



COUN 5312-001 (80598): Counseling Theories and Applications (3 credits)

Fall 2023 Syllabus

Course Time: Tuesdays 2:00-4:45 PM

Location: HPR 252

- *My belief is that the primary psychological outcome of counselor education should be in increasing cognitive complexity, particularly in personal perception. If there is a special kind of psychological development that occurs in counselor education it ought to be in terms of being able to perceive clients in more complete and complex ways. (Donald Blocher)*
- *Along with increasing your personal perception, I hope that you also use this class to increase your intrapersonal cognitive complexity, or, as Freud might say, make your unconscious, conscious. (Dennis Gilbride)*

[How to succeed](#)

Instructor: Ramona I. Grad, Ph.D., LPC, NCC

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Email: rgrad@uttyler.edu

Communication: I can be reached via **email**. I will respond to your emails as promptly as possible within 24 hours of receipt Monday-Thursday.

Office Hours: Tuesdays 9:00 AM - 12:00 PM. Please let me know if you would like [to set up a meeting](#).

Dr. Grad's Professional Background Statement

Ramona I. Grad, Ph.D. is an Assistant Professor in the Department of Psychology and Counseling at UT Tyler and received her doctoral degree in Counselor Education and Practice from Georgia State University. Dr. Grad teaches courses in the CACREP-accredited master's level clinical mental health counseling program. Dr. Grad has an ongoing program of research and scholarship that focuses on the experiences of individuals with a history of childhood interpersonal trauma as well as on therapeutic relationship aspects in counseling, counseling training, and supervision. Dr. Grad's scholarly work also includes numerous peer-reviewed articles and presentations focusing on topics such as post-traumatic growth and diversity issues in the counseling process. Dr. Grad has extended clinical experience, having worked as a counselor and supervisor in Romania and the United States in community mental health clinics, treatment facilities, college counseling centers, and private practice.

Dr. Grad's Teaching Philosophy

My philosophy of teaching is rooted in Individual Psychology, which I have implemented in my role as a counselor, supervisor, researcher, and instructor over many years. Therefore, my focus is on building a **collaborative relationship** with students and an **encouraging climate** that enables them to explore and challenge their own beliefs, take risks and grow, **take ownership of their learning**, and develop an understanding of the new material presented, to themselves, and of each other's unique individual and group identities, experiences and perspectives. In the classroom, I strive to create a respectful, optimistic, democratic, and growth-oriented atmosphere that emphasizes the unique skills, abilities, resources, and strengths of each student. I am implementing teaching strategies that encourage personal discovery and experiential learning. The natural character of experiential learning allows for greater transferability and application of the lessons to other situations outside of the classroom. Further, the variety of experiences associated with this type of learning tends to meet the needs of diverse learners. Promoting **intellectual and cultural humility** is critical for me as an instructor. I challenge students to share their diverse opinions and experiences with one another, I encourage brainstorming sessions, experiential projects, and group presentations. It is my hope that students leave the course knowing what it means to be a collaborator, and most of all feel encouraged to work with people who are different from them, and who have different opinions than the ones they have. Ultimately, I desire the students I work with to be inspired by the love I have for the counseling process. **"We should feel enlarged by the people who are different"** is a key quote that best describes my views on learning and teaching and represents my goal in the roles that I embrace.

Content Area

Course Catalog Description

Overview of theoretical approaches to counseling and psychotherapy, including fundamental concepts, assessment, client and counselor roles, cultural relevance, and intervention strategies/techniques. Includes role-playing practice of fundamental counseling response skills.

Course Overview

This course is designed to help students master the key components of the major counseling theories that are used in practice by professional counselors. Theories will be presented as conceptual frames by which professional counselors can understand their clients more completely and deeply. Strategies and techniques from each theory will be presented to show how those methodologies can be used to assist clients in overcoming psychological problems, developmental issues, ecological challenges, adjustment to disability; and reaching their personal goals. The theories outlined in this class can also be used to increase students' self-understanding.

Course Prerequisites

None

Course Objectives and Learning Outcomes

Through satisfactory performance on course assignments, and class participation, students in this course will be able to:

Course Objectives and Learning Outcomes	CACREP 2016 Standards (Core)	CACREP 2016 Standards (CMHC)
Describe major theories and models of counseling.	2.F.5.a	
Develop a personal model of counseling.	2.F.5.n	
Describe theories and models related to clinical mental health counseling.		5.C.1.b

Required Text(s)

- Murdock, N. (2017). *Theories of counseling and psychotherapy: A case approach* (4rd. ed.) (3rd ok). Upper Saddle River, NJ: Merrill.

Recommended readings:

- Boscolo, L., Cecchin, G., Hoffman, L., & Penn, P. (1987). *Milan systemic family therapy*. New York: Basic Books.
- Freud, S. (1966) *Complete introductory lectures on psychoanalysis* (J. Strachey Trans.). New York: W.W. Norton. (Original work published 1933).
- Lambie, G. & Milsom, A. (2010). A narrative approach to supporting students with learning disabilities. *Journal of Counseling and Development*, 196-203.
- Sharf, R. (2008). *Theories of Psychotherapy and Counseling*. (Chapter 3 Jung). Belmont CA: Thomson.
- Yalom, I. (2008). *Staring at the sun*. San Francisco: Jossey-Bass

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

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

Methods of Instruction

Teaching Strategies

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

The course is set up in 14 weekly learning units that equate to approximately 6 hours of classwork (lectures, activities, homework, readings) per week.

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 schedules, links to outside activities, and so on. Within each module folder, the activities necessary to successfully complete that module are described in great detail. Take care to examine the module and get in touch with me if you are not clear about the requirements.

Course Policies and Requirements**COVID 19**

It is important to take the necessary precautions to ensure a healthy and successful year. UT Tyler continues to urge you to protect yourselves against the flu, COVID, and any new threats that may be developing. Be diligent about preventive measures such as washing hands, covering sneezes/coughs, social distancing, and vaccinations, which have proven to be successful in slowing the spread of viruses. Encourage those who don't feel well to stay home, and if they show symptoms, ask them to get tested for the flu or COVID. Self-isolation is important to reduce exposure ([CDC quarantine/isolation guidelines](#)). Please work with your faculty members to maintain coursework and please consult [existing campus resources](#) for support.

Informed Consent Statement

Faculty members are dedicated to the educational, personal, and professional growth and development of our students. Faculty are in a unique position as instructors who assess students' academic skills and members of the counseling profession with an ethical obligation to the profession. In both 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 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, the class may include experiential and self-awareness exercises. It is important to distinguish between sharing one's emotional reactions to such experiential class activities and revealing information about one's personal history. Self-disclosure of personal history is not required 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.

Attendance Policy

Students are required to ***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 a missed unexcused class, students will receive a one-letter grade deduction from the final grade in the course (e.g., A → B). After the first excused missed class, **along with missing participation and professionalism points, each missed class will result in the drop of a letter 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 in attendance and participation points for each incident.

Technology Requirements

All students taking this course should have access to a computer with an internet connection that can support the use of Canvas. If you are having trouble logging onto Canvas or uploading assignments, please contact the Canvas **helpdesk at (903)566-7439** or email them at **itsupport@patriots.uttyler.edu**. You can also receive help by using the **Help tab located on the left side of your Canvas screen, using the Canvas guides, or contacting Canvas help at (844)214-6949**. If you are having technical difficulties, alert the professor as soon as possible. Assignments will be accepted through email **only** if there are difficulties with Canvas. Word of advice when taking an online course: **Do not wait until the last minute to submit your assignments as this is a sure way to ensure you will have technical difficulties (remember Murphy's law).**

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. Students who chose 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.**

Online Communication

All written communication that takes place within this course must adhere to the rules of written etiquette. Please remember that you are in a graduate program and are earning a professional degree, therefore please respond to your instructor and your colleagues in a professional matter. 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 (Dear Dr. Grad).
- Use complete sentences and avoid jargon, especially text-type words (e.g. C U). This is especially important when sending messages from mobile devices.
- Be aware that using capital letters to express yourself is considered SHOUTING.
- Maintain a professional tone
- Avoid sending emails in anger or frustration. Walk away from the computer and wait at least 24 hours.
- Whether in writing or in person, derogatory or prejudiced remarks are still considered bad manners, and the discussion that contains such comments will be addressed by the instructor.
- Please refrain from sending junk mail, forwards, or advertisements to the class via Canvas.

Patriot E-mail

University policy requires that all e-mail correspondence between students and instructors be done via the **Patriot account ONLY**. Check your Patriot E-Mail frequently. Announcements pertaining to the 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. My email address is rgrad@uttyler.edu.

****Make sure that you do not send emails to rgrad@patriots.uttyler.edu, as I will not receive these messages.****

Diversity Statement

Students are expected to be sensitive to individual and multicultural differences and to treat one another with respect during their experience in this course. Sensitivity to gender/race/ethnicity/ability/sexuality is expected and disrespectful language and/or behavior will not be tolerated. The American Counseling Association has explicit policies, standards, and ethical guidelines regarding diversity issues. In this class, you will be expected to reflect the standards and ethics of the counseling profession, especially in the area of diversity. Any use of written or verbal language should be consistent with the respect and tolerance that are the cornerstone of the counseling profession and should reflect the ACA Human Rights

Committee's 1987 statement on tolerance, which states: In order to guarantee that each individual is free to pursue 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 Feedback and Evaluation

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

Student Performance Evaluation Criteria & Procedure

Course Activities/Requirements

- **Participation/Professionalism** (10 points)
Active class participation is *vital*. Students are expected to attend and participate fully in class discussions, and activities. The following descriptions are provided to give an idea of how participation and professionalism will be evaluated:
 - **Excellent (8-10pts)**: Proactive participation; leading, originating, informing, and challenging contributions that reflect in-depth understanding and analysis of subject matter; a demonstrated ability to listen to and build upon the ideas of others; ability to raise questions that reflect critical thinking skills;
 - **Satisfactory (5-8pts)**: Reactive participation; supportive, follow-up contributions that are relevant and valuable, but rely on the leadership of others; contributions that reflect opinion rather than in-depth study and contemplation of subject matter.
 - **Minimally Satisfactory (2-5pts)**: Passive participation; present and alert, but not actively involved;
 - **Unsatisfactory (0-2pts)**: Uninvolved; tardy, present physically but disengaged from class discussions

- **Journal Assignment** (5 points each – 10 points total)
You will need to keep a journal during this class. The purpose of this assignment is to assist you to increase your self-knowledge and awareness. In order to help others, professional counselors must have a deep, sophisticated and comprehensive level of self-understanding. There is a VERY strong correlation between self-awareness and success in the clinical aspects of our program (and the quality of your counseling). Use this course, and your journal to help you develop so that you can be the type of professional counselor most able to help others. After reading each chapter and participating in class discussions, reflect on what you have learned **ABOUT YOURSELF** from **6 theories** over the course of the semester. You will submit two journals, each one covering 3 theories. The first one is due Sunday, October 8th by 11:59 PM; the Second one is due Sunday, November 19th by 11:59 PM [important].

- **Paper Assignment** (20 points)
You will be required to write a paper based on one of the provided case studies (uploaded in Canvas). You are to apply one of the theories listed below to that case study. I will expect you to **demonstrate** how the particular theory helps you to **understand** the client. You then need to develop a **treatment plan** for the client based on the perspective of the specific theory. You need to discuss the **techniques and approaches** you would use with the client based on the theory and the client's possible response to your interventions. Do **NOT** provide a summary of the theory, just use the concepts to understand and help your client. Be sure to avoid providing a generic response to the case, that is, if your response could be applied to another client with different facts, your paper is too generic. **Be creative. Have fun.** You need to use one of the following theories: Psychoanalysis (Freud), Object Relations, Adler, Existentialism, Cognitive Behavioral, Gestalt, Family Systems, or Feminist. The Paper Assignment is due Sunday, November 26th by 11:59 PM [important].

- **Two Objective Exams** (30 points each – 60 points total)
There will be 2 objective exams in this course: midterm and final. Both will include multiple-choice and short-answer questions. Content for these exams will be drawn from the PowerPoint presentations, lectures, as well as assigned readings. The Midterm will take place on October 3rd and the final exam on December 5th. [important]

Evaluation/Grading

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

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

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

A grade of I (incomplete) is discouraged and is assigned at the discretion of the instructor, when illness, death in the immediate family, or other unusual and unforeseeable circumstances not encountered by the other students in the class prevent completion of the course requirements by the end of the semester (per UT Tyler Graduate School Guidelines). Under these circumstances, a grade of I may be assigned when all of the following conditions are met: (a) the student has been making satisfactory progress in the course; (b) the student is unable to complete all coursework or final exam due to unusual circumstances that are beyond personal control and are acceptable to the instructor, and (c) the student presents these reasons before the time that the final grade roster is due. The semester credit hours for an Incomplete will not be used to calculate the grade point average for a student.

Week	Assignment	Points
Throughout	In class participation	10
7, 13	Journal assignment	10
14	Paper assignment	20
7, 16	Exams (2 exams x 30 points each)	60
		Total: 100
A → 100-90	B → 89-80	*C → 79-70
		*D → 69-60
		*F → 59-0 points

*A grade of “C” or lower will require that you retake the course.

Final grades will be available on or after the date designated by the University. Please do not send grade inquiries to the professor before this date. Any assignments or exams kept by the instructor will be retained until the last day of classes in the following semester, after which they will be shredded.

Professional Disposition Assessment

Professional disposition is an integral component of the course. The **systematic assessment** of students is required by CACREP (2016) Section 4.G; 4.H and ACA Code of Ethics (2014) Section F.9: F.9.a; F.9.b. The assessment is completed by the instructor based on the criteria in the table below and shown on the Final Grade Sheet. 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 students' academic file.

Professional Disposition Assessment						
1.Pertinence and relevance of questions and comments	1	2	3	4	5	NA
2.Respect for ideas and integrity of others	1	2	3	4	5	NA
3.Collaborative professional relationship with peers	1	2	3	4	5	NA
4.Intercation with Faculty	1	2	3	4	5	NA
5.Self-Awareness	1	2	3	4	5	NA
6.Self-confident when working with others/Leadership	1	2	3	4	5	NA
7.Commitment/Dedication/Enthusiasm/Curiosity	1	2	3	4	5	NA

8.Level of engagement in the learning process	1	2	3	4	5	NA
9.Diversity/Cultural Sensitivity- knowledge and application	1	2	3	4	5	NA
10.Responsiveness to feedback/supervision	1	2	3	4	5	NA

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

Tentative Course Schedule

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

Dates	Topic	Readings/Assignments	CACREP Standard
Week 1 8/22	Introduction The Role of Theory	Syllabus Murdock: 1	2.D.; 2.F.1.m; 5.C.1.b
Week 2 8/29	Freud	Murdock: 2 Freud Chapter	2.F.5.a; 2.F.5.c; 2.F.5.h; 2.F.5.j 5.C.1.b; 5.C.2.j; 5.C.2.l; 5.C.3.b
Week 3 9/5	Object Relations	Murdock: 3 Makari	2.F.5.a; 2.F.5.c; 2.F.5.h; 2.F.5.j 5.C.1.b; 5.C.2.j; 5.C.2.l; 5.C.3.b
Week 4 9/12	Jung & Reality/Glasser	Murdock: 11 Sharf Chapter	2.F.5.a; 2.F.5.c; 2.F.5.h; 2.F.5.j 5.C.1.b; 5.C.2.j; 5.C.2.l; 5.C.3.b
Week 5 9/19	Adler	Murdock: 4	2.F.5.a; 2.F.5.c; 2.F.5.h; 2.F.5.j 5.C.1.b; 5.C.2.j; 5.C.2.l; 5.C.3.b
Week 6 9/26	Person-Centered/Rogers	Murdock: 5	2.F.5.a; 2.F.5.c; 2.F.5.h; 2.F.5.j 5.C.1.b; 5.C.2.j; 5.C.2.l; 5.C.3.b
Week 7 10/3	Midterm	Journal I due Sunday 10/8	2.F.1.k; 2.F.5.h;
Week 8 10/10	Rational Emotive/Ellis	Murdock: 9	2.F.5.a; 2.F.5.c; 2.F.5.h; 2.F.5.j 5.C.1.b; 5.C.2.j; 5.C.2.l; 5.C.3.b
Week 9 10/17	Existentialism	Murdock: 6 Yalom chapter	2.F.5.a; 2.F.5.c; 2.F.5.h; 2.F.5.j 5.C.1.b; 5.C.2.j; 5.C.2.l; 5.C.3.b
Week 10 10/24	Gestalt	Murdock: 7	2.F.5.a; 2.F.5.c; 2.F.5.h; 2.F.5.j 5.C.1.b; 5.C.2.j; 5.C.2.l; 5.C.3.b
Week 11 10/31	Behavior Therapy/Cognitive/Diale ctic Behavioral Therapy	Murdock: 8, 10, 16 DBT Handbook	2.F.5.a; 2.F.5.c; 2.F.5.h; 2.F.5.j 5.C.1.b; 5.C.2.j; 5.C.2.l; 5.C.3.b
Week 12 11/7	Feminist/Cultural/Social Justice	Murdock: 12	2.F.5.a; 2.F.5.c; 2.F.5.h; 2.F.5.j 5.C.1.b; 5.C.2.j; 5.C.2.l; 5.C.3.b
Week 13 11/14	Family Systems	Murdock: 13 Boscolo et al. Chapter; Lambie & Milson	2.F.5.a; 2.F.5.c; 2.F.5.h; 2.F.5.j 5.C.1.b; 5.C.2.j; 5.C.2.l; 5.C.3.b
Week 14 11/21	No Class Today Thanksgiving Break	Journal 2 Due Sunday 11/19 Paper Assignment due Sunday 11/26	
Week 15 11/28	Integrative Perspective Process/Outcome, Common Factors	Murdock: 17	2.F.5.a; 2.F.5.c; 2.F.5.h; 2.F.5.j 5.C.1.b; 5.C.2.j; 5.C.2.l; 5.C.3.b
Week 16 12/5	Final Exam		2.F.1.k; 2.F.5.h;

Program and Departmental Policies

Clinical Mental Health Counseling Program Mission Statement:

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

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

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

UT Tyler Clinical Mental Health Counseling Student Handbook:

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

University Policies

UT Tyler Honor

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

Student Rights and Responsibilities

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

Campus Carry

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

UT Tyler a Tobacco-Free University

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

Grade Replacement/Forgiveness and Census Date Policies

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. 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 (**September 1st, 2023**) 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, and

- 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 purpose of this rule, a dropped course is any course that is dropped after the census (See Academic Calendar for the specific date). Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Accommodations for Students with Disability

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Texas at Tyler offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, or ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler> and fill out the New Student application here <https://hood.accessiblelearning.com/UTTyler/ApplicationStudent.aspx>. 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 <https://www.uttyler.edu/disabilityservices/> the SAR office located in the University Center, # 3150, or call 903.566.7079. Also, please contact me privately as soon as possible so we can discuss your accommodation. Please note that you will not be required to disclose your disability, only your accommodations. The sooner you let me know your needs, the sooner I can assist you in achieving your learning goals in this course.

Student Absence Due to Religious Observance

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

Absence for University-Sponsored Events and Activities

If you intend to be absent 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 an unfair advantage to a student or the attempt to commit such acts.

- i. “Cheating” includes, but is not limited to:
 - copying from another student’s test paper;

- using, during a test, materials not authorized by the person giving the test;
 - failure to comply with instructions given by the person administering the test;
 - possession during a test of materials that are not authorized by the person giving the test, such as class notes or specifically designed “crib notes”. The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
 - using, buying, stealing, transporting, or soliciting in whole or part the contents of an 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 things 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.