# COUN 5391-001: Essential Counseling Skills (3 credits)

**Fall 2026 Syllabus**
**Course Time: Thursday 5:00 pm -7:45 pm**
**Location: BEP 215**

**Instructor:** Ross Spears, PhD, LPC
**Office Location:** HPR 220
**Office Hours:** Mondays from 9 am to 11 am, Thursdays from 9 am to 11 am, or by appointment
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## COURSE CATALOG DESCRIPTION

Essential counseling skills development with role-playing lab practice with video. Focus on building therapeutic relationships, accurate empathy, and prioritizing client concerns. Develops proficiency in basic counseling response skills. Grade of B or better required to take more Clinical Skills courses.

## COURSE PREREQUISITES

There are no prerequisites for this course.

## COURSE OBJECTIVES AND LEARNING OUTCOMES

| Course Objectives and Learning Outcomes | CACREP 2016 Standards | Learning Activities and Assessments |
|---|---|---|
| Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling | 2.F.1.i. | Lectures |
| Strategies for personal and professional self-evaluation and implications for practice | 2.F.1.k. | Lectures |
| Self-care strategies appropriate to the counselor role | 2.F.1.l. | Lectures |
| Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships | 2.F.5.d. | Lectures |
| Counselor characteristics and behaviors that influence the counseling process | 2.F.5.f. | Lectures; Role Plays |
| Essential interviewing, counseling, and case conceptualization skills | 2.F.5.g. | Lectures; Role Plays |
| Cultural factors relevant to clinical mental health counseling | 5.C.2.j. | Lectures; Role Plays |
| Legal and ethical considerations specific to clinical mental health counseling | 5.C.2.l. | Lectures; Role Plays |

At the completion of the course, each student will:

1. Develop basic counseling skills including verbal and non-verbal attending, observation, active listening, paraphrasing, reflection of feelings, questioning, summarizing, and confrontation.

2. Understand the core conditions of counseling including unconditional positive regard, genuineness, and empathy.
3. Have practice, observation of, and experience in basic counseling.
4. Develop cultural sensitivity within the counseling arena.
5. Develop an awareness of yourself, your place in the counseling field, and how to get the most out of your experiences in the counselor education program.
6. Gain experience in role of counselor and develop realistic assessment of skills and potential.

**REQUIRED TEXTBOOKS AND MATERIALS:**

- A feelings wheel such as https://feelingswheel.com/
- Young, M. E. (2024). Learning the Art of Helping: Building Blocks and Techniques (8th ed.). Pearson.

*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.*

**COURSE STRUCTURE & METHODS OF INSTRUCTION:**

In this course, class time is will be comprised of lectures, discussion, and group activities. The primary emphasis of this class will be on students participating in activities that are designed to improve their basic counseling skills. You should come to class prepared to discuss assigned readings and to be actively involved in your own learning. You are required to be an active participant during class activities.

Additionally, this is a face-to face course and in this course, we will utilize lecture, discussion, reading and writing assignments, and experiential activities. Self-reflection, self-evaluation, and offering and receiving feedback are also important instructional methods in this course. For days in which a class falls on an external event (e.g., national or school holiday, professional conference), the instructor reserves the right to conduct class through online learning. This typically includes uploaded material such as recorded lectures and additional resources.

**Canvas** (https://www.uttyler.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 schedule, discussion boards, links to outside activities and so on. Within each module folder, the activities necessary to successfully complete that module are described in great detail. It is students' responsibility to examine each module and get in touch with the instructor immediately if they are not clear about the requirements prior to assignment due dates.

## COURSE POLICIES AND REQUIREMENTS

**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 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 excess of one class will result in a drop of attendance and participation points for each incident.

**LATE POLICY**

Assignments submitted after the established time due in the syllabus and/or Canvas will be considered late. Late assignments will be reduced by 10% (one letter grade) for each day the assignment is submitted late. After three days past the due date, late assignments will no longer be accepted, and the student will receive a zero for the assignment.

**ZOOM PROFESSIONAL BEHAVIORS**

Students should attend online zoom synchronous classes in the same manner that they would attend in-person classes. Students should be professionally dressed and sitting in an appropriate position for learning. Students must keep their video cameras on for the entirety of class. Students are not permitted to be engaging in other activities while attending class (e.g., driving a car, working a job, attending an appointment, etc.). Students will need to find a quiet and private location in which to attend class. It is also essential that students are able to secure a good internet connection.

**USE OF TECHNOLOGY**

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 pants, purse, backpack, etc. If you are experiencing an emergency or extenuating circumstance where you need to check your phone during class, please feel free to step out into the hall. Please be respectful and do not send or read text messages during class. 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. If the instructor becomes aware of a student using their laptop for any reason other than taking notes, they may ask that student to cease bringing their computer into the classroom.

Given the potential for discussion of sensitive content during class, recording of class is strictly prohibited except where accommodations are arranged through SAR. Additionally, students are strictly prohibited from going “live” on social media platforms such as TikTok or Instagram during class. The ability to uphold confidentiality is a core tenet of professional counseling as supported by the ACA Code of Ethics. As a counselor-in-training, you are expected to demonstrate the ability to honor confidentiality.

**USE OF ARTIFICIAL INTELLIGENCE IN CLASS**

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 (see below) is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler’s Academic Integrity Policy.

For this course, I encourage you to explore using artificial intelligence (AI) tools, such as ChatGPT, for your assignments and assessments. Any such use must be appropriately acknowledged and cited, following the guidelines established by the APA 7th Edition Style Guide, including the specific version of the tool used. The submitted work should include the exact prompt you used to generate the content and the AI's complete response as an appendix. Because AI-generate content is not necessarily accurate or appropriate, you must assess the validity and applicability of any submitted AI output. You will not earn full credit if inaccurate, invalid, or inappropriate information is found in your work. Additionally, students are at risk for point deductions if most assignment(s) is autogenerated.

**COMMUNICATION POLICY**

University policy requires that all e-mail correspondence between students and instructor be done via the Patriot account. Check your Patriot E-Mail frequently. Announcements pertaining to class or departmental business will be sent to the student's Patriot account. In accordance with university policy your instructor will respond only to student correspondence sent via Patriot E-mail. Please do not contact the instructor via the Canvas messaging system, as I often do not receive notification of a message. My email address is jspears@uttyler.edu.

**ONLINE COMMUNICATION**

Part of your preparation as a professional counselor is the ability to communicate with future colleagues and clients clearly and professionally. All written communication (e.g., emails, discussion board postings, etc.) 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 (e.g., Dear Dr. Spears:).
- 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. Threats or attacks towards faculty or peers, even via written communication, will not be tolerated.
- 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.

**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 both instructors who assess students' academic skills and members of the counseling profession with an ethical obligation to the profession. In both of these 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 that counselors 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, 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 in order 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 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.

**COURSE FEEDBACK AND EVALUATION**

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

## COURSE ASSIGNMENTS

**PARTICIPATION & PROFESSIONAL BEHAVIORS – 10 POINTS**

Learning/teaching is a dynamic social process. As a clinically oriented course, your presence and active engagement are essential. Students are required to read all assigned course materials before class begins so that they can actively engage with course content during class. Students are expected to regularly participate in class and will be required to participate in experiential learning activities. During class students should be alert, respectful of others, use professional language, and use technology appropriately.

**INTRODUCTION AND INFORMED CONSENT RECORDING – 10 POINTS**

Students will demonstrate their ability to initiate and cover the initial aspects to a first counseling session. Specifically, students will record and submit a video to Canvas demonstrating the following basic counseling skills (i.e., Introduction, Informed Consent, and Nonverbal Skills [eye contact, body position, tone of voice, and nonverbal/minimal encouragers]). The student will role-play as the counselor speaking to a hypothetical client. Students will be graded on this assignment based on the accuracy and quality of these skills. Besides uploading the recorded role-play, students will answer and submit the following questions:

1. Describe what you perceived that you did well during this session and areas that you know that you need to work on.
2. Describe difficulties and/or challenges that came up for you during the session.

Please review the assignment rubric, located in Canvas. *This assignment assesses CACREP standards: 2.F.5.f.; 2.F.5.g.; 5.C.2.j.; 5.C.2.l.*

**TAPESCRIPT #1: FIRST ATTEMPT & MIDTERM REVIEW – 25 POINTS**

You will work with a partner on this project, where you will submit a 10-minute counseling session via canvas. As the counselor, you will need to demonstrate the following basic skills (i.e., Opening, Nonverbal Skills, Paraphrase/ Reflection of Content, Reflection of Feeling/Advanced Reflection of Feeling, and Open-ended questions/Focus Statements). While you will be integrating several therapeutic skills into this assignment, be mindful of rotating appropriately through your current skill set. Points will be deducted if an overuse of questions is observed. You will be graded on how successful you are at incorporating and executing the basic counseling skills into your session. Please review more detailed instructions on Canvas.

1. A video recorded 10-minute counseling session submitted through Canvas.
2. A completed Transcription of the session with affiliated evaluation requirements.

You will also need to complete a 10-minute **AND at least 5** full (i.e., minimal encouragers do not count) counselor responses transcription of your 10-minute session for Tape #1. You must include every utterance made in the session by you or the client (e.g., "uhm," sighs, "like you know," etc.). Minimal encouragers demonstrated during the client's dialogue may be put in parenthesis in the client's transcription (e.g. ["mhmm"]). A template will be provided for students on Canvas. Additionally, an example that you should use for your transcription is located in Canvas. Students must upload the video recording, competed transcription assignment, and completed rubric. *This assignment assesses CACREP standards: 2.F.5.f.; 2.F.5.g.; 5.C.2.j.; 5.C.2.l.*

**TAPESCRIPT #2: FINAL EXAMINATION – 30 POINTS**

You will work with a partner on this project, where you will submit a 25-minute counseling session via canvas. As the counselor, you will need to demonstrate the following basic skills (i.e., Opening, Nonverbal Skills, Paraphrase/ Reflection of Content, Reflection of Feeling/Advanced Reflection of Feeling, Reflection of Meaning, Open/Closed-ended Questions, Summarization/Closing, and Challenging). Again, while you will be integrating several therapeutic skills into this assignment, be mindful of rotating appropriately through your current skill set. Points will be deducted if an overuse of questions is observed. You will be graded on how successful you are at incorporating and executing the basic counseling skills into your session. Please review more detailed instructions on Canvas.

1. A video recorded 25-minute counseling session submitted through Canvas.
2. A completed Transcription of the session with affiliated evaluation requirements.

You will also need to complete a full transcription of your 25-minute session that includes **at least 10** full (i.e., minimal encouragers do not count) counselor responses. You must include every utterance made in the session by you or the client (e.g., "uhm," sighs, "like you know," etc.). Minimal encouragers demonstrated during the client's dialogue may be put in parenthesis in the client's transcription (e.g. ["mhmm"]). A template will be provided for students on Canvas. Students must upload the video recording, competed transcription assignment, and completed rubric. *This assignment assesses CACREP standards: 2.F.5.f.; 2.F.5.g.; 5.C.2.j.; 5.C.2.l.*

**FINAL SELF-ASSESSMENT - 25 POINTS**

After the final session, students will submit a final evaluation paper worth 20 points. Through this paper, students will be able to conceptualize their professional skills, communicate areas of growth, and areas for

continued improvement by addressing the bullets below. The final evaluation should be between 3-4 pages, and follow APA 7th Edition guidelines (i.e., Title page, double-spaced, no contractions, Reference page) *This assignment assesses CACREP standards:* II.F.1.k.l.m.; II.F.2.a.; II.F.3.e.; II.F.5.a.b.; V.C.1.a.b; V.C.2.j.)

*Personal Reflection*

- Think back to the first day of class. What did you *believe* to be true about being an effective counselor and facilitating the counseling process?
- Allow your thoughts to return to the present. What did you *learn* about being an effective counselor and facilitating the counseling process? What is your takeaway from this experience? Accurately identifying the skills you used, include areas of strength and areas of growth. In each area, describe how you plan to retain and/or improve these skills. How are you planning to implement feedback on future sessions or your professional development?
- Allow your thoughts to think about the future. What do you *want to learn* about being an effective counselor and facilitating the counseling process? What do you need from your instructors? How might you take an active role in this learning process?

**REQUIREMENTS/GRADING**

Grading will be based on points assigned in the following areas:

| Assignment | Points |
|---|---|
| Participation & Professional Behaviors | 10 |
| Introduction and Informed Consent Role-Play | 10 |
| Tapescript #1:Midterm Evaluation | 25 |
| Tapescript #2: Final Examination | 30 |
| Final Self-Assessment | 25 |
| **Total** | **100** |

Grade Scale: A = 90%-100%; B = 80%-89%; C = 70%-79%; D = 60%-69%; F = below 60%. You must receive an A or a B in order to receive credit for passing this course.

**PROFESSIONAL DISPOSITIONS**

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 STATEMENT**

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.

## TENTATIVE COURSE SCHEDULE*

**Instructor reserves the right to make changes as needed.*

| Week | Topic | Assignments/Readings | CACREP Standards |
|---|---|---|---|
| **1** (8/27) | Introduction & Syllabus Review | **Read:** None<br>**Activity:** Course Introductions | |
| **2** (9/3) | Self-evaluation and self-care strategies for becoming a helper; Therapeutic Relationship | **READ:** Young Ch. 1 & 2; Hooke et al., 2016<br>**ACTIVITY:** small group activities | 2.F.1.i; 2.F.1.k.; 2.F.1.l. |
| **3** (9/10) | Invitational Skills; Counselor Behaviors in helping process Opening to a Counseling Session | **READ:** Young Ch. 3<br>**ACTIVITY:** small group activities & role plays | 2.F.1.i; 2.F.5.d.; 5.C.2.j.; 5.c.2.l. |
| **4** (9/17) | **No Class:** Record for Assignment One (You'll do great!)<br>**Assignment One:** Introduction and Informed Consent Role Play Reflection Questions **Due 9/23 at 11:59 PM** | | *2.F.5.f.; 2.F.5.g.; 5.C.2.j.; 5.C.2.l.* |
| **5** (9/24) | Interviewing skills: Paraphrase and Reflection of Content | **READ:** Young Ch. 4<br>**ACTIVITY:** small group activities & role plays<br>**Memorized Opening to Counseling Session** | 2.F.5.f; 2.F.5.g. |
| **6** (10/1) | Interviewing skill: Reflection of Feeling and Advanced Reflection of Feeling | **READ:** Young Ch. 5<br>**ACTIVITY:** small group activities & role plays; Reflection of Feelings Practice | 2.F.5.f; 2.F.5.g. |
| **7** (10/8) | Review of Skills;<br>Interviewing and Counseling Skills: Questions & Focus Statements | **Read:** Young Ch. 3<br>**ACTIVITY:** role plays | 2.F.5.f; 2.F.5.g. |
| **8** (10/15) | **No Class:** Meet and record **Transcript #1 Assignment** with class peer.<br>**Due: Sunday, 10/21 at 11:59 PM** | | |
| **9** (10/22) | Interviewing Skill: Reflection of Meaning | **READ:** Young Ch. 6 | 2.F.5.f; 2.F.5.g. |

| | | | |
|---|---|---|---|
| **10** (10/29) | Counseling skill: Summarization and Challenging. | **READ:** Young Ch. 6 & 7<br>**ACTIVITY:** small group activities & role plays | 2.F.5.f; 2.F.5.g. |
| **11** (11/5) | Review of ALL Skills | **READ:** Review previous chapters as needed<br>**ACTIVITY:** class activities and role plays | 2.F.5.f; 2.F.5.g. |
| **12** (11/12) | **No Class:** Meet and record **Tapescript #2 Assignment** with class peer.<br>**Due: Friday, 4/18 at 11:59 pm** | | 2.F.5.f; 2.F.5.g. |
| **13** (11/19) | Advanced Skill: Psychoeducation | **READ:** Uploaded Additional Material | 2.F.5.f; 2.F.5.g. |
| **14** (11/26) | **No Class:** Thanksgiving Holiday | | |
| **15** (12/3) | Class Processing and Closing | **ACTIVITY:** Class Processing | 2.F.1.k, l., m.; 2.F.2.a; 2.F.3.e, 2.F.5.a.,b. |
| **16** (12/10) | **Finals Week – No Class**<br>**DUE: Final Assessment (12/10 at 11:59 PM)** | | |

## Program and Departmental Policies

**COVID-19**

Students who are feeling ill or experiencing symptoms such as sneezing, coughing, or a higher than normal temperature should stay at home and notify their faculty. Students are also encouraged to use the UT Tyler COVID-19 Information and Procedures website. This website also provides information about our Vaccination Mobile Clinic. Students needing additional accommodations may contact the Office of Student Accessibility and Resources at University Center 3150, or call (903) 566-7079 or email saroffice@uttyler.edu.

**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 Code**

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 http://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. 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 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.

**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 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 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/disability-services, 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.

**Student Absence for University-Sponsored Events and Activities**

If you intend to be absent for 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; 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 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 which 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 unadministered 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 instructors 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 other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered 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 of 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.

**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, this 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)

**Appendix A**

**Example of transcript for Tapescripts #1 and #2**

| **Counseling Response** | **Skill Demonstrated (a) and Theoretical Intent (b)** | **Critique (c) and Alternative Response (d)** |
|---|---|---|
| Tell me more about your reasons for coming in today | (a) Open question.<br><br>(b) encourage client to elaborate on the problem. | (c) I think this skill was effective in helping the client open up more about his concerns.<br><br>(d) "You seem both anxious & relieved about coming in today" Reflection of Feelings |
| **Client:** Since grandpa's funeral, I can't seem to stop crying. I knew he was going to die, but I didn't expect it to hit me this hard. | | |
| You feel hurt. | Reflection of Feeling.<br><br>-show that I am listening and connecting with the client and validate feelings. | I think a reflection of feeling was appropriate, but I could have used more descriptive feeling words and included a reflection of meaning<br><br>"You tried to prepare yourself, but you are now feeling overwhelmed with sadness and grief because your grandfather was such an important part of your life." Reflection of meaning |

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