
Clinical Cultural Diversity Syllabus

PSYC 5324.502 (Monday 9:30AM to 12:15PM in CAS 208)

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Course Description

Examines individual and systemic diversity issues with respect to the practice of psychology, primarily focusing on clinical practice.

Course Format: In-person; Lecture and Discussion

Required Text:

Readings will be listed in the syllabus and posted in Canvas.

Student Learning Outcomes

By the end of the course, students will be able to:

- Critically evaluate arguments for and against culturally focused clinical frameworks
- Apply understanding of culture and perspectives in assessment, diagnosis, and intervention
- Identify ethical and practical tensions in diversity-informed clinical work
- Articulate their own evidence-based stance on culture in clinical practice

Grading

Course grades will be dependent upon completing course requirements and meeting the student learning outcomes. Course grades are not rounded up or down, nor are grades increased or decreased. Please refer to the course points for your final course grade. The following grading scale is in use for this course.

Assessment	Points
Reading Reactions/Participation	90 pts. (10 pts. each)
Debate	100 pts.
Presentation	100 pts.
Individual and Cultural Diversity Paper	100 pts.
Total Possible Points	390

Grade	Range
A	351-390
B	312-350.9
C	273-311.9
F	≤ 272.9

Assignments/Grading

Reading Reactions/Participation

Students will prepare, each week, a response of discussion questions/reactions based on their readings. The discussions serve three purposes: (1) prepare for class discussions, (2) apply course material through critical thinking and (3) demonstrate your understanding of the major psychological perspectives of development. You will be required to write about a myth you have heard related to the readings for the week and write about the readings. To earn a pass grade, you must be present, make at least one substantial comment or question, complete the reading reaction form, and/or participate in group activities. You will receive a fail if you do not complete the reading reaction form, are not in class, and do not contribute at all to the class activities. Your lowest reading reaction/participation grade will be dropped and you will not be given a grade for the first class.

Culture Debate

You will be assigned to one of two groups and expected to present relevant literature and research in a debate on the prompt: “How central should culture and diversity be in clinical psychology theory, research, and practice?” One group will argue in support (e.g., central) and the other group will argue in opposition (e.g., not central) of the prompt. Each group will present their case/presentation in 45 minutes. Along with the overview, the group will need to provide a 1-page summary of the topic along with relevant research for the audience. After each group presents their position, then both groups will engage in 2 rounds of response/rebuttals (no more than 10 minutes per response/rebuttal).

Opening Argument	25
Rebuttal Round 1	15
Rebuttal Round 2	15
Use of Evidence	20
Critical Thinking & Integration	15
Delivery & Professionalism	10
TOTAL	100

Presentation: Aspects of culture and other individuals

Students (individually and some paired) will deliver a 20-minute presentation followed by a 10-minute Q&A/discussion. Groups will select, ahead of time, an aspect of culture and relevant issues and considerations in working with people who reflect aspects of that cultural influence (e.g., Asian Americans, Multiracial Individuals, Individuals with Disabilities, Religion). Presentations must integrate a minimum of 5 peer-reviewed articles and include one class discussion question. Groups should also present a 1-2 page summary of highlights, takeaways, and clinical applications that they hand out to their peers during their presentations.

Individual and Cultural Diversity Paper

APA Benchmark Competencies defines Individual and Cultural Diversity as: Awareness, sensitivity and skills in working professionally with diverse individuals, groups and communities who represent various

cultural and personal background and characteristics defined broadly and consistent with APA policy. The assignment is designed to prepare students to meet the APA Benchmark competencies of Individual and cultural diversity. Specifically, you are being asked to write a cohesive and cogent paper that addresses:

1. Demonstrates knowledge, awareness, and understanding of one's own dimensions of diversity and attitudes towards diverse others
2. Demonstrates knowledge, awareness, and understanding of other individuals as cultural beings
3. Demonstrates knowledge, awareness, and understanding of interactions between self and diverse others
4. Demonstrates basic knowledge of and sensitivity to the scientific, theoretical, and contextual issues related to ICD (as defined by APA policy) as they apply to professional psychology. Understands the need to consider ICD issues in all aspects of professional psychology work (e.g., assessment, treatment, research, relationships with colleagues)

Course Expectations

Professionalism

Students are expected to strive for professionalism in and outside of the class. Students should strive for professionalism defined by Competency Benchmarks in Professional Psychology:

Integrity
Department
Accountability
Concern for the welfare of others
Professional identity

As a developing professional and practitioner it is important to strive for professionalism in class. You are responsible for your learning. It is important that you refrain from using cell phones, laptops, or other distractions when in class-as a professional courtesy to your instructor and your peers. Failure to adhere to these professional areas could result in speaking with the instructor, a remediation plan, a reduction in letter grade, failing the course, and/or being dismissed from the program. It is expected that each student will have the required reading completed before the class during which we will discuss the material (see course schedule). Some material in the text may be challenging upon first read, but lectures will be easier to follow if you have read the chapter.

***A crucial part of being a professional is keeping with commitments and attendance. Missing a day of clients could be unprofessional, especially if not communicating with the clients. Class sessions are 3 hours once per week. Missing 1 class is equivalent to missing an entire week. Thus, missing more than 1 class without a documented medical reason will result in the drop of a letter grade.**

Policies/Expectations

- Read the syllabus If anything is unclear, then read the syllabus. If you still have concerns, then contact the professor.
- Students are expected to take responsibility for their success in You are encouraged to be active participants in the education process by asking questions and being alert in class.
- Distracting or disrespectful students will be asked to leave the class (this includes use of cell phones and other electronic devices).
- If you have any concerns related to this class, you are encouraged to speak with your instructor in a timely manner. As a general rule, you should raise any issues within one week of receiving a grade or completing a given
- Students will be expected to access their email and Blackboard online classroom on a regular basis for announcements, course materials, assignments, and
- The instructor reserves the right to use plagiarism prevention software
- Students may not use AI to write any parts of their essays or exams. Use of AI to write your essay or exam will result in a zero for the exam and may even result in a failing grade for the course as well as potentially being

dismissed from the program.

Class Sessions

- The majority of the class will be lecture and discussion.
- Class attendance is mandatory. This is a graduate level class and as such, it is expected that you will attend each class and contribute to class discussions and group activities. In order to have meaningful class discussions you must come to class having read the assigned material.
- You **MUST** take your own notes in class
- Media presentations and demonstrations may be used to help illustrate the concepts
- Classes may include discussions, group projects, films, and activities.
- Questions and comments are always welcome! (Please be respectful)

*DISCLAIMER: This class examines a variety of cultural and personal issues and may expose students to ideas and material that they may find disagreeable. If students are unable or unwilling to tolerate other perspectives or their own value systems in the context of the class, then they are encouraged to speak with the instructor regarding their concerns and may wish to reconsider their enrollment in the course. Should you have any questions, concerns, or suggestions at any time during the semester, please feel free to contact me.

Communication

Email is the best way to contact your professor. All emails should include the course title or number in the subject and should include your first and last name.

Course Outline

Date	Topic	Readings	Assignments Due
May. 11	Introduction	Multicultural Guidelines: An Ecological Approach to Context, Identity, and Intersectionality (APA, 2017)	
May. 18	What Is “Culture” in Clinical Psychology? Multicultural Psychotherapy	López (1993) Alegria et al. (2010) Bernal & Sáez-Santiago (2006) Betancourt & López (1993) Sue et al. (2009) Pedersen (2002)	RR1
May. 25	Holiday		
Jun. 1	Multicultural Competence & Cultural Humility	Ratts et al. (2016) Hook et al. (2013) Pope-Davis et al. (1995) Sue et al., (1982) Vasquez, M. J. T. (2012) Additional readings posted in Canvas	RR2
Jun. 8	Client Perspectives & Matching	Cabral & Smith (2011) Lee et al. (2021) Karlsson (2005) Pope-Davis et al. (2002)	RR3
Jun. 15	Culture & Psychopathology	Hinton & Lewis-Fernández (2011) Kleinman (1988) Lewis-Fernández & Aggarwal (2013) Lewis-Fernández & Kirmayer (2019) Jablensky (2016) Jablensky et al., (1992) Lilienfeld & Marino (1999)	RR4

		Wakefield (1992)	
Jun. 22		Debate	
Jun. 29	Empirical Evidence for Cultural Adaptations Conceptual Critiques of Multiculturalism	Griner & Smith (2006) Benish et al. (2011) Hall et al. (2016) Ridley et al. (2021) Worthington et al. (2007)	RR5
Jul. 6	Culture vs. Evidence-Based Practice	Kirmayer (2012) Tiley & Kyriakopoulos (2018)	RR6
Jul. 13	Critiques of DEI, microaggressions, and Social Justice Frameworks	Sue et al. (2007) Haidt & Lukianoff (2019). Lilienfeld (2017) Nagai, A. (2017) Jagdeep et al. (2024) Wendt & Gone (2014) Kassan & Nathoo (2021)	RR7
Jul. 20	Presentations Common Factors vs. Cultural Specificity	Horvath et al. (2011) Wampold (2015) Norcross & Lambert (2019)	RR8 Presentations
Jul. 27	Presentations Integration & Future Directions	Chu et al. (2022)	RR9 Presentations
Aug. 3	Final Exam (5pm)	Individual and Cultural Diversity Paper	

*Syllabus is subject to change at the discretion of the instructor

Reading List

- Alegria, M., Atkins, M., Farmer, E., Slaton, E., & Stelk, W. (2010). One size does not fit all: taking diversity, culture and context seriously. *Administration and policy in mental health*, 37(1-2), 48–60. <https://doi.org/10.1007/s10488-010-0283-2>
- American Psychological Association Council of Representatives (2017). Multicultural Guidelines: An Ecological Approach to Context, Identity, and Intersectionality.
- Benish, S. G., Quintana, S., & Wampold, B. E. (2011). Culturally adapted psychotherapy and the legitimacy of myth: A direct-comparison meta-analysis. *Journal of Counseling Psychology*, 58(3), 279–289. <https://doi.org/10.1037/a0023626>
- Bernal, G., & Sáez-Santiago, E. (2006). Culturally centered psychosocial interventions. *Journal of Community Psychology*, 34(2), 121–132. <https://doi.org/10.1002/jcop.20096>
- Betancourt, H., & López, S. R. (1993). The study of culture, ethnicity, and race in American psychology. *American Psychologist*, 48(6), 629–637. <https://doi.org/10.1037/0003-066X.48.6.629>
- Cabral, R. R., & Smith, T. B. (2011). Racial/ethnic matching of clients and therapists in mental health services: A meta-analytic review of preferences, perceptions, and outcomes. *Journal of Counseling Psychology*, 58(4), 537–554. <https://doi.org/10.1037/a0025266>
- Chu, W., Wippold, G., & Becker, K. D. (2022). A Systematic Review of Cultural Competence Trainings for Mental Health Providers. *Professional psychology, research and practice*, 53(4), 362–371. <https://doi.org/10.1037/pro0000469>
- Griner, D., & Smith, T. B. (2006). Culturally adapted mental health intervention: A meta-analytic review. *Psychotherapy: Theory, Research, Practice, Training*, 43(4), 531–548. <https://doi.org/10.1037/0033-3204.43.4.531>
- Haidt, J., & Lukianoff, G. (2019). *The coddling of the American mind*. Penguin Books.
- Hall, G. C., Ibaraki, A. Y., Huang, E. R., Marti, C. N., & Stice, E. (2016). A Meta-Analysis of Cultural Adaptations of Psychological Interventions. *Behavior therapy*, 47(6), 993–1014. <https://doi.org/10.1016/j.beth.2016.09.005>
- Hinton, D. E., & Lewis-Fernández, R. (2011). The cross-cultural validity of posttraumatic stress disorder: Implications for DSM-5. *Depression and Anxiety*, 28(9), 783–801. <https://doi.org/10.1002/da.20753>
- Horvath, A. O., Del Re, A. C., Flückiger, C., & Symonds, D. (2011). Alliance in individual psychotherapy. *Psychotherapy (Chicago, Ill.)*, 48(1), 9–16. <https://doi.org/10.1037/a0022186>
- Hook, J. N., Davis, D. E., Owen, J., Worthington, E. L., Jr., & Utsey, S. O. (2013). Cultural humility: Measuring openness

- to culturally diverse clients. *Journal of Counseling Psychology*, 60(3), 353–366. <https://doi.org/10.1037/a0032595>
- Jablensky, A. (2016). Psychiatric classifications: Validity and utility. *World Psychiatry*, 15(1), 26–31. <https://doi.org/10.1002/wps.20284>
- Jablensky, A., Sartorius, N., Ernberg, G., Anker, M., Korten, A., Cooper, J. E., ... Bertelsen, A. (1992). Schizophrenia: manifestations, incidence and course in different cultures A World Health Organization Ten-Country Study. *Psychological Medicine. Monograph Supplement*, 20, 1–97. doi:10.1017/S026418010000904
- Jagdeep, A., Lazarus, S., Zecher, M., Fedida, O., Fihrer, G., Finkelstein, J., Finkelstein, D. S., Yanovsky, S., Jussim, L., Paresky, P., & Viswanathan, I. (2024). *Instructing animosity: How DEI pedagogy produces the hostile attribution bias*. Network Contagion Research Institute. https://networkcontagion.us/wp-content/uploads/Instructing-Animosity_11.13.24.pdf
- Karlsson R. (2005). Ethnic matching between therapist and patient in psychotherapy: an overview of findings, together with methodological and conceptual issues. *Cultural diversity & ethnic minority psychology*, 11(2), 113–129. <https://doi.org/10.1037/1099-9809.11.2.113>
- Kassan, A., & Nathoo, S. (2021). Multicultural and social justice counseling competencies: A critical review, in book *Diversity and Social Justice in Counseling, Psychology, and Psychotherapy: A Case Study Approach* (pp.31-44). Publisher: Cognella Press
- Kirmayer L. J. (2012). Rethinking cultural competence. *Transcultural psychiatry*, 49(2), 149–164. <https://doi.org/10.1177/1363461512444673>
- Kleinman, A. (1988). *Rethinking psychiatry: From cultural category to personal experience*. Free Press.
- Lee, E., Greenblatt, A., & Hu, R. (2021). A Knowledge Synthesis of Cross-Cultural Psychotherapy Research: A Critical Review. *Journal of Cross-Cultural Psychology*, 52(6), 511-532
- Lewis-Fernández, R., & Aggarwal, N. K. (2013). Culture and psychiatric diagnosis. *Advances in psychosomatic medicine*, 33, 15–30. <https://doi.org/10.1159/000348725>
- Lewis-Fernández, R., & Kirmayer, L. J. (2019). Cultural concepts of distress and psychiatric disorders: Understanding symptom experience and expression in context. *Transcultural psychiatry*, 56(4), 786–803. <https://doi.org/10.1177/1363461519861795>
- Lilienfeld, S. O. (2017). Microaggressions: Strong claims, inadequate evidence. *Perspectives on Psychological Science*, 12(1), 138–169. <https://doi.org/10.1177/1745691616659391>
- Lilienfeld, S. O., & Marino, L. (1999). Essentialism revisited: evolutionary theory and the concept of mental disorder. *Journal of abnormal psychology*, 108(3), 400–411. <https://doi.org/10.1037//0021-843x.108.3.400>
- Nagai, A. (2017). *The pseudo-science of microaggressions*. *Academic Questions*, 30(1), 47–57. <https://academicquestions.org/the-pseudo-science-of-microaggressions/>
- Norcross, J. C., & Lambert, M. J. (2018). Psychotherapy relationships that work III. *Psychotherapy*, 55(4), 303–315. <https://doi.org/10.1037/pst0000193>
- Pedersen, P. B. (2002). The making of a culturally competent counselor. *Online Readings in Psychology and Culture*, 10(3). <https://scholarworks.gvsu.edu/cgi/viewcontent.cgi?article=1093&context=orpc>
- Pope-Davis, D. B., Reynolds, A. L., Dings, J. G., & Nielson, D. (1995). Examining multicultural counseling competencies of graduate students in psychology. *Professional Psychology: Research and Practice*, 26(3), 322–329. <https://doi.org/10.1037/0735-7028.26.3.322>
- Pope-Davis, D. B., Toporek, R. L., Ortega-Villalobos, L., Ligiéro, D. P., Brittan-Powell, C. S., Liu, W. M., Bashshur, M. R., Codrington, J. N., & Liang, C. T. H. (2002). Client perspectives of multicultural counseling competence: A qualitative examination. *The Counseling Psychologist*, 30(3), 355–393. <https://doi.org/10.1177/0011000002303001>
- Ratts, M. J., Singh, A. A., Nassar-McMillan, S., Butler, S. K., & McCullough, J. R. (2016). Multicultural and Social Justice Counseling Competencies: Guidelines for the counseling profession. *Journal of Multicultural Counseling and Development*, 44(1), 28–48. <https://doi.org/10.1002/jmcd.12035>
- Ridley, C. R., Mollen, D., Console, K., & Yin, C. (2021). Multicultural counseling competence: A construct in search of operationalization. *The Counseling Psychologist*, 49(4), 504–533. <https://doi.org/10.1177/0011000020988110>
- Sue, D. W., Bernier, J. E., Durran, A., Feinberg, L., Pedersen, P., Smith, E. J., & Vasquez-Nuttall, E. (1982). Position Paper: Cross-Cultural Counseling Competencies. *The Counseling Psychologist*, 10(2), 45-52.
- Sue D. W., Capodilupo C. M., Torino G. C., Bucceri J. M., Holder A. M. B., Nadal K. L., Esquilin M. (2007). Racial microaggressions in everyday life: Implications for clinical practice. *American Psychologist*, 62(4), 271–286.
- Sue, S., Zane, N., Nagayama Hall, G. C., & Berger, L. K. (2009). The case for cultural competency in psychotherapeutic interventions. *Annual review of psychology*, 60, 525–548. <https://doi.org/10.1146/annurev.psych.60.110707.163651>
- Tiley, C., & Kyriakopoulos, M. (2018). Evidence-based practice in a multicultural world: changing with the times. *BJPpsych international*, 15(3), 55–57. <https://doi.org/10.1192/bji.2018.14>
- Wakefield, J. C. (1992). The concept of mental disorder: On the boundary between biological facts and social

- values. *American Psychologist*, 47(3), 373–388. <https://doi.org/10.1037/0003-066X.47.3.373>
- Wampold B. E. (2015). How important are the common factors in psychotherapy? An update. *World psychiatry : official journal of the World Psychiatric Association (WPA)*, 14(3), 270–277. <https://doi.org/10.1002/wps.20238>
- Wendt, D. C., & Gone, J. P. (2012). Rethinking cultural competence: insights from indigenous community treatment settings. *Transcultural psychiatry*, 49(2), 206–222. <https://doi.org/10.1177/1363461511425622>
- Worthington, R. L., Soth-McNett, A. M., & Moreno, M. V. (2007). Multicultural counseling competencies research: A 20-year content analysis. *Journal of Counseling Psychology*, 54(4), 351–361. <https://doi.org/10.1037/0022-0167.54.4.351>
- Vasquez, M. J. T. (2012). Psychology and social justice: Why we do what we do. *American Psychologist*, 67(5), 337–346. <https://doi.org/10.1037/a0029232>

University Policies and Information

Withdrawing from Class

Students may withdraw (drop) from this course using the Withdrawal Portal. Withdrawing (dropping) this course can impact your Financial Aid, Scholarships, Veteran Benefits, Exemptions, Waivers, International Student Status, housing, and degree progress. Please speak with your instructors, consider your options, speak with your advisor, and visit the One-Stop Service Center (STE 230) or email enroll@uttyler.edu to get a complete review of your student account and the possible impacts to withdrawing. We want you to make an informed decision. UT Tyler faculty and staff are here for you and often can provide additional support options or assistance. Make sure to carefully read the implications for withdrawing from a course and the instructions on using the Withdrawal portal.

Texas law prohibits students from dropping more than six courses during their entire undergraduate career*. The six courses dropped includes those from other 2-year or 4-year Texas public colleges and universities. Consider the impact withdrawing from this class has on your academic progress and other areas, such as financial implications. We encourage you to consult your advisor(s) and Enrollment Services for additional guidance. **CAUTION #1:** Withdrawing before census day does not mean you get a full refund. Please see the Tuition and Fee Refund Schedule. **CAUTION #2:** All international students must check with the Office of International Programs before withdrawing. All international students are required to enroll full-time for fall and spring terms. **CAUTION #3:** All UT Tyler Athletes must check with the Athletic Academic Coordinator before withdrawing from a course. **CAUTION #4:** All veterans or military-affiliated students should consult with the Military and Veterans Success Center.

* Students who began college for the first time before 2007 are exempt from this law.

Artificial Intelligence Statement

UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools' ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler's Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy.

AI is not permitted in this course at all.

I expect all work students submit for this course to be their own. I have carefully designed all assignments and class activities to support your learning. Doing your own work, without human or artificial intelligence assistance, is best for your efforts in mastering course learning objectives. For this course, I expressly forbid using ChatGPT or any other artificial intelligence (AI) tools for any stages of the work process, including brainstorming. Deviations from these guidelines will be considered a violation of UT Tyler's Honor Code and academic honesty values.

Final Exam Policy

Final examinations are administered as scheduled. If unusual circumstances require that special arrangements be made for an individual student or class, the Dean of the appropriate college, after consultation with the faculty member involved, may authorize an exception to the schedule. Faculty members must maintain student final examination papers for a minimum of three months following the examination date.

Incomplete Grade Policy

If a student, because of extenuating circumstances, is unable to complete all of the requirements for a course by the end of the semester, then the instructor may recommend an Incomplete (I) for the course. The "I" may be assigned in place of a grade *only when all of the following conditions are met*: (a) the student has been making satisfactory progress in the course; (b) the student is unable to complete all coursework or final exam due to unusual circumstances that are beyond personal control and are acceptable to the instructor, and (c) the student presents these reasons before the time that the final grade roster is due. The semester credit hours for an Incomplete will not be used to calculate the grade point average.

The student and the instructor must submit an Incomplete Form detailing the work required and the time by which the work must be completed to their respective department chair or college dean for approval. The time limit established must not exceed one year. Should the student fail to meet all of the work for the course within the time limit, then the instructor may assign zeros to the unfinished work, compute the course average for the student, and assign the appropriate grade. If a grade has yet to be assigned within one year, then the Incomplete will be changed to an F, or NC. If the course was initially taken under the CR/NC grading basis, this may adversely affect the student's academic standing.

Grade Appeal Policy

Disputes regarding grades must be initiated within sixty (60) days from the date of receiving the final course grade by filing a Grade Appeal Form with the instructor who assigned the grade. A grade appeal should be used when the student thinks the final course grade awarded does not reflect the grades earned on assessments or follow the grading scale as documented in the syllabus. The student should provide the rationale for the grade appeal and attach supporting document about the grades earned. The form should be sent via email to the faculty member who assigned the grade. The faculty member reviews the rationale and supporting documentation and completes the instruction section of the form. The instructor should return the form to the student, even if a grade change is made at this level. If the student is not satisfied with the decision, the student may appeal in writing to the Chairperson of the department from which the grade was issued. In situations where there is an allegation of capricious grading, discrimination, or unlawful actions, appeals may go beyond the Chairperson to the Dean or the Dean's designee of the college from which the grade was issued, with that decision being final. The Grade Appeal form is found in the [Registrar's Form Library](#).

NOTE: The Grade Appeal Form is different from the Application for Appeal form submitted to the Student Appeals Committee, which does not rule on grade disputes as described in this policy.

Disability/Accessibility Services

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, ADHD, or 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 an appointment with the Assistant Director Student Accessibility and Resources/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <https://www.uttyler.edu/disability-services>, the SAR office located in the Robert Muntz Library, LIB 460, email saroffice@uttyler.edu, or call 903.566.7079."

Military Affiliated Students

UT Tyler honors the service and sacrifices of our military-affiliated students. If you are a student who is a veteran, on active duty, in the reserves or National Guard, or a military spouse or dependent, please stay in contact with your faculty member if any aspect of your present or prior service or family situation makes it difficult for you to fulfill the

requirements of a course or creates disruption in your academic progress. It is important to make your faculty member aware of any complications as far in advance as possible. Your faculty member is willing to work with you and, if needed, put you in contact with university staff who are trained to assist you. The Military and Veterans Success Center (MVSC) has campus resources for military-affiliated students. The MVSC can be reached at MVSC@uttyler.edu or via phone at 903.565.5972.

Students on an F-1 Visa

To remain in compliance with Federal Regulations requirements you must do the following:

- Traditional face-to-face classes: Attend classes on the regular meeting days/times.
- Hybrid Classes: Attend all face-to-face classes convened by the instructor according to the schedule set for your specific course.
- Online course: Only one online course can count toward your full-time enrollment. Students are expected to be fully engaged and meet all requirements for the online course.

Academic Honesty and Academic Misconduct

The UT Tyler community comes together to pledge that "Honor and integrity will not allow me to lie, cheat, or steal, nor to accept the actions of those who do." Therefore, we enforce the Student Conduct and Discipline policy in the Student Manual Of Operating Procedures (Section 8).

FERPA

UT Tyler follows the Family Educational Rights and Privacy Act (FERPA) as noted in University Policy 5.2.3. The course instructor will follow all requirements to protect your confidential information.

Absence for Official University Events or Activities

This course follows the practices related to Excused Absences for University Events or Activities as noted in the Catalog.

Absence for Religious Holidays

This course follows the practices related to Excused Absences for Religious Holy Days as noted in the Catalog.

Absence for Pregnant Students

This course follows the requirements of Texas Laws SB 412, SB 459, SB 597/HB 1361 to meet the needs of pregnant and parenting students. Part of the supports afforded pregnant students includes excused absences. Faculty who are informed by a student of needing this support should make a referral to the Parenting Student Liaison. NOTE: Students must work with the Parenting Student Liaison in order to receive these supports. Students should reach out to the Parenting Student Liaison at parents@uttyler.edu and also complete the Pregnant and Parenting Self-Reporting Form.

Campus Carry

We respect the right and privacy of students 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>.

CEP Mission

The mission of the CEP is to prepare competent and passionate professionals in the fields of education, psychology, and counseling; to advance knowledge and expertise; and to impact these fields locally, regionally, nationally, and internationally.

CEP Vision

The CEP will be a global leader in responding to needs in the fields of education, psychology, and counseling, with a focus on the East Texas region, by creating innovative academic and scholarly pathways and partnerships.