Syllabus

Course Information:
PRACTICUM in CLINICAL MENTAL HEALTH COUNSELING.
COUN 5393.002  Fall Semester 2017
Meeting Time: Tuesday 2:00-4:45
Location: BEP 250

INSTRUCTOR INFORMATION:
- Kirk Zinck, Ph.D., LMFT
- Office: HPR 214
- Office Hours: Meetings are by Appointment.
  Available meeting times will be announced by class meeting # 2.
  Alternate meeting times may be available at instructor convenience.
- Supervision Hours: TBA
- E-Mail: kzinck@uttyler.edu [e-mail is the best way to contact instructor]
- Note: Use e-mail to contact instructor regarding academic concerns. Use the telephone for urgent and emergency issues related to clinical work.

Catalog Description of COUN 5393: Practicum in Clinical Mental Health Counseling is the application of practical therapeutic techniques with clients. Video feedback and direct supervision of student work will be employed by the instructor. Successful completion of COUN 5392 is required before beginning this advanced skills course.

Student Learning Outcomes:
According to the current UTT course description each student will:
- Demonstrate proficiency in counseling and related professional skills.
- Construct client assessments that include a working differential diagnosis and utilize assessment instruments (i.e. MMPI, PAI, other) when appropriate to client needs.
- Construct theoretically informed - behaviorally stated treatment plans in collaboration with clients.
- Demonstrate ethical practice and attitudes in all activities related to the class, clinic, and clients.

CACREP/CMHC PRACTICUM STANDARDS & OBJECTIVES MET IN THE COURSE

100 Hours of Supervised Practicum Experiences (Standard A)
Includes the following:
- Direct service to clients contributing to development of counseling skills (minimum 40 hours).
- One hour per week of individual and/or triadic supervision (minimum 10 hours).
- Average of 1.5 hours per week of group supervision in weeks 2 -14 (minimum 15 hours).
- Any above activities over the minimums, and/or other instructor approved activities (25 hours.).
- Use of video recordings of counseling sessions during supervision or live supervision.
- Evaluation of student counseling performance throughout the practicum.
- Formal evaluation at the conclusion of the practicum.

Foundation: Skills and Practices (Standard B)
1. Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling (Evaluated in the Collaborative Evaluation of Practicum Student Skills and the Student Clinical Skills Evaluation [SCSE]).
Counseling, Prevention, and Intervention: Skills and Practices (Standard D)

1. Uses the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling (Evaluated in the Collaborative Evaluation of Practicum Student Skills, the SCSE, and Case Presentations).

2. Applies multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders (Evaluated in the Collaborative Evaluation of Practicum Student Skills, the SCSE, and Case Presentations).

3. Applies effective strategies to promote client understanding of and access to a variety of community resources (Evaluated in Collaborative Evaluation of Practicum Student Skills, the SCSE, and Case Presentations).

4. Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling (Evaluated in the Collaborative Evaluation of Practicum Student Skills, the SCSE, and Case Presentations).

5. Demonstrates the ability to use procedures for assessing and managing suicide risk (Evaluated in the Collaborative Evaluation of Practicum Student Skills, the SCSE, and Case Presentations).

6. Applies current record-keeping standards related to clinical mental health counseling (Evaluated in the Collaborative Evaluation of Practicum Student Skills, the SCSE, and Case Presentations).

7. Provides appropriate counseling strategies when working with clients with addiction and co-occurring disorders (Evaluated in the Collaborative Evaluation of Practicum Student Skills and the SCSE).

8. Demonstrates the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate (Evaluated in the Collaborative Evaluation of Practicum Student Skills).

Diversity and Advocacy: Skills and Practices (Standard F)

1. Maintains information regarding community resources to make appropriate referrals (Evaluated in the Collaborative Evaluation of Practicum Student Skills and the SCSE).

2. Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations (Evaluated in the Collaborative Evaluation of Practicum Student Skills and the SCSE).

Assessment: Skills and Practices (Standard H)

1. Demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management (Evaluated in the Collaborative Evaluation Of Practicum Student Skills, the SCSE, case presentations, and the Assessment, Diagnosis, & Treatment Plan assignments).

2. Screens for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders (Evaluated in the Collaborative Evaluation of Practicum Student Skills and the SCSE, case presentations, and the Assessment, Diagnosis, & Treatment Plan assignments).

ASSESSMENT METHODOLOGY:

3.0 Counseling Helping Relationship Skills: Students will describe, explain, and apply an understanding of counseling/therapy theories and methods, and demonstrate effective practice of counseling/therapy skills.

3.2: Assessment: Students will conduct live and videotaped practice counseling sessions with actual clients in COUN 5393: Practicum in CMHC. During the final week of the course the instructor will conduct a cumulative evaluation of students’ counseling/therapy skills using the Student Clinical Skills Evaluation (SCSE) form. 90% of students will achieve an average of 3 (Meets Expectations) with no rating lower than 2
(Not Yet Meeting Expectations) on the SCSE “Clinical Skills” and “Use of Therapeutic Skills” item sets.

**Teaching Strategies:** This is a supervised clinical experience for advanced students. Throughout the semester, students will engage in a theoretically informed process of counseling. Students are expected to develop and expand their knowledge and skill in counseling techniques, treatment planning, outcome evaluation, documentation, counseling theory, and reflective practice.

Class meetings will include group supervision/case consultation, discussion of assigned readings, and dialogue about therapy and related issues. As participatory learners, each student is responsible for what he/she learns in this class. Therefore each student is encouraged to be a “self-starter”, to develop her/his ability to be inquisitive, to express ideas, suggest learning activities, and assume a proactive role in making the class fit his/her needs.

Individual supervision of student counseling is also provided. Each student must arrange to receive individual supervision from Dr. Zinck, on a weekly basis. Dr. Zinck may require a student to meet more often for individual supervision – based on his/her needs for professional development. Individual supervision is a face-to-face meeting with the instructor to review and discuss the student’s ongoing cases, approach to counseling, and related issues. It includes viewing video recorded counseling sessions that are conducted by the student, reviewing relevant documentation, discussing theory and intervention, and evaluating student performance.

**Required Book:**
Students must have access to the Diagnostic and Statistical Manual of Mental Disorders (5th ed.). American Psychiatric Association (2013) Washington, DC. Most practicum students will already own this book as it is required for PSYC 5308 which must be completed prior to enrolling in this practicum course. 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.

**LEARNING AND EVALUATED ACTIVITIES**

**My Developing Approach to Counseling**
- For this initial assignment, students develop and submit a theoretically informed description of their approach to counseling. The paper will be the foundation of a classroom discussion and exchange of ideas, and it will be used as a reference during individual and group supervision.

**Videos of Counseling Sessions**
- For supervision purposes, each student must submit video recordings of counseling sessions. Progress notes must accompany videos. Notes must identify clients by case number only.
- Evaluation of videos will consist of written and/or verbal feedback from Dr. Zinck. Evaluation will occur during individual and group supervision sessions. Evaluation is provided as verbal feedback in each supervision session and through a collaborative assessment of student skill development, that is discussed with the student.

**Student Clinical Skills Evaluation**
- A clinical skills evaluation will be completed on and discussed with each student during the semester. The evaluation reflects Dr. Zinck’s observation of clinical skills and professional conduct in multiple settings. Students must achieve a minimum level of “Meets Expectations” on 90% of the evaluated items on the SCSE (items checked “no basis for observation” do not count against this percentage).

**Case Presentation.**
- Each student will write up and present two case summaries drawn from their work with clients the UTT clinic. The written case summary must be provided to the instructor one week prior to making the case presentation (see case summary/presentation guidelines).

**Assessment, Diagnosis, & Treatment Plan**
Each student will submit two client intake assessments with a DSM 5 diagnosis and accompanying treatment plan. These submissions will be the foundation of the above case presentation. The assessment, diagnosis, and treatment plan formats may be developed by the student. Students also have the option to use formatting provided in examples that are distributed during classes. Each submission will be evaluated and discussed with the student.

Intake Form

Each student must develop and submit an intake and assessment form that he/she will use during the semester. The form must be reviewed and approved by Dr. Zinck before students are allowed to see clients. Students may modify the form during the semester, after consulting with Dr. Zinck.

Attendance & Participation

Learning in this course is based on interaction and participation. Students are expected to attend all class meetings, arrive on time, and remain for the entire class. Each student is also expected to be appropriately prepared for class and to take an active role in discussion and activities.

GRADING

This “Credit” – “No Credit” course emphasizes developing proficiency in applying knowledge and skills that students acquired in preceding classes, plus the ongoing development of new knowledge and skills. Proficiency includes understanding and adhering to “standards of care”, and following applicable codes of ethics and Texas laws that guide and govern the practice of counseling.

Credit (CR) - Student meets the following expectations.
- Earns a rating of “Meets or Exceeds Expectations” on her/his Theory of Counseling Paper.
- Demonstrates proficiency in fundamental counseling skills and knowledge. This is evaluated in the Collaborative Student-Supervisor Assessment of Practicum Student Skills and the SCSE.
- Accumulates 100 hours of approved activity and meets the following minimums:
  - 40 or more hours of video recorded face-to-face client contact.
  - 10 hours of individual supervision sessions.
  - 15 hours of group supervision.
  - 25 additional hours of any combination of the above and/or other approved activity
- Attends class consistently with no more than two absences, late arrivals, or early departures.
- Completes assigned readings. Actively and thoughtfully participates in discussion of reading.
- Earns a rating of “Meets or Exceeds Expectations” on final evaluations of the “Assessment, Diagnosis, & Treatment Plan” assignment, and of “Case Summaries” presented in class.
- Demonstrates logical and ethical behavior regarding security of client information and records.
- Maintains, updates, and completes client files in a timely manner.
- Completes all items and submits the “COUN 5393 Check Out Form” to Dr. Zinck by December 2.

No Credit - Student fails to meet all above expectations or demonstrates any of these deficiencies.
- Substandard participation in class activities or assignments (including discussion).
- Major errors involving security/confidentiality of client information, records, or file maintenance.
- Substandard demonstration of professional knowledge, skills, and ethical behavior.
- Fails to accumulate the required/minimum hours.
- Misses (or fails to fully attend) more than 2 class meetings.

COURSE EXPECTATIONS

Counseling Load. Each student must maintain a minimum of five clients throughout the semester. Because client loads vary (due to cancellation, illness, no shows, etc.), students may wish to maintain a larger client load in order to insure that she/he meets course completion criteria. When necessary, a student may be required to
accumulate additional counseling hours or engage in additional learning activities in order to achieve and demonstrate fundamental proficiency in counseling and related areas.

**Record Keeping.** Record keeping includes the timely maintenance of client files including intake forms, assessments, treatment plans, progress notes, records, and documentation of contact with the client. Proper maintenance means that files contain clearly written records, that all documents and information are current, and all necessary documentation is in the client’s file, and that the file is at all times located in the appropriate clinic location. Dr. Zinck will periodically review client files.

**Recordings of Counseling Sessions.**
- Students must video record each counseling session. Under special circumstances, audio recordings may be used with instructor permission.
- Recordings will be used as data in individual and group supervision sessions.
- At all times, recordings and client records must be in secure storage, or in a student counselor’s immediate possession to insure client confidentiality.
- Each student must destroy all recordings of his/her counseling sessions by May 8, 2017.

**REQUIREMENTS**

**Insurance.** Professional liability insurance is required. All students must obtain professional liability insurance, prior to commencing any counseling activity. Proof of insurance must be provided to Dr. Zinck by January 23. Insurance can be obtained at [www.acait.com](http://www.acait.com) (American Counseling Association). A student may choose another insurer with instructor approval.

**Ethical Behavior and Professional Conduct.** Professional conduct is expected of all students in the performance of counseling and related activities. Students must adhere to the ACA code of ethics, the laws governing counselors (LPCs) in Texas, and the policies of the UTT psychology department. It is assumed that each student has completed the ethics course prior to this class and that students know the ACA code of ethics, understand the concept of “standard of care/practice”, and are familiar with Texas laws governing counselor/trainee obligations as a mandated reporter. Students who are unfamiliar with these basics should inform Dr. Zinck during the first class session. Required remedial activities, a grade of incomplete, a failing grade, or dismissal from the class are potential consequences for engaging in unprofessional behavior.

**Emergencies.** Students must familiarize themselves with services that are available on campus and in the community, that are designed to meet the short-term and emergency needs of clients. Students will learn to evaluate client emergencies and make appropriate referrals.

Your instructor is available by phone to assist students with emergency and other pressing situations that may occur in counseling. 903-566-7154 (office) or 903-283-1445 (cell)

Emergency contact numbers are posted in the clinic.

**Security of Records.** Students are responsible for security of all records made in relation to a client and case. All records must be secure at all times. Client files must remain in the clinic, except when a student is attending a supervision session. When transporting notes, videos or other client records to be used for the purposes of review and supervision, student counselors must insure that these materials are always secure. **Do not e-mail any client records or other identifying information to your instructor or to anybody else (including a client).**

**Patriot E-Mail.** 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 each student’s Patriot account. In accord with university policy Dr. Zinck will respond only to student correspondence sent via Patriot E-mail.

**COURSE OUTLINE**

<table>
<thead>
<tr>
<th>Week</th>
<th>TOPICS, ACTIVITIES, &amp; ASSIGNMENTS</th>
</tr>
</thead>
</table>


<table>
<thead>
<tr>
<th>Date</th>
<th>Event/Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug 29</td>
<td>Orientation to Course and Clinic</td>
</tr>
<tr>
<td></td>
<td>Establishing Professional Development Goals for this Course</td>
</tr>
<tr>
<td></td>
<td>My Developing Approach to Counseling. <strong>Paper. Due anytime in the week of January 29</strong></td>
</tr>
<tr>
<td>Sept 5</td>
<td>Structured Reflecting Team Group Supervision (SRTGS) - Training</td>
</tr>
<tr>
<td></td>
<td>Initial Client Contact, Screening, Intake</td>
</tr>
<tr>
<td></td>
<td>Developing Behaviorally Stated Treatment Goals</td>
</tr>
<tr>
<td></td>
<td>Proof of Insurance is Due</td>
</tr>
<tr>
<td>Sept 12</td>
<td>Class Cancelled. UTT Inaguration of Dr. Tidwell as UTT President</td>
</tr>
<tr>
<td>Sept 19</td>
<td>Case Presentation - Training</td>
</tr>
<tr>
<td></td>
<td>Treatment Planning - Training</td>
</tr>
<tr>
<td></td>
<td>Progress Notes &amp; Record Keeping - Training</td>
</tr>
<tr>
<td></td>
<td>Consultation &amp; Group Supervision</td>
</tr>
<tr>
<td></td>
<td>Paper Due this Week: My Developing Approach to Counseling.</td>
</tr>
<tr>
<td>Sept 26</td>
<td>Student Presentations “My Developing Approach to Counseling”</td>
</tr>
<tr>
<td></td>
<td>Consultation &amp; Group Supervision</td>
</tr>
<tr>
<td>Oct 3</td>
<td>Counselors as Agents of Change – Discussion of Assigned Reading</td>
</tr>
<tr>
<td></td>
<td>The Reflecting Team Process - Training</td>
</tr>
<tr>
<td></td>
<td>Consultation &amp; Group Supervision</td>
</tr>
<tr>
<td>Oct 10</td>
<td>Initial Case Presentations (2-3)</td>
</tr>
<tr>
<td></td>
<td>Review of the Reflecting Team Process</td>
</tr>
<tr>
<td></td>
<td>Consultation and Group Supervision</td>
</tr>
<tr>
<td>Oct 17</td>
<td><strong>Solution Focused Coun. (SFC) Demo. Using a Reflecting Team. Ssn. 1 - Intake</strong></td>
</tr>
<tr>
<td></td>
<td>Initial Case Presentations (2-3)</td>
</tr>
<tr>
<td></td>
<td>Due from Students: <strong>Assessment, Diagnosis, &amp; Treatment Plan #1</strong></td>
</tr>
<tr>
<td>Oct 24</td>
<td>SFC Demonstration Using a Reflecting Team. Session 2</td>
</tr>
<tr>
<td></td>
<td>Initial Case Presentations (2-#)</td>
</tr>
<tr>
<td>Oct 31</td>
<td>SFC Demonstration Using a Reflecting Team. Session 3</td>
</tr>
<tr>
<td></td>
<td>Consultation &amp; Group Supervision</td>
</tr>
<tr>
<td>Nov 7</td>
<td>SFC Demonstration Using a Reflecting Team. Session 4</td>
</tr>
<tr>
<td></td>
<td>Consultation &amp; Group Supervision</td>
</tr>
<tr>
<td></td>
<td>Due: <strong>Assessment, Diagnosis, &amp; Treatment Plan #2</strong></td>
</tr>
<tr>
<td>Nov 14</td>
<td>SFC Demonstration Using a Reflecting Team. Session 5 - Conclusion</td>
</tr>
<tr>
<td></td>
<td>Case Consultation &amp; Group Supervision</td>
</tr>
<tr>
<td>Nov 21</td>
<td>Thanksgiving Holiday - No Class Meeting</td>
</tr>
<tr>
<td>Nov 28</td>
<td>Final Case Presentations (2-3)</td>
</tr>
<tr>
<td></td>
<td>Case Consultation &amp; Group Supervision</td>
</tr>
</tbody>
</table>
**Syllabus.** This syllabus is a learning guide that may be modified during the semester. Students will be notified in advance, of any modification. Student suggestions regarding the syllabus and class activities are welcomed.

**Writing Center.** Located in BUS 202, the UT-Tyler Writing Center provides professional writing tutoring for all students in all disciplines. If you wish to use the Writing Center, you should plan for a minimum of two hour-long tutorials per assignment: the first to provide an initial consultation and drafting plan, and the second to follow up. Be prepared to take an active role in your learning, as you will be asked to discuss your work during your tutorial. While Writing Center tutors are happy to provide constructive criticism and teach effective writing techniques, under no circumstances will they fix, repair, or operate on your paper. Appointments: 903-565-5995. [www.uttyler.edu/writingcenter](http://www.uttyler.edu/writingcenter)

**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.

**Psychology and Counseling Retention Policy**

Faculty, training staff, supervisors, and administrators of the Psychology and Counseling graduate programs at the University of Texas at Tyler have a professional, ethical, and potentially legal obligation

<table>
<thead>
<tr>
<th>SUPPLEMENTAL INFORMATION</th>
<th>Last Week to See Clients</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dec 5</td>
<td>Final Case Presentations (2-3)</td>
</tr>
<tr>
<td></td>
<td>Concluding Activities</td>
</tr>
<tr>
<td>Dec 12</td>
<td>Finals Week – Final Reports &amp; File Maintenance. <em>Check Out Forms Due by May 8</em></td>
</tr>
</tbody>
</table>
to: (a) establish criteria and methods through which aspects of competence other than, and in addition to, a student-trainee’s knowledge or skills may be assessed (including, but not limited to, emotional stability and well-being, interpersonal skills, professional development, and personal fitness for practice); and, (b) ensure, insofar as possible, that the student-trainees who complete our programs are competent to manage future relationships (e.g., client, collegial, professional, public, scholarly, supervisory, teaching) in an effective and appropriate manner. Because of this commitment, and within the parameters of our administrative authority, our faculty, training staff, supervisors, and administrators strive not to advance, recommend, or graduate students or trainees with demonstrable problems (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) that may interfere with professional competence to other programs, the profession, employers, or the public at large. As such, within a developmental framework, and with due regard for the inherent power difference between students and faculty, students and trainees should know that the faculty, training staff, and supervisors of our programs will evaluate their competence in areas other than, and in addition to, coursework, seminars, scholarship, or related program requirements. These evaluative areas include, but are not limited to, demonstration of sufficient: (a) interpersonal and professional competence (e.g., the ways in which student trainees relate to clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (b) self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and potential impact of one’s own beliefs and values on clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (c) openness to processes of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning); and (d) resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by the successful completion of remediation plans; by participating in personal counseling/therapy in order to resolve issues or problems). [Adapted from the Comprehensive Evaluation of Student-Trainee Competence in Professional Psychology Programs statement developed by the Student Competence Task Force of the APA Council of Chairs of Training Councils (CCTC), (http://www.apa.org/ed/graduate/cctc.html), approved March 25, 2004. (2012-2014 Graduate Catalog)]

Evaluating Student Fitness and Performance

Members of the faculty, using professional judgment, continuously evaluate each student’s fitness and performance. Students receive information related to their fitness and performance from faculty members, their advisors, and their supervisors. The criteria used by the faculty to make such judgments include instructor’s observations of course performance, evaluations of students’ performances in simulated practice situations, supervisors’ evaluations of students’ performances in practice situations, and the disciplines’ codes of ethics. Students are formally evaluated at least annually by the program faculty. Detailed information about procedures for student evaluations, progress review, retention, and for addressing concerns about student progress are available at the department website: http://www.utttyler.edu/psychology/.

Students who are not making satisfactory progress or who are not meeting program standards should consider withdrawing from the program. In this context, the term “unsatisfactory progress in the program” refers to an academic judgment made regarding the student’s fitness and performance. It is a determination that the student has failed to meet academic and/or professional standards.

University Policies

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.utttyler.edu/wellness/rightsresponsibilities.php

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.utttyler.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 (Sept. 12th) 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.

**Student Accessibility and Resources**

In accordance with Section 504 of the Rehabilitation Act, Americans

**Student Accessibility and Resources**

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University offers accommodations to students with learning, physical and/or psychiatric disabilities. If you have a disability, including non-visible disabilities such as chronic diseases, learning disabilities, head injury, PTSD or ADHD, or you have a history of modifications or accommodations in a previous educational environment you are encouraged to contact the Student Accessibility and Resources (SAR) office and schedule an interview with the Accessibility Case Manager/ADA Coordinator, Cynthia Lowery Staples. If you are unsure if the above criteria applies to you, but have questions or concerns please contact the SAR office. For more information or to set up an appointment please visit the SAR office located in the University Center, Room 3150 or call 903.566.7079. You may also send an email to cstaples@utttyler.edu

**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, homework 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 SafeAssignTM, available on Blackboard.

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](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, karetak, 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 information on cessation programs please visit [www.uttyler.edu/tobacco-free](http://www.uttyler.edu/tobacco-free).

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)

College of Education and Psychology Mission Statement:

Vision

The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century, to make significant contributions to local and global communities, and to work toward individual and cultural equity.
Mission

The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry, organizes knowledge for application, understanding and communication, and provides leadership and service. Additionally, the College is committed to affirming and promoting global perspectives, cultural diversity, social justice, ethical practice and respect for individual differences as a means of enhancing learning, service, leadership and scholarship.

Clinical Mental Health Counseling Program Mission Statement:

- The Master of Arts in Clinical Mental Health Counseling (CMHC) is intended to prepare students to counsel persons experiencing psychological disturbance due to developmental, educational, career, cognitive, emotional, behavioral, cultural, relational, or environmental issues. Students develop competencies in diagnosis and assessment, evidence-based counseling/psychotherapy techniques, group processes, human development, cultural diversity, and career counseling. Students who complete their degrees and meet state certification or licensing requirements may be employed in a variety of mental health settings.