

**University of North Texas at Dallas
COUN 5690D Practicum in Counseling
Fall 2019
SYLLABUS**

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| COUN 5690D Practicum in Counseling | | Division of Education and Human Services |
| Instructor Name: | Amy McCortney, PhD, LPC-S | |
| Office Location: | UNT Dallas Campus, Founders Hall Building 1, 105H | |
| Office Phone: | 214.477.9907 | |
| Email Address: | amy.mccortney@untdallas.edu | |
| Office Hours: | T, R 3:00-5:00 p.m. | |
| Virtual Office Hours: | M, F noon-5:00 p.m | |
| Classroom Location: | UNT Dallas Campus, Founders 306 | |
| Class Meeting Days & Times: | Thursdays 5:30 pm -7:20 pm | |
| Course Catalog Description: | COUN 5690. Practicum in Counseling. 3 credit hours. Provides actual counseling experience with a variety of clients and problems. | |
| Prerequisites: | Prerequisite(s): All required degree courses in counseling program except specialty track course (COUN 5300, COUN 5500, COUN 5580, COUN 5590), COUN 5720, and COUN 5721. COUN 5740 may be taken concurrently. | |
| Required Text(s)/ Materials: | <p>American Counseling Association (2014). <i>ACA code of ethics: 2014</i>. Alexandria, VA: Author. Available from http://www.counseling.org/resources/aca-code-of-ethics.pdf</p> <p>Jongsma, A.E., & Peterson, L.M. (2014). <i>The adult psychotherapy treatment planner</i>. New York, NY: Wiley.</p> <p>Kottler, J. A. (2010). <i>On being a therapist</i>. San Francisco, CA: Josey-Bass.</p> | |
| Recommended Text and References: | <p>Erford, B. T. (2014). <i>40 Techniques every counselor should know</i> (2nd ed.). Boston, MA: Pearson Merrill.</p> <p>Halbur, D. A., & Halbur, K. V. (2011). <i>Developing your theoretical orientation in counseling and psychotherapy</i>. Boston, MA: Pearson.</p> | |
| Access to Learning Resources: | <p>UNT Dallas Library: phone: 972-338-1616 web: https://www.untdallas.edu/library e-mail: untdlibrary@unt.edu</p> <p>UNT Dallas Bookstore: phone: (972) 780-3652 web: http://www.bkstr.com/northtexasatdallasstore/home e-mail: 1012mgr@fheg.follett.com</p> | |

Canvas: *If you have trouble logging in, cannot submit an assignment or quiz, or encounter some other problem in Canvas, your primary step should be to **contact the ITSS Help Desk rather than this professor.** The ITSS Help Desk offers phone, email and walk-in support:*
 Student Resources information: <http://webct.unt.edu> including how and where to download the current correct version of Java (1.5.0_07).

Course Goals or Overview:

This course is designed to provide students with a supervised counseling experience that will facilitate the student's development as a professional counselor. The focus is on a consistent implementation of an internally consistent, personal theory of counseling with a variety of clients. Students are required to carry a specified caseload at their approved clinical sites.

Students must complete supervised practicum experiences that total a minimum of 100 clock hours. Each student's practicum includes all of the following:

1. At least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills.
2. Weekly interaction that averages 1 hour per week of individual and/or triadic supervision throughout the practicum.
3. An average of 1 1/2 hours per week of group supervision that is provided on a regular schedule throughout the practicum.
4. The development of video recordings for use in supervision or live supervision of the student's interactions with clients.
5. Evaluation of the student's counseling performance throughout the practicum, including documentation of a formal evaluation after the student completes the practicum.

Learning Objectives/Outcomes: The student will demonstrate knowledge, skills, and practices necessary for success as a professional counselor via his or her participation in key assessments in this course. Student Learning Outcomes for this course are as follows:

| CMHC Knowledge and Skills Outcomes | CACREP | Evaluation |
|--|---------|---|
| 1. Demonstrate the ability to apply and adhere to ethical and legal standards in CMHC. | CMHC B1 | Professional Counseling Performance Evaluation (PCPE)-Practicum |
| 2. Use the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling. | CMHC D1 | PCPE- Practicum |
| 3. Apply multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders. | CMHC D2 | PCPE- Practicum |
| 4. Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling. | CMHC D5 | PCPE- Practicum |
| 5. Demonstrates the ability to use procedures for assessing and managing suicide risk. | CMHC D6 | PCPE- Practicum |
| 6. Applies current record-keeping standards related to clinical mental health counseling. | CMHC D7 | PCPE- Practicum |
| 7. Provides appropriate counseling strategies when working with clients with addiction and co-occurring disorders. | CMHC D8 | PCPE- Practicum |

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| 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. | CMHC D9 | PCPE- Practicum |
| 9. Maintains information regarding community resources to make appropriate referrals | CMHC F1 | PCPE- Practicum |
| 10. Advocates for policies, programs, and services that are equitable and responsive to the unique needs of clients | CMHC F2 | PCPE- Practicum |
| 11. Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations. | CMHC F3 | PCPE- Practicum |
| 12. Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols | CMHC H1 | PCPE- Practicum |
| 13. 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. | CMHC H2 | PCPE- Practicum |
| 14. Screens for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders. | CMHC H3 | PCPE- Practicum |
| 15. Applies the assessment of a client's stage of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care. | CMHC H4 | PCPE- Practicum |
| 16. Demonstrates appropriate use of diagnostic tools, including the current edition of the DSM, to describe the symptoms and clinical presentation of clients with mental and emotional impairments. | CMHC L1 | PCPE- Practicum |
| 17. Is able to conceptualize an accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals. | CMHC L2 | PCPE- Practicum |
| 18. Differentiates between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events. | CMHC L3 | PCPE- Practicum |
| SC Knowledge and Skills Outcomes | CACREP | Evaluation |
| • Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling. | SC B1 | PCPE- Practicum |
| • Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms. | SC D1 | PCPE- Practicum |
| • Designs and implements prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development. | SC D3 | PCPE- Practicum |
| • Demonstrates the ability to use procedures for assessing and managing suicide risk. | SC D4 | PCPE- Practicum |
| • Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate. | SC D5 | PCPE- Practicum |

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| <ul style="list-style-type: none"> • Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development. | SC F1 | PCPE- Practicum |
| <ul style="list-style-type: none"> • Assesses and interprets students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities. | SC H1 | PCPE- Practicum |
| <ul style="list-style-type: none"> • Selects appropriate assessment strategies that can be used to evaluate a student's academic, career, and personal/social development. | SC H2 | PCPE- Practicum |
| <ul style="list-style-type: none"> • Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs. | SC H3 | PCPE- Practicum |
| <ul style="list-style-type: none"> • Makes appropriate referrals to school and/or community resources. | SC H4 | PCPE- Practicum |
| <ul style="list-style-type: none"> • Assesses barriers that impede students' academic, career, and personal/social development. | SC H5 | PCPE- Practicum |
| <ul style="list-style-type: none"> • Applies relevant research findings to inform the practice of school counseling. | SC J1 | PCPE- Practicum |
| <ul style="list-style-type: none"> • Develops measurable outcomes for school counseling programs, activities, interventions, and experiences. | SC J2 | PCPE- Practicum |
| SACC Knowledge and Skills Outcomes | CACREP | Evaluation |
| 1. Demonstrates the ability to apply and adhere to ethical and legal standards in student affairs and college counseling | SACC B1 | PCPE-Practicum |
| 2. Demonstrates the ability to recognize his or her own limitations as a college counselor and/or student affairs | SACC C5 | PCPE- Practicum |
| 3. Applies multicultural competencies to the practice of student affairs and college counseling. | SACC D1 | PCPE- Practicum |
| 4. Demonstrates the ability to use procedures for assessing and managing suicide risk. | SACC D4 | PCPE- Practicum |
| 5. Demonstrates a general understanding of principles and models of biopsychosocial assessment and case conceptualization that lead to appropriate counseling for students in postsecondary education. | SACC D5 | PCPE- Practicum |
| 6. Applies multicultural competencies to serve diverse postsecondary student populations. | SACC F4 | PCPE- Practicum |
| 7. Addresses multicultural counseling issues as they relate to student development and progress in postsecondary education (e.g., discrimination, power, privilege, oppression, values). | SACC F5 | PCPE- Practicum |
| 8. Assesses and interprets postsecondary student needs, recognizing uniqueness in culture, languages, values, backgrounds, and abilities. | SACC H1 | PCPE- Practicum |
| 9. Applies relevant research findings to inform the practice of student affairs and college counseling. | SACC J1 | PCPE- Practicum |
| 10. Develops measurable outcomes for college counseling and student development activities. | SACC J2 | PCPE- Practicum |

Methods of instruction: Instructional methods may include assigned readings, role plays, group discussion, didactic lectures, journal exploration, individual/triadic and group supervision, case conceptualizations and related presentations, video/film analysis, and experiential activities.

Over-arching course requirements:

A. Class attendance at all scheduled meetings.

Attendance at each class meeting is considered a professional obligation. Attendance is required and class participation is expected. If for some reason you cannot attend a class meeting, you are expected to notify the instructor (either in person, via phone or e-mail message) *prior* to the class. Absences in **excess of one excused absence and/or chronic tardiness** will affect the final grade in the course, and could result in a failing grade and the need to repeat the course. When possible, any absences should be discussed with the instructor in advance; and while it is certainly understandable that tardiness is occasionally unavoidable, chronic tardiness will result in the loss of 5% deduction from their total points per incident if they (a) miss more than one class meeting for other than a *documented* emergency reason (death in family, hospitalization, major or severe illness) acceptable to this instructor; (b) are tardy more than 10 minutes or leave class early more than twice a semester; or (c) consistently interact in a non-professional or disruptive manner with peers or this professor. Additional missed classes or chronic tardiness will result in another 5% deduction.

Students are responsible for all material and assignments covered on days they are absent, and must still meet posted deadlines. More than one absence will likely require repeating the course. Students are responsible for all course content on Canvas.

Students are responsible for prompt responses to supervisor communications as part of their professional obligation. Students are expected to check their UNT email account and their Canvas site (especially announcements) regularly, in order to keep apprised of class developments. Recommended frequency is every other day. "Prompt" responses will be considered 48 hours or fewer.

NOTE: Because this class requires students to complete 40 hours of counseling with clinic clients, students should be present and ready to begin promptly at classtime. Consistent tardiness is unacceptable and unprofessional conduct. All class behaviors, including but not limited to those below, will be viewed not only academically, but also through the lens of professional counselor comportment:

- B. Participation in class discussions and activities including:
1. Come to class prepared to discuss assigned readings; be prepared to retain and apply readings.
 2. Use of reflective listening and advanced counseling skills in applied counseling with application to various adult populations in family, agency, college counseling and student services; students are expected to actively participate in all class discussions and activities.
 3. Active participation in and openness to supervision.
 4. Discussion of issues related to multicultural counseling, ethics in counseling, and how techniques can be applied in a developmental context.
 5. Level of class participation is qualitatively determined by my subjective appraisal of your class interaction and attentiveness. Appropriate class behavior and participation consistent with that of graduate students is expected. **Students are expected to refrain from all inappropriate behavior including but not limited to: text-messaging; disruptive cross-talk; passing notes, sleeping, surfing the internet, emailing, and working on other material during class time.** To that end, please turn off your cellphones during class and close laptops during experiential exercises, videos, and/or during any other class activity during which your attention is expected.

Inappropriate behavior or low participation will result in one-on-one conferences, a remedial action plan, faculty review, and a low-effectiveness report in your permanent student file.

- C. Completion of well-written assignments in accurate required writing style as required:
1. Professional disclosure statement development
 2. Written theory definitions document
 2. Weekly casenotes
 3. Critical analysis of session performance
 4. Treatment plans
 5. Resource C case conceptualization
- D. Due dates and deadlines:
Students are responsible for promptly submitting any assignments on the date indicated on the syllabus. Assignments will be considered late if not received by class on the date expected (casenotes must be completed before the end of the week). When necessary, students may submit assignments early or via email. Late assignments will receive a half-letter grade (E, OK, NI) deduction for each day late.
- E. Special class rules pertaining to professional behavior/use of the clinic/confidentiality:
1. Students are expected to maintain professional standards expected of all counselors consistent with the ACA Code of Ethics, the relevant aspects of the Texas penal code, and the LPC board.
 2. Engage with client only in your professional role before, during, and after class. Do not discuss your client with any person other than your supervisor and/or assigned observer, unless otherwise directed as part of a class discussion.
 3. Students will dress in appropriate professional-type attire; “business casual” is the rule of thumb for dress. Inappropriate clothing includes, but is not limited to: revealing clothing, jeans, ball caps, sunglasses, shorts, or inappropriate open-toed shoes or other footwear (especially flip-flops).
 4. Students are responsible for confidential client information while transporting from the site to class. Casenotes and files are to be maintained in locked file cabinets at all times. Confidentiality also applies to protecting client files/papers whenever they are in the student’s possession rather than in the file cabinet; and being aware at all times of avoiding verbal breaches of confidentiality in the restrooms, hallways, control room and the practicum room. Removing confidential client information of any kind from the Practicum room is an ethical violation, and could result in potential dismissal from the program.
 5. Supervision: Counselors are expected to behave professionally during supervision/feedback time and to focus on 1) their own use of interventions/session management/use of feedback/and growth as counselors, 2) client conceptualization, 3) personal growth areas which may impact the course of counseling.
 6. Counseling files are to be viewed only by the counselor for each client and the supervisor. Any student’s attempt to view any files other than his or her own clients’ files is an ethical violation, and may result in potential dismissal from the program.
 7. At semester’s end, files must be accurate, complete, and closed properly. It is the student's professional responsibility to complete the file as directed, regardless of the class grade. Supervisees who do not complete files as directed will a) receive a failing grade or b) receive no grade until the file is complete.
 8. Supervisee requirements: Supervisees must inform their supervisor immediately in the event of any of the following:

- a. the supervisee becomes aware that he or she possesses personal growth or impairment issues that may harm the client
- b. the client is in danger of harm to self or others
- c. the supervisee becomes aware of transference or counter-transference toward the client and/or the supervisor
- d. he or she expects to miss a class, or to be tardy to class or to counseling sessions
- e. he or she expects or intends to turn an assignment in late
- f. he or she intends to discontinue the class

Course Evaluation Methods

(see Appendix A.)

You must have a final grade of B- or higher in this class to proceed to Internship I. Your grade in this course is NOT calculated by an average. It is competency-based. Even if you have an "A" average throughout the course, if you do not meet the criterion of competence in your final project (FP), you will receive a "C" for the course. This statement appears here to clarify how this course differs from others you may have taken.

Tk20:

This course requires an assignment that will be uploaded and assessed in the UNT Tk20 Assessment System. This will require the one-time purchase of Tk20. Student subscriptions will be effective for seven years from the date of purchase and can also be used for other classes. Key assignments must be uploaded into the Tk20 system for instructors to assess.

Listening Skills (LS) taping

This first taping is a demonstration of the quality of your current basic skills (aka reflective skills, microskills). With a partner, students will videotape a 20-minute meeting in which they will demonstrate ROF, ROC, ROM, ROD and/or ME. Because this is not a real counseling session and is meant to establish a baseline of your reflective listening ability, no questions are allowed. Students will transcribe and perform an in-depth critical self-analysis of their performance for this project. Students will have 2 opportunities to attempt a passing grade for this project; if the student is unable to pass this project after 2 attempts the student will be administratively withdrawn from the course.

Intake Session (IS) critique

This project is intended to be a demonstration of your ability to conduct a holistic biopsychosocial intake session. For this project, students will select one of their first 5 intake sessions with a client of their choosing and evaluate 10 consecutive exchanges with the client. Students will use the Mastery Tape Evaluation to demonstrate in-depth critical self-analysis of their performance, and submit a copy of the casenote for the session.

Treatment planning/Case Presentation

Using the Jongsma and Peterson text, students will develop a standard treatment plan for a client of their choosing, with the assistance of the supervisor. Make copies of this plan and distribute to fellow supervisees and to your supervisor. Students will select a 5-minute session segment from a recent session that demonstrates difficulties and show it to the class (please refrain from adding commentary during the demonstration unless your professor or classmate asks a clarifying question). Be advised that you should ensure your video tape is working properly on the equipment in class before your presentation begins. Afterward, student and peers will conduct a supervision Q&A intended to a) discuss the case, b) practice non-defensively receiving constructive feedback and help, c) generate ideas for the client's treatment, and d) further develop the treatment plan as necessary. Use the "Oral presentation

rubric” posted on Canvas as your guide for methods of correctly presenting this information to class.

Session Mid-term

Students will select a taping that demonstrates the mid-point of their work with a client (usually session 4, 5, or 6) and complete a written critical self-analysis document detailing their own development in 7 performance areas.

PCPE

Student will complete PCPE at mid-term and final according to course agenda. The professor and triadic supervisor will then evaluate the PCPE and provide an additional PCPE for the student during a 20 minute in person conference on the day (at mid-term and at final) indicated on the course agenda. Each agreed-upon PCPE must be uploaded to tk20.

Final Project

The final project encompasses multiple elements associated with counseling performance and the ability to critically self-analyze. These elements include a 10-minute tape segment, critical self-analysis documents, a theoretically-oriented biopsychosocial Resource C case summary including accurate DSM 5 diagnosis (as appropriate), and a final case presentation (FCP) to peers. The case summary will be copied for peers and for the supervisor and presented in the same fashion as the Treatment Plan project. With your supervisor, complete a final PCPE and upload it to tk20 after its approval.

Course grading scale:

(see Appendix A.)

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|---------|---|
| 90-100: | A |
| 80-89: | B |
| 70-79: | C |
| 60-69: | D |
| 0-59: | F |

Students must achieve a grade of B or higher in order to pass Masters-level classes.

Grade of Incomplete

- *(Incomplete work)* A grade of incomplete (“I”) may be granted to a student only during the last one-fourth of the session and only if the student has: (1) satisfactorily participated in the course and (2) for *some justifiable documented reason, acceptable to this instructor and University policy* for not completing the work on schedule that is beyond the control of the student as deemed appropriate by the instructor of record. The student has one long term to complete the work (e.g., Spring incomplete = end of Fall completion; Summer incomplete = end of Fall completion date; and Fall incomplete = end of Spring completion date; or at the discretion of the instructor), unless the instructor designates an earlier deadline for completion. For undergraduate courses taken Fall 2007 and after, the grade of “I” will revert to a grade of “F” if the work is not completed by the end of the next long term.

An extension for an incomplete to stand beyond one long term may be requested with appropriate justification, documentation, and approval of the instructor. Such an extension should be requested through the Student Academic Appeals Committee for review and a decision. Requests for extensions must be filed prior to the end of the long term in which course work is being completed and may not be made after the grade has been changed.

It is important to note that a student should not register for the incomplete course again. The student must arrange with the instructor of record (or program coordinator if instructor is unavailable) to finish the work at a later date utilizing the Grade of Incomplete Documentation form. This form must be filed and submitted to the Registrar’s Office (with all needed signatures) no later than the last day of instruction for a given session/term. The date of completion of remaining coursework should be determined in consultation with the instructor. Upon completion of the work, the instructor will change the grade from a

grade of "I" to the grade earned.

Instructors of record for a course cannot assign a grade of Incomplete without the consent of the student via the Grade of Incomplete Documentation form. Students cannot receive a grade of incomplete for a term once grades have posted officially.

The grade of I is **not** given in lieu of a grade of F or W, or other grade, each of which is prescribed for other specific circumstances. If the student's work is incomplete, poor quality and/or not acceptable, a grade of F will be given. The grade of I does not authorize a student to attend the course during a later term. Graduation candidates must clear all Incomplete grades prior to the deadline in the Official University Calendar, which may allow less time than 12 months. Failure to do so can result in removal from the degree candidacy list and/or conversion of the grade of I to the grade indicated by the instructor at the time the grade of I was given.

- If the student's work is incomplete, poor quality and not acceptable, a grade of F will be given. The grade of I does not authorize a student to attend the course during a later term. Graduation candidates must clear all Incomplete grades prior to the deadline in the Official University Calendar, which may allow less time than 12 months. Failure to do so can result in removal from the degree candidacy list and/or conversion of the grade of I to the grade indicated by the instructor at the time the grade of I was given.
- For graduate students, a maximum of two (six hours) concurrently held grades of Incomplete in courses other than thesis is allowed. If this maximum is reached, the student will be allowed to take only one three-hour course per term until the Incomplete total is reduced. Students who accumulate a total of three grades of Incomplete in courses other than thesis will be put on probation and not allowed to enroll further until the total is reduced.

University Policies and Procedures

Students with Disabilities (ADA Compliance):

Chapter 7(7.004) Disability Accommodations for Students

The University of North Texas at Dallas makes reasonable academic accommodation for students with disabilities. Students seeking accommodations must first register with the Disability Services Office (DSO) to verify their eligibility. If a disability is verified, the DSO will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, DSO notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet/communicate with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Disability Services Office website at <http://www.untDallas.edu/disability>. You may also contact them by phone at 972-338-1777; by email at UNTDisability@untDallas.edu or at Building 2, room 204.

Canvas Learn Accessibility Statement:

University of North Texas at Dallas is committed to ensuring its online and hybrid courses are usable by all students and faculty including those with disabilities. If you encounter any difficulties with technologies, please contact our ITSS Department. To better assist them, you would want to have the operating system, web browser and information on any assistive technology being used. Canvas Learn course management system's accessibility statement is also provided: <http://www.Canvas.com/Platforms/Learn/Resources/Accessibility.aspx>

NOTE: Additional instructional technology tools, such as Turnitin, Respondus, Panopto, and publisher cartridge content (i.e. MyLab, Pearson, etc.) may NOT be fully ADA compliant. Please contact our Disability Office should you require additional assistance utilizing any of these tools.

Student Evaluation of Teaching Effectiveness Policy:

Student's evaluations of teaching effectiveness is a requirement for all organized classes at UNT Dallas. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider students' evaluations to be an important part of your participation in this class.

Assignment Policy: (According to the instructor's discretion while working in concert with the division/program's guidelines).

Exam Policy: (Online exams and the ability to retake are solely at the instructor's discretion). **NOTE:** Online exams may be proctored on campus per instructor's discretion.

Academic Integrity:

Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of Academic Integrity policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Academic Integrity at

http://www.untDallas.edu/sites/default/files/page_level2/pdf/policy/7.002%20Code%20of%20Academic_Integrity.pdf for complete provisions of this code.

Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabrication of information or citations, facilitating acts of dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students.

Web-based Plagiarism Detection: Please be aware in some online or hybrid courses, students will be required to submit written assignments to Turnitin, a web-based plagiarism detection service, or another method. If submitting to Turnitin, please remove your title page and other personal information. Assignments submitted to Turnitin in this course are expected to meet a requirement of 30% or less of duplicated information.

Additional Classroom Policies

Online "Netiquette":

In any social interaction, certain rules of etiquette are expected and contribute to more enjoyable and productive communication. Emails, Discussion Board messages and/or any other forms of written communication in the online environment should use proper "netiquette" (i.e., no writing in all caps (usually denotes yelling), no curse words, and no "flaming" messages (angry, personal attacks). Written communication with this professor should also follow the guidelines of netiquette; "social media" or text message-type communications will not receive a response.

Racial, ethnic, sexual, religion, or gender slurs will not be tolerated, nor will pornography of any kind.

Any violation of online netiquette may result in a loss of points or removal from the course and referral to the Dean of Students, including warnings and other sanctions in accordance with the University's policies

and procedures. Refer to the Student Code of Student Rights Responsibilities and Conduct at <http://www.untDallas.edu/osa/policies>. Respect is a given principle in all online communication. Therefore, please be sure to proofread all of your written communication prior to submission.

Writing/format guidelines:

Unless otherwise indicated, formal papers, including volunteer summaries, should be written in accordance with APA style. Specifically, *unless otherwise indicated by rubric or template*, assignments should:

1. Contain an APA-style cover page
2. Be typed, double-spaced, with 1" margins, and in 12-point Times New Roman font
3. Contain citations and references **correctly formatted** according to the *APA Publication Manual* (6th ed.) guidelines
4. Adhere to minimum page length, formatting, and content guidelines – cover pages and reference pages will not be counted toward fulfilling the required page length. Incorrectly completed assignments will be evaluated as is.

Demonstrate proper grammar, punctuation, spelling, and minimal/no typographical errors.

Inclement Weather: Online and hybrid classes may or may not be affected by campus closures due to inclement weather. Unless otherwise notified by your instructor via e-mail, online messaging, or online announcement, students should assume that assignments are due as scheduled. On those days that present severe weather and driving conditions, a decision may be made to close the campus. In case of inclement weather, call UNT Dallas Campuses main voicemail number (972) 780-3600 or search postings on the campus website www.unt.edu/dallas. Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.

Diversity/Tolerance Policy:

Students are encouraged to contribute their perspectives and insights to class discussions in the online environment. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Dean of Students as the instructor deems appropriate.

Technology Requirements: In order to successfully access the materials in an online or hybrid course, UNT Dallas advises that your computer be equipped with the minimum system requirements.

Canvas Learn 9.1 is the platform software for this course. Canvas Learn supports major web browsers such as Windows Internet Explorer, Apple Safari, Mozilla Firefox, and Google Chrome. However, since the latter two are updated continually, some recent versions may not be compatible. If you experience difficulty accessing or using components of the course, try using Internet Explorer. Also, no matter what browser you use, always enable pop-ups. For more information see:

- <http://www.untDallas.edu/dlit/ecampus/requirements>
- https://help.Canvas.com/en-us/Learn/9.1_SP_12_and_SP_13/Student/040_Browser_Support_for_SP_13
- https://learn.unt.edu/bbcswebdav/institution/BrowserCheck/check_full.html