

University of North Texas at Dallas
COUN 5720 Internship I
Summer 2018
SYLLABUS

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, 301J		
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Office Hours: R 3:00-5:00 p.m.		
Virtual Office Hours: W, F noon-3:00 p.m		
Classroom Location: UNT Dallas Campus, Founders Hall 339		
Class Meeting Days & Times: Thursdays 5:30 pm -9:50 pm		
Course Catalog Description: COUN 5720. Internship I. 3 credit hours. Supervised experience counseling in schools and/or agencies.		
Prerequisites: Prerequisite(s): All required degree courses in counseling program except specialty track course (COUN 5300, COUN 5770, COUN 5600, COUN 5750), COUN 5720, and COUN 5721. COUN 5740 may be taken concurrently. With the exception of COUN 5700, students may take one elective concurrently.		
Required Text(s)/ Materials:		
1 minimum 16-gig encrypted flashdrive		
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		
Jongsma, A.E., & Peterson, L.M. (2014). <i>The adult psychotherapy treatment planner</i> . New York, NY: Wiley.		
Recommended Text and References:		
Erford, B. T. (2014). <i>40 Techniques every counselor should know</i> (2nd ed.). Boston, MA: Pearson Merrill.		
Halbur, D. A., & Halbur, K. V. (2011). <i>Developing your theoretical orientation in counseling and psychotherapy</i> . Boston, MA: Pearson.		
Access to Learning Resources:		
UNT Dallas Library: phone: 972-338-1616 web: https://www.untdallas.edu/library e-mail: untdlibrary@unt.edu UNT Dallas Bookstore: phone: (972) 780-3652 web: http://www.bkstr.com/northtexasatdallasstore/home		

e-mail: 1012mgr@fhcg.follett.com

Blackboard Learn: *If you have trouble logging in, cannot submit an assignment or quiz, or encounter some other problem in Blackboard, 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:

Counseling Internship is designed to meet the CACREP accreditation standards regarding clinical experiences. The program requires students to complete a clinically supervised internship of **300 clock hours* (120 direct hours and 180 indirect hours) which is to be fulfilled in an academic semester.** Students should consider selecting internship sites that offer opportunities to engage in both individual counseling and group work. The internship provides an opportunity for the student to perform, under clinical supervision, a variety of professional counseling activities that a regularly employed staff member in the setting would be expected to perform.

Each student's internship includes all of the following:

- A minimum of **120 hours per semester** of direct counseling service with clients, of which it is preferred that at least 10 of these hours be in group work (i.e., leading or co-leading a counseling group, classroom guidance activities for students in the school counseling track, conducting a psycho-educational group experience such as a stress management or substance abuse awareness group). The remaining **180 hours per semester** consists of indirect hours accrued performing other counseling-related duties.
- A minimum of **1 hour per week of individual supervision** throughout the internship by the on-site supervisor. The onsite supervisor may be a certified school counselor (for school track), a LPC, or other licensed mental health professional (for agency/community track).
- The internship provides opportunity for the student to become familiar with a variety of professional activities other than direct service.
- The internship provides opportunity for the student to gain supervised experience in the use of a variety of professional resources such as assessment instruments, computers, print and non-print media, professional literature, research, and information and referral to appropriate agencies
- A formal **mid-term** and **final evaluation** of the student's performance during the internship will be conducted by the internship onsite/field supervisor.

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. expand upon skills developed during other courses (CACREP II.J.3.b.).	CMHC B1	Professional Counseling Performance Evaluation (PCPE)-Internship
2. relate theory to practice (CACREP II.J.3.a.).	CMHC D1	PCPE- Internship
3. evaluate their professional growth and specific career goals (CACREP II.3.c.d).	CMHC D2	PCPE- Internship
4. consult with appropriate individuals (CACREP II.J.3.c.8.b).	CMHC D5	PCPE- Internship
5. gain increased understanding of the relationship of administrative functions to the counselor role (CACREP II.J.8.b).	CMHC D6	PCPE- Internship
6. acquire greater knowledge of and experience in the application of a variety of intervention strategies (CACREP II.J.3.a.d.e).	CMHC D7	PCPE- Internship
7. gain an understanding and appreciation of professional, ethical, and legal issues and behavior (CACREP II.J.3.a.d.e).	CMHC D8	PCPE- Internship
8. gain understanding of multicultural and diversity issues and needs (CACREP II.J.2.a.3.d).	CMHC D9	PCPE- Internship
9. expand knowledge and application of technology in counseling and assisting clients/students (CACREP II.J.3.a.b).	CMHC F1	PCPE- Internship
10. function as a professional counselor in an approved clinical setting (CACREP II.J.3.b).	CMHC F2	PCPE- Internship
SC Knowledge and Skills Outcomes	CACREP	Evaluation
1. Demonstrates the ability to apply and adhere to ethical and legal standards in agency or school counseling.	SC B1	PCPE- Internship
2. Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms.	SC D1	PCPE- Internship
3. 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- Internship
4. Demonstrates the ability to use procedures for assessing and managing suicide risk.	SC D4	PCPE- Internship
5. 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- Internship
6. Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development.	SC F1	PCPE- Internship
7. Assesses and interprets students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.	SC H1	PCPE- Internship
8. Selects appropriate assessment strategies that can be used to evaluate a student's academic, career, and	SC H2	PCPE- Internship

personal/social development.		
9. 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- Internship
10. Makes appropriate referrals to school and/or community resources.	SC H4	PCPE- Internship
11. Assesses barriers that impede students' academic, career, and personal/social development.	SC H5	PCPE- Internship
12. Applies relevant research findings to inform the practice of school counseling.	SC J1	PCPE- Internship
13. Develops measurable outcomes for school counseling programs, activities, interventions, and experiences.	SC J2	PCPE- Internship
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- Internship
2. Demonstrates the ability to recognize his or her own limitations as a college counselor and/or student affairs	SACC C5	PCPE- Internship
3. Applies multicultural competencies to the practice of student affairs and college counseling.	SACC D1	PCPE- Internship
4. Demonstrates the ability to use procedures for assessing and managing suicide risk.	SACC D4	PCPE- Internship
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- Internship
6. Applies multicultural competencies to serve diverse postsecondary student populations.	SACC F4	PCPE- Internship
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- Internship
8. Assesses and interprets postsecondary student needs, recognizing uniqueness in culture, languages, values, backgrounds, and abilities.	SACC H1	PCPE- Internship
9. Applies relevant research findings to inform the practice of student affairs and college counseling.	SACC J1	PCPE- Internship
10. Develops measurable outcomes for college counseling and student development activities.	SACC J2	PCPE- Internship

Methods of instruction: Students are expected and encouraged to actively participate in this learning experience. The goal is to utilize skill building, seminar-style class discussion, case presentations, and other methods to monitor and facilitate students' self-awareness, professionalism, and the integration of academic and experiential learning.

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 Blackboard.

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 Blackboard 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 120 hours of counseling with actual clients, students should be present and ready to begin promptly. 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. Weekly learnings journal
 - 2. Critical analysis of session performance
 - 3. Treatment plans
 - 4. Final project

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 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. Failure to do this will result in a failing grade in the class, and may further result in university sanctions.
2. Always identify oneself as a **“COUNSELING INTERN”**.
3. 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.
4. 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).
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

You must have a final grade of B- or higher in this class to proceed to Internship II. 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.

Please be aware that a student may receive an individual assignment at the instructor's discretion, in order to enhance learning on a particular topic relevant to him or her.

Weekly process journal

Do not include personally identifiable information for any student or client. These are due every week by Wednesday midnight. Reflections should be about 1.5 pages long, double-spaced with a 12-point font, minimum 600 words. Follow the philosophy "more is better"; in other words, shallow or brief processing will be considered insufficient. In your process emails, address any current clinical concerns but focus most on your experience and process rather than clinical details. Format is irrelevant but use conventional spelling, grammar, and punctuation. I encourage you to put some careful thought into this assignment, as it is one of the few means of evaluating your progress. Potential questions for reflection may include:

1. How has your training prepared you/not prepared you for this experience?
2. What is most difficult about your internship?
3. What do you like about your supervision? What do you not like? What do you need from your supervisor or me?
4. What is most rewarding about your work? Is it what you thought it would be?
5. What cases/situations do you react most positively toward? Negatively?
6. How does your guiding theory reflect the person that you are? How do you use your theory to conceptualize clients and their needs?
7. What do you think is different between times you feel confident and times you feel inadequate as a future counselor?
8. What do you think this statement means: "Counseling is not a job; counseling is a way of life"?
9. What is your current most pressing area of growth? What will you do to address it?
10. Process something you've read or heard that inspired you. Why was it meaningful to you, especially as concerns your life, personality, and/or clinical work?

Treatment planning

Using the Jongsma and Peterson text, students will develop a standard treatment plan for a client, 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 Blackboard as your guide for methods of correctly presenting this information to class.

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:

GRADING PROCESS: The final grade will be determined by your Internship Instructor based on your work as evaluated by your onsite/field supervisor, evaluation of video and/or audiotapes, and on your satisfactory completion of all class requirements.

Instrument	Points
Participation/attendance	50
Site visit	50
Weekly journal	100
Midterm PCPE	75
Case study presentation	100
Treatment plan	50
Final PCPE	75
Final project	150
Hours log	50
TOTAL possible:	700

- 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

- A student may receive a grade of I (Incomplete) if at least 30 percent of the course requirements have been completed with passing grades, but for some documented and justifiable reason, acceptable to the instructor, the student has been unable to complete the full requirements of the course. At the time a grade of I is given, the instructor must stipulate in writing to the student and to the University registrar the requirements and completion date that they are to be met and the grade that will be given if the requirements are not met by the completion date. The maximum period of time allowed to clear the Incomplete grade normally is 12 months. If the Incomplete grade is not cleared by the date set by the instructor or by the end of the 12-month Policies and

Procedures 25 deadline, the grade of I will be changed to the grade provided by the instructor at the time the Incomplete grade was assigned or to a grade of F if no alternate grade was provided. 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 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 UNTDdisability@untDallas.edu or at Building 2, room 204.

Blackboard 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. Blackboard Learn course management system's accessibility statement is also provided: <http://www.blackboard.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.

Blackboard Learn 9.1 is the platform software for this course. Blackboard 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.blackboard.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