignment without authority.
 - discussing the contents of an examination with another student who will take the examination.
 - divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructor has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student.
 - substituting for another person or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment.
 - paying or offering money or another valuable thing to, or coercing another person to obtain an un-administered test, test key, homework solution, or computer program or information about an un-administered test, test key, home solution or computer program.
 - falsifying research data, laboratory reports, and/or other academic work offered for credit.
 - taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
 - misrepresenting facts, including providing false grades or resumes, for the purpose obtaining an academic or financial benefit or injuring another student academically or financially.
- ii. "Plagiarism" includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the submission of it as one's own academic work offered for credit.
- iii. "Collusion" includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.
- iv. All written work that is submitted will be subject to review by plagiarism software.



UTTyler COLLEGE OF
EDUCATION & PSYCHOLOGY

Department of Psychology and Counseling

UT TYLER RESOURCES FOR STUDENTS

- UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu
- UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu
- The Mathematics Learning Center, RBN 4021, is the open-access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254)