



Fall 2023
College of Education and Psychology
COUN 5324 – Cultural Diversity & Advocacy
Mondays 11:00 p.m.-1:45 p.m.
HPR 253

Instructor: Keren Acuna LPC-S, RPT-S
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Credits: 3 This course combines face-to-face instruction, online activities, assignments, and scheduled zoom classes for 3 credits.

Quarter: Fall 2023

Course Format & Time: Monday 11:00 a.m.- 1:45 p.m., HPR 253

Course Description

This course will examine client diversity with respect to ethnographic, demographic, and status variables, and challenges culturally biased assumptions which influence the provision of mental health services. The course will address social justice issues and the role of ethnic, racial, and cultural heritage; nationality; socioeconomic status; family structure; age; gender; sexual orientation; religious and spiritual beliefs; occupation; physical and mental status; local, regional, national, and international perspectives; and issues of equity such as oppression, power, and privilege in counselor education. (Catalog)

Due to the nature of the course, **students may experience mild to high levels of discomfort and lots of learning edges** while interacting with the course materials, assignments, fellow classmates, and the instructor. As an instructor of a course such as this, I may also experience mild to high anxiety. It's not unusual to have to debrief experiences and emotional reactions with someone professionally, be it positive or negative. However, I've learned to understand that such emotional responses are good indicators of personal and professional growth. I do hope, however, together we can create a conducive learning environment that is both challenging and nurturing so each of us can grow our:

- awareness of self and others,
- humility in listening to others, appreciating others, and recognizing our own shortcomings; and
- competence in helping and advocating for our clients, students, supervisees, and ourselves.

It is **not** the intent of this course to exhaustively cover all relevant topics within **15** weeks. However, it is the hope of the counseling program that this course will direct your journey with a clear focus and commitment to diversity and social justice as an integral part of your professional identity and aspiration. We hope that your growth in this area will continue throughout your program of study and extend into your career in the counseling profession.

Pre-Requisites: N/A

Course Rationale:

The emergence of modern-day counseling is rooted in social justice advocacy. Competencies in multicultural counseling and diversity issues have been officially recognized in the field since the early 1990s as foundational to the theory and practice of mental health counseling and school counseling (Arredondo, 1999; Ratts et al., 2007). Multiculturalism and social justice are considered two sides of the same coin (Ratts, 2011). Pioneers in multiculturalism in the profession have argued through the last several decades that social justice advocacy should be an integral part of a counselor's professional identity, though there remains many in the profession who are unconvinced and unconcerned about such issues, or at best, consider social justice and multiculturalism as "nice to know but not essential" to the practice of counseling.

Though the acceptance of social justice advocacy as an integral part of counseling identity has yet to be unequivocal, social justice advocacy in recent years has been recognized in the field to be a logical and natural progression and extension of the multicultural movement. It has been hailed as a 5th force of counseling by some authors (Ratts, 2011).

Course Delivery:

The majority of this course will take place in a traditional face-to-face classroom, however, there will be zoom class times scheduled to accommodate guest speakers. Course learning objectives will be accomplished through (a) in person and zoom interactive lectures (b) online learning activities in Canvas through the course of 15 weeks. You will access the syllabus and learning materials, discuss issues, submit assignments, communicate electronically with other students and the instructor, participate in online activities, and display some of your projects within the course Canvas site. *Learning outcomes will be assessed with written assignments, role play, class discussions, and/or participation.

Learning Resources

Required Textbook:

Sue, D. W., & Sue, D. (2015). *Counseling the culturally diverse: Theory and practice* (7th ed.). Hoboken, NJ: John Wiley & Sons.

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.

Required Journal Articles:

Bronfenbrenner, U. (1994). *Ecological models of human development*. In *International Encyclopedia of Education, Vol. 3, 2nd Ed.* Oxford: Elsevier.

Goodman, L. A., Liang, B., Helms, J. E., Latta, R. E., Sparks, E., & Weintraub, S. R. (2004). Training counseling psychologists as social justice agents: Feminist and multicultural principles in action. *The Counseling Psychologist, 32*, 793-837.

Ratts, M. J., Singh, A. A., Nassar-McMillan, S., Butler, S. K., & McCullough, J. R. (2015). Multicultural and social justice counseling competencies. <http://go.sdsu.edu/education/cescal-conference/files/06161-Multicultural-and-social-justice-counseling-competencies.pdf>

Recommended Journal Articles:

Day-Vines, N. L., Cluxton-Keller, F., Agorsor, C., & Gubara, S. (2021). Strategies for broaching the subjects of race, ethnicity, and culture. *Journal of Counseling & Development, 99*(3), 348-357. <https://doi.org/10.1002/jcad.12380>

Todd, A., Ayala, C., & Barraza, K. (2020). School counselors working with undocumented students in K-12 school settings. *Journal of School Counseling, 18*(14). <https://eric.ed.gov/?id=EJ1251791>

Day-Vines, N. L., Ammah, B. B., Steen, S., & Arnold, K. M. (2018). Getting comfortable with discomfort: Preparing counselor trainees to broach racial, ethnic, and cultural factors with clients during counseling. *International Journal for the Advancement of Counselling, 40*, 89-104. Doi: <https://10.1007/s10447-017-9308-9>

Ratts, M. J., DeKruyt, L., & Chen-Hayes, S. F. (2007). The ACA advocacy competencies: A social justice advocacy framework for professional school counselors. *Professional School Counseling, 11*, 90-97.

Ratts, M. J. (2011). Multiculturalism and social justice: Two sides of the same coin. *Journal of Multicultural Counseling and Development, 39*, 24-37/

Roaten, G. K., & Schmidt, E. A. (2009). Using experiential activities with adolescents to promote respect for diversity. *Professional School Counseling, 12*, 309-314.

2016 CACREP Standards Addressed:

- 2.F.1.i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling
- 2.F.2.a. Social and Cultural Diversity: multicultural and pluralistic characteristics within and among diverse groups nationally and internationally
- 2.F.2.b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy
- 2.F.2.c. multicultural counseling competencies
- 2.F.2.d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others
- 2.F.2.e. the effects of power and privilege for counselors and clients
- 2.F.2.f. help-seeking behaviors of diverse clients
- 2.F.2.g. the impact of spiritual beliefs on clients' and counselors' worldviews
- 2.F.2.h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination

Course Policies

Attendance: While it is strongly recommended that you do not miss any classes, you are permitted to miss one class (2.5 hours) with no penalty. If you are going to miss a class, it is expected that you will notify the professor ahead of time. With a second absence you will receive a one-letter grade deduction from your final grade in the course (e.g., A to B) *unless you write a letter to the instructor that explains extenuating circumstances for both absences*. With your letter you should include documentation that substantiates your extenuating circumstance. The instructor will then decide if both the first and the second absences are excusable. Each subsequent absence will result in the drop of a letter grade.

Class Punctuality: Students are expected to attend classes on time. Late behavior in excess of one class will result in *a loss of participation points for each incident*. In addition to a loss of participation points, students who are consistently late and miss a significant amount of class time may be assessed a course absence (see attendance heading above).

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.

Late Policy: In general, late submissions will result in the forfeiture of the assigned points. Submission more than 15 minutes late will lose 10% of the points assigned. Five percent of the points will be deducted for each subsequent hour of lateness. That means, 15% of the points will be deducted for assignments turned in 75 minutes late. Exceptions will only be considered in cases of documented family emergencies and personal health-related incidents. In the event of a Canvas or Internet service interruption coinciding with a submission deadline, students should alert the instructor and submit the assignment as soon as the service comes back online. The instructor will be able to verify Canva's outage.

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 inform me of this before class begins. 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, he may ask that student to cease bringing their computer into the classroom.

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 accord 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. My email address is kacuna@uttyler.edu. Typically, I will be able to respond to your emails within 24 hours Monday – Thursday. **Note;** make sure that you *do not* send emails to kacuna@patriots.uttyler.edu, as I will not receive these messages.

Diversity Statement: Students are expected to be sensitive to individual and cultural differences and to treat one another with respect during their experience in this course. Sensitivity to gender, race, ethnicity, ability, and sexuality is expected and disrespectful language and/or behavior will not be tolerated.

The American Counseling Association has explicit policies, standards, and ethical guidelines regarding diversity issues. In this class, you will be expected to reflect the standards and ethics of the counseling profession, especially in the area of diversity. Any use of written or verbal language should be consistent with the respect and tolerance that are the cornerstone of the counseling profession and should reflect the ACA Human Rights Committee's 1987 statement on tolerance, which states:

In order to guarantee that each individual is free to pursue his/her potential, each member of ACA is charged to (a) engage in ongoing examination of his/her own attitudes, feelings, stereotypic views, perceptions and behaviors that might have prejudicial or limiting impact on others; (b) contribute to an increased sensitivity on the part of other individuals, groups or institutions to the barriers to opportunity imposed by discrimination; (c) advocate equal rights for all individuals through concerted personal, professional, and political activity.

Course Assignments

Participation & Attendance (50 points): A portion of your grade will depend on your level of participation during class each week. Attendance means arriving for class on time and staying for the duration of the class and remaining focused on the class for the duration of the class meeting. Participation means preparing for class by reading required texts/materials, periodically entering into class discussions with informed and relevant comments/questions and participating in class activities.

Cultural Food Sharing (10 points): Students will sign up to bring a cultural food item from their family of origin one class. Each student will have a brief presentation about the food item they brought in to explain its origin/cultural significance.

Guest Speaker Discussion #1 (50 points): Students will reflect on what was presented by the guest speaker(s) and provide a written response. Online discussion will be set up on Canvas. (2.F.2.c.; 2.F.2.d; 2.F.2.e.; 2.F.2.f.; 2.F.2.g; 5.C.2.j.; 5.C.2.l)

Online Discussion Video Review #2 (50 points): Students will reflect on a movie they observed in class and provide a written response. Online discussion will be set up on Canvas. (2.F.2.c.; 2.F.2.d; 2.F.2.e.; 2.F.2.f.; 2.F.2.g; 5.C.2.j.; 5.C.2.l)

Video Discussion #3 (50 points): Students will record a video journal about an event in the US or abroad that pertains to social (in)justice. In 5-10 minutes, describe a current topic/event you saw in the media, internet, social media, or heard on the radio. Describe what it was, share your reactions, identify in what systems of society it is/was impacting people/community/nation. Online discussion will be set up on Canvas. (2.F.2.c.; 2.F.2.d; 2.F.2.e.; 2.F.2.f.; 2.F.2.g; 5.C.2.j.; 5.C.2.l)

Online Discussion Video Review #4 (50 points): Students will reflect on a movie they observed in class and provide a written response. Online discussion will be set up on Canvas. (2.F.2.c.; 2.F.2.d; 2.F.2.e.; 2.F.2.f.; 2.F.2.g; 5.C.2.j.; 5.C.2.l)

Service-Learning Project: Participation in Advocacy (100): This assignment requires students to participate in an advocacy program in their respective community that advocates **specifically for an underprivileged/disadvantaged group/population** (e.g., after school program that serves students from low income families, individuals suffering from homelessness, new immigrants, undocumented immigrants, domestic violence victims, LGBTQIA+, etc).

Please select a program that will give you a rich multicultural/cross-cultural experience you **never had before**. The experience is aimed at providing you an opportunity to contribute to the community in a meaningful way. Additionally, learners will expand their multicultural knowledge and awareness, understand the role counselor plays in social justice advocacy, social factors related to social injustices, and improve their ability to apply a systemic framework to examine, evaluate, and effect social change. Students can expect to experience discomfort and emotional growth as a result of this experience.

Your choice of the community/target group **should not** be one that represents individuals who in general enjoy unearned privileges in the society/community because of their social economic status or race/ethnicity, for example, clubs for semi-pro golfers; not that I have anything against these individuals. Discuss with your instructor if you're not sure if the choice of advocacy group falls within the requirements of this assignment.

You should plan to **immerse** yourself as **a volunteer for at least 8 hours** in the program of your choice during the term and get to know the individuals/community the program seeks to serve or advocate for. **It's not advisable for you to cramp your volunteer hours in two or three days.** Allow yourself time to get to know the program and the people. Some programs may require a minimum number of hours of participation beyond 8 hours. It is your choice, though going above and beyond minimum requirements is often part of advocacy.

Please work out the details of your involvement with the program coordinator or manager. Develop a plan that will help you achieve as many course objectives as possible within the time in this course. However, avoid taking the role of an expert. Just be a volunteer and let the leader(s) of the program know that you are there to serve and learn about a social justice advocacy and your participation will fulfill a requirement of a course you are taking at UT Tyler.

The goal for the project is as follow:

1. Acquire knowledge of and experiences with a group of individuals who have a specific shared social location/identity/life/circumstance that unjustly disadvantages them in the society that you do not have much prior knowledge and contact with.
2. Learn about advocacy programming: observe, reflect, evaluate, critique, and develop.

The expectation is that learners will develop in-depth knowledge relative to:

1. The systemic barriers to social justice your selected program aim to address.
2. The ways individuals (consumers of the program and the personnel in the advocacy program) interact with social, religious, cultural, political, educational, and legal organizations in the community.
3. Acquire advanced and current knowledge of multicultural and pluralistic trends, including characteristics and concerns between and within diverse groups.

While you are there, pay attention to the utilization of mental health services and the means they have and do not have to create social change. You are also expected to identify strategies the advocacy program utilizes to bring about change at the micro, meso, exo, and macro levels (Bronfenbrenner's ecological model).

Please note the following:

Students will submit an **action plan** for the project by **Week 4**. The action plan should simply **identify** a specific advocacy program and clearly **define** goals and action steps indicating how the student will

complete the assignment. This non-grade bearing action plan submission requirement will get you started early. ☺ There are 15 weeks this term, the onus is on you to begin the project as early as possible. Please keep the instructor informed should you run into any difficulties related to the project so we can problem solve as soon as possible. COVID-related restrictions may interfere with this project. You may need to turn to programs that offer online advocacy programming as viable alternative.

End Product

The end product is a **project paper** that:

1. Details the experience and its professional and personal impacts on you.
2. Describes the information learned about the program and the people/group the program/agency seeks to serve.
3. Evaluates the program according to the **six principles explicated by Goodman et al. (2004) and Bronfenbrenner's (1994) ecological framework. When discussing this experiential project, be sure to interact with relevant information in the multicultural counseling literature such as the texts and other scholarly writings related to the advocacy target group/issue.** That means, the paper **should not be merely** a description of what you did; it should be a discussion that **integrates** theories, research, and personal experiences as they relate to multicultural counseling and social justice issues.
4. **Describes** the creation of a small action step/project that you can carry out to advocate for the program you have volunteered in. That is, now that you've learned about the program of your choice, give back to this program or support the vision and mission of this program by a **small** action step. For example, this give-back/advocacy action can be a short YouTube video you create and publish online to champion for the program. It can also be a go-fund-me campaign organized on behalf of this program. Detail how you will carry out this action step/project so this plan/project will not be just stored in your computer and gather cyber dust. ☺

Limit your paper to **no more than 7 pages and no less than 5**, excluding title and reference pages. **Please follow the latest APA writing requirements and citation format. Your grades will be impacted by your compliance with APA requirements.**

Specify in the paper the number of hours you've completed with the program. Based on what you have learned experientially and conceptually from the literature on the target group as well as on social justice, **briefly discuss recommendations you would give to the program/agency to improve the advocacy program.** That means, if you were to run an advocacy program for the target group to bring about systemic social change, what would you do differently? This discussion allows you to demonstrate your skills in critiquing and developing advocacy plans. **Students can lose points on this project if they do not discuss recommendations for improvement.**

Because there are quite a few components to this assignment, PLEASE ensure that you do not miss any of them. Use APA heading levels to help you organize your paper. There will be **NO** rewrite. Kindly refer to the grading rubric in Canvas for more details on how the assignment will be graded. (2.F.1.e; 2.F.2.c.; 2.F.2.d; 2.F.2.e.; 2.F.2.f.; 2.F.2.g; 5.C.2.j.; 5.C.2.l)

Final Exam (150 points): The final exam will be a comprehensive exam. (2.F.1.e; 2.F.1.i.; 2.F.2.b; 2.F.2.c.; 2.F.2.d; 2.F.2.e.; 2.F.2.f.; 2.F.2.g; 5.C.2.j.; 5.C.2.l)

Requirements/Grading

Guest Speaker Discussion #1	50
Online Discussion: <i>Video Review #2</i>	50
Online Discussion: <i>Video Journal #3</i>	50
Online Discussion: <i>Video Review #4</i>	50
Service-Learning Project	150
Final Exam	100
Class Participation	40
Cultural Food Sharing	10
Total Points Possible	500

Grading is on the following scale: 100%-90% = A; 89%-80% = B; 79%-70% = C; 69% or less = F.

TENTATIVE COURSE SCHEDULE

Additional or substituted topics may be added dependent on students' needs/preferences.

Week	Topic	Assignments/Readings	CACREP Standard
1 Aug 21	<ul style="list-style-type: none"> Introduction Discuss syllabus 		
2 Aug 28	<ul style="list-style-type: none"> MC Journey to Cultural Competence: Personal Narratives What is Multicultural Counseling? <i>The Other Side is Not Dumb</i> Article MC Competence for Counselors & Therapists of Marginalized Groups 	Ch. 1 Ch. 2 Blanda (2016)	2.F.1.e.; 2.F.1.i.; 2.F.2.a; 2.F.2.b.; 2.F.2.c.; 2.F.2.d.; 2.F.2.e.; 2.F.2.g; 5.C.2.j.; 5.C.2.l.
3 Sept 4	<ul style="list-style-type: none"> Note: We will not meet synchronously for class this week. Labor Day 	Ch. 3 Ch. 4	2.F.1.e.; 2.F.1.i.; 2.F.2.a; 2.F.2.b.; 2.F.2.c.; 2.F.2.d.; 2.F.2.e.; 2.F.2.g; 5.C.2.j.; 5.C.2.l.
4 Sept 11	<ul style="list-style-type: none"> The Political and Social Justice Implications of Counseling Impact of Systemic Oppression Privilege 	Ch. 5 McIntosh (1988) article Action Plan Due Cultural Food Sharing	2.F.1.e.; 2.F.2.a; 2.F.2.b.; 2.F.2.c.; 2.F.2.d.; 2.F.2.e.; 2.F.2.h.; 5.C.2.j.
5 Sept 18	<ul style="list-style-type: none"> Guest Speaker: Shannon Kratky Counseling individuals with disabilities 	Ch. 22 Online Discussion #1 due by Sunday Sept. 24 @ 11:59p.m.	2.F.2.a; 2.F.2.c.; 5.C.2.j.
6 Sept 25	<ul style="list-style-type: none"> Microaggressions in Counseling Bronfenbrenner's (1994) ecological framework. 	Ch. 6	2.F.2.a; 2.F.2.b.; 2.F.2.c.; 2.F.2.e.; 5.C.2.j.
7 Oct 2	<ul style="list-style-type: none"> Watch video: The Color of Fear 	Ch. 14 Ch. 15 Online Discussion #2 due by Sunday Oct. 8 @ 11:59p.m.	2.F.2.a.; 2.F.2.c.; 5.C.2.j.
8 Oct 9	<ul style="list-style-type: none"> Counseling Asian Americans Counseling Women Review discussion #1 	Ch. 16 Ch. 24 Watch video: McWhorter vs. Singh	2.F.2.a; 2.F.2.b.; 2.F.2.c.; 2.F.2.f.; 5.C.2.j.
9 Oct 16	<ul style="list-style-type: none"> Counseling and Poverty 	Ch. 25	2.F.1.e.; 2.F.2.a; 2.F.2.b.; 2.F.2.c.; 2.F.2.f.; 5.C.2.j.
10 Oct 23	<ul style="list-style-type: none"> Counseling LGBTQ individuals Watch video: 30 Days 	Ch. 22 Moffat (2018) Online Discussion #3 due by Sunday Oct. 29 @ 11:59p.m.	2.F.1.i.; 2.F.2.a; 2.F.2.b.; 2.F.2.c.; 2.F.2.d.; 2.F.2.f.; 2.F.2.g.; 5.C.2.j.; 5.C.2.l.
11 Oct 30	<ul style="list-style-type: none"> Culturally Appropriate Intervention Strategies Non-Western Methods of Healing 	Ch. 8 Ch. 10	2.F.2.a; 2.F.2.b.; 2.F.2.c.; 2.F.2.d.; 2.F.2.f.; 5.C.2.j.
12 Nov 6	<ul style="list-style-type: none"> Cultural Development in People of Color White Racial Identity Development 	Ch. 11 Ch. 12	2.F.2.a; 2.F.2.b.; 2.F.2.c.; 2.F.2.d.; 2.F.2.f.; 5.C.2.j.

13 Nov 13	Note: We will not meet synchronously for class this week.	Ch. 17 Ch. 18 Watch video: Fantastic Lies Online Discussion #4 due by Sunday Nov. 19 @ 11:59p.m.	2.F.2.a; 2.F.2.b.; 2.F.2.c.; 2.F.2.f.; 5.C.2.j.
14 Nov 20	NO CLASS	THANKSGIVING BREAK	
15 Nov 27	<ul style="list-style-type: none"> • Counseling Arab and Muslim Americans • Counseling Jewish Americans 	Ch. 19 Ch. 20 Service-Learning Project Due	2.F.1.e.; 2.F.2.b.; 2.F.2.c.; 2.F.2.d.; 2.F.2.f.; 2.F.2.h.; 5.C.2.j.
16 Dec 4	<ul style="list-style-type: none"> • Review 	Final	2.F.1.e.; 2.F.1.i.; 2.F.2.b; 2.F.2.c.; 2.F.2.d; 2.F.2.e.; 2.F.2.f.; 2.F.2.g; 5.C.2.j.; 5.C.2.l

Note: The syllabus is a guide and outline for the progression of the class. Changes may be made for due dates, assignments, and other items based on student input and to ensure students' learning needs are addressed. The priority is to facilitate students' personal and professional development including attainment of applied skills.

Program and Departmental Policies

COVID-19

Students are expected to wear face masks covering their nose and mouth in public settings (including classrooms and laboratories). The UT Tyler community of Patriots views adoption of these practices consistent with its [Honor Code \(Links to an external site.\)](#) and a sign of good citizenship and respectful care of fellow classmates, faculty, and staff. 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, quit lines, and group support. For more information on cessation programs please visit www.uttyler.edu/tobacco-free.

Grade Replacement/Forgiveness and Census Date Policies

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. 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.

Note on incompletes: Incomplete (I) grades are only given (a) in documented emergency case, usually for a death in the family, major illness or injury, or birth of a child, and so forth; and (b) if the student has completed the majority of the coursework. If you are having any difficulty that might prevent you from completing the coursework, please do not wait till the end of the term; contact the instructor immediately. An Agreement of Incomplete Grade needs to be drawn up between the student and the instructor before the end of the term.

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/disabilityservices>, the SAR office located in the University Center, # 3150 or call 903.566.7079.

Student Absence due to Religious Observance

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

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 instructor has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
 - substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
 - paying or offering money or 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; or 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 \(903.565.5995\)](tel:903.565.5995), writingcenter@uttyler.edu
- [UT Tyler Tutoring Center \(903.565.5964\)](tel: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 \(903.566.7254\)](tel:903.566.7254)