

University of North Texas at Dallas
Fall 2015
SYLLABUS

COUN 5660: ADVANCED COUNSELING SKILLS 3Hrs	
Department of Counseling & Human Services	Division of Education & Human Services
Instructor Name:	Yu-Fen Lin
Office Location:	Building 2 Room 330
Office Phone:	972-338-1378
Email Address:	yu-fen.lin@untdallas.edu
Office Hours:	Monday 11:00pm- 4:00pm Wednesday 1:30-5:30pm By appointment
Classroom Location:	DAL2 Room 304
Class Meeting Days & Times:	Wednesday 5:30pm- 8:20pm
Course Catalog Description:	A competency-based course with experiential emphasis. The student is required to demonstrate proficiency in counseling concepts and techniques before proceeding to COUN 5690.
Prerequisites:	COUN 5680 and 5710 and 12 additional hours in counseling, or consent of department. 3 hours.
Required Texts, Readings, and Tools:	<p>Egan, G. (2014). <i>The skilled helper: A problem-management and opportunity-development approach to helping</i> (10th ed.). Belmont, CA: Brooks/Cole.</p> <p>American Psychological Association. (2009). <i>Publication manual of the American Psychological Association</i> (6th ed.). Washington, DC: Author.</p> <p>Required readings and class materials are available on Blackboard. Supplemental materials, additional handouts, required readings, and any powerpoints to class lessons are provided on Blackboard, and any additional materials will be provided as needed. Print off powerpoints and required readings as necessary for use in class discussions. Students are responsible for all Blackboard content.</p> <p>Minimum 10 DVD-R discs</p> <p>One 8- or 16-gb flashdrive</p> <p>One set working headphones or earbuds</p>
Recommended Text and	Sommers-Flanagan, J. & Sommers-Flanagan, R. (2014). <i>Clinical interviewing</i> (5th ed.). Hoboken, NJ: Wiley.

References:

Wedding, D., & Corsini, R. J. (Eds.). (2013). *Current psychotherapies* (10th ed.). Belmont, CA: Thomson Brooks/Cole.

Behavioral Counseling

Goldfried, M. R., & Davison, G. C. (1994). *Clinical behavior therapy* (2nd ed.) New York: John Wiley & Sons.

Kanfer, F. H., & Goldstein, A. P. (Eds.). (1991). *Helping people change* (4th ed.). New York: Pergamon.

Nezu, A., & Nezu, C. (1989). *Clinical decision making in behavior therapy*. Champaign, IL: Research Press.

Spiegler, M. D., & Guevremont, D. C. (2003). *Contemporary behavior therapy* (4th ed.). Belmont, CA: Wadsworth/Thomson Learning.

Thompson, R. A. (1996). *Counseling techniques*. Washington, DC: Accelerated Development. Chapter 10.

Thorpe, G. (1990). *Behavior therapy: Concepts, procedures, and applications*. Allyn & Bacon.

Cognitive Counseling

Beck, A. (1976). *Cognitive therapy and the emotional disorders*. New York: International Universities Press.

Beck, J. (1995). *Cognitive therapy: Basics and beyond*. New York: Guilford.

Burns, D. (1980). *Feeling good: The new mood therapy*. New York: William Morrow.

Burns, D. (1989). *The feeling good handbook: Using the new mood therapy in everyday life*. New York: William Morrow.

Freeman, A., & Dattilio, F.M. (Ed.). (1992). *Comprehensive casebook of cognitive therapy*. New York: Plenum.

Freeman, A., Pretzer, J., Fleming, B., & Simon, K. M. (1990). *Clinical applications of cognitive therapy*. New York: Plenum.

Freeman, A., Simon, K.M., & Beutler, L.E. (Eds.). (1989). *Comprehensive handbook of cognitive therapy*. New York: Plenum.

Greenberger, D., & Padesky, C. (1995). *Mind over mood*. New York: Guilford.

Kendall, P. C. (Ed.). (1991). *Child and adolescent therapy: Cognitive-behavioral procedures*. New York: Guilford.

Holden, J. (1993). *Cognitive counseling: Student learning module*. Association for Counselor Education and Supervision and Chi Sigma Iota. (Not considered a book.)

Padesky, C., & Greenberger, D. (1995). *Clinician's guide to Mind over Mood*. New York: Guilford.

Salkovskis, P. M. (1996). *Frontiers in cognitive therapy*. New York: Guilford.

Thompson, R. A. (1996). *Counseling techniques*. Washington, DC: Accelerated Development. Chapter 8.

Trower, P. (1988). *Cognitive-behavioural counselling in action*. Newbury Park, CA: Sage.

Gestalt Counseling

Clarkson, P. (1989). *Gestalt counselling in action*. Newbury Park, CA: Sage.

Harmon, R. L. (1989). *Gestalt therapy with groups, couples, sexually dysfunctional men, and dreams*. Springfield, IL: Charles C. Thomas.

Korb, M. P., Gorrell, J., & Van De Riet, V. (1989). *Gestalt therapy: Practice and*

theory. New York: Pergamon.

Passons, W. (1975). *Gestalt approaches in counseling*. New York: Holt, Rinehart, & Winston.

Perls, F. (1976). *The Gestalt approach and eyewitness to therapy*. New York: Bantam.

Smith, E. W. L. (Ed). (1992). *Gestalt voices*. Norwood, NJ: Ablex.

Thompson, R. A. (1996). *Counseling techniques*. Washington, DC: Accelerated Development. Chapter 5.

Individual (Adlerian) Counseling

Dinkmeyer, D. C., Jr., Sperry, L., & Dinkmeyer, D. C. (2000). *Counseling and psychotherapy: An integrated, individual psychology approach*. Englewood Cliffs, NJ: Prentice Hall.

Manaster, G. J., & Corsini, J. F. (1982). *Individual psychology: Theory and practice*. Itasca, IL: F. E. Peacock.

Powers, R. L., & Griffith, J. (1987). *Understanding life-style: The psycho-clarity process*. Chicago, IL: Americas Institute of Adlerian Studies.

Sperry, L., & Carlson, J. (1996). *Psychopathology and psychotherapy: From DSM-IV diagnosis to treatment* (2nd ed.). New York: Taylor & Francis.

Sweeney, T. J. (1998). *Adlerian counseling: A practitioner's approach*. New York: Hemisphere.

Watts, R. E., & Carlson, J. (1999). *Interventions and strategies in counseling and psychotherapy*. Philadelphia: Accelerated Development.

Person-Centered Counseling

Kirschenbaum, H., & Henderson, V. L. (Eds.). (1989). *The Carl Rogers reader*. Boston: Houghton Mifflin.

Mearns, D. (1988). *Person-centered counselling in action*. Newbury Park, CA: Sage.

Rogers, C. (1951). *Client-centered therapy*. Boston: Houghton Mifflin.

Rogers, C. (1986). Client-centered therapy. In I. Kutash & A. Wolk (eds.), *Psychotherapist's casebook: Theory and technique in practice*. San Francisco: Jossey-Bass.

Thompson, R. A. (1996). *Counseling techniques*. Washington, DC: Accelerated Development. Chapter 11.

Rational-Emotive Behavior Therapy

Bernard, M. E. (Ed.). (1991). *Using rational-emotive therapy effectively: A practitioner's guide*. New York: Plenum.

Dryden, W., & DiGiuseppe, R. (1990). *A primer on rational-emotive therapy*. Champaign, IL: Research Press.

Dryden, W. (1990). *Rational-emotive counselling in action*. Newbury Park, CA: Sage.

Ellis, A., & Dryden, W. (1990). *The essential Albert Ellis: Seminal writings in psychotherapy*. New York: Springer.

Ellis, A., & Grieger, R. (1977). *Handbook of rational-emotive therapy*. New York: Springer.

McMullen, R. E. (2000). *The new handbook of cognitive therapy techniques* (rev. ed.) New York: W. W. Norton. Thompson, R. A. (1996). *Counseling techniques*.

	<p>Washington, DC: Accelerated Development. Chapter 9.</p> <p>Walen, S. R., DiGiuseppe, R., & Dryden, W. (1992). <i>A practitioner's guide to rational-emotive therapy</i> (2nd ed.). New York: Oxford University Press.</p> <p>Yankura, J., & Dryden, W. (1990). <i>Doing RET: Albert Ellis in action</i>. New York: Springer</p> <p>Reality Therapy</p> <p>Glasser, W. (1999). <i>Choice theory: A new psychology of personal freedom</i>. New York: HarperCollins.</p> <p>Glasser, W. (2000). <i>Reality therapy in action</i>. New York: HarperCollins.</p> <p>Glasser, W. (2001). <i>Counseling with choice theory: The new reality therapy</i>. New York: HarperCollins.</p> <p>Additional Recommended Texts</p> <p>Dumont, F., & Corsini, R. J. (Eds.). (2000). <i>Six therapists and one client</i> (2nd ed.). New York: Springer. (Read the relevant chapter.)</p> <p>Wedding, D., & Corsini, R. J. (Eds.). (1995). <i>Case studies in psychotherapy</i>. Itasca, IL: F. E. Peacock. (Read the relevant chapter.)</p>
<p>Access to Learning Resources:</p>	<p>UNT Dallas Library: phone: (972) 780-3625; web: http://www.unt.edu/unt-dallas/library.htm</p> <p>UNT Dallas Bookstore: phone: (972) 780-3652; e-mail: 1012mgr@fhcg.follett.com</p> <p>TK20 http://www.coe.unt.edu/tk20 Student subscriptions are effective for 7 years from date of purchase)</p>
<p>Course Goals or Overview:</p>	
<p>The goal of this course is as follows: Each student will integrate and apply the knowledge and techniques from previous counseling coursework to identify one's guiding theory of counseling and begin applying it in the process of counseling a peer, thereby ensuring competence in, and facilitating maximal performance in, COUN 5690 Practicum in Counseling.</p>	
<p>Learning Objectives</p>	
<p>1. Explain and demonstrate the personal characteristics needed to be an effective counselor.</p>	
<p>2. Identify a guiding theory of counseling; explain its principles, both orally and in writing; enact its techniques in counseling sessions; and explain both orally and in writing how clients are conceptualized from the perspective of the guiding theory, including systemic and diversity considerations (choose from Adlerian, behavioral, cognitive, person-centered, REBT, reality therapy).</p>	
<p>3. Explain and demonstrate skills in managing the counseling session: opening and closing the session, appropriately directing the session.</p>	
<p>4. Explain and demonstrate the basic process skills common to all theories of counseling: nonverbal</p>	

attending; reflection of content, feeling, discrepancies; questioning; reframing; summarization; concreteness and immediacy; appropriate self-disclosure.
5. Explain and demonstrate the process skills common to all theories of counseling: identification and pursuit of client themes, planning short- and long-term counseling goals, selection of process skill based on guiding theory and counseling goals, developmental and multicultural considerations.
6. Both in and out of actual sessions, identify and use relevant American Counseling Association ethical principles as well as legal considerations to determine and enact professionally appropriate courses of action.
7. Demonstrate the integration of items 1-6 above, in at least five counseling sessions with the same classmate-client.
8. Act as client and observer for other students conducting counseling sessions.
9. Effectively assess oneself regarding areas of strength and areas for growth in items 1-8 above in reference to the professional requirements of one's track of study: elementary school, secondary school, college/university, or community counseling.

Student Learning Outcomes Assessed: 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. SLOs for this course are as follows:

CMHC Knowledge and Skills Outcomes	CACREP	Evaluation
1. Demonstrates the ability to use procedures for assessing and managing suicide risk	D6	Key Assessment
SC Knowledge and Skills Outcomes	CACREP	Evaluation
1. Demonstrates the ability to use procedures for assessing and managing suicide risk and knows the skills needed for crisis intervention related to suicide.	D4	Key Assessment
2. Knows the skills needed for crisis intervention	C6	Key Assessment
SACC Knowledge and Skills Outcomes	CACREP	Evaluation
1. Demonstrates the ability to use procedures for assessing and managing suicide risk	D4	Key Assessment
2. Demonstrates skills in helping postsecondary students cope with personal and interpersonal problems, as well as skills in crisis intervention in response to personal, educational, and community crises.	D3	Key Assessment
Other Knowledge and Skills Outcomes	CACREP	Evaluation
8. Explain and demonstrate the personal characteristics needed to be an effective counselor.	II.G.5.b;	Reflected in fulfillment of all assignments.
9. Identify a guiding theory of counseling; explain its	II.G.5.c;	Theory paper;

principles, both orally and in writing; enact its techniques in counseling sessions; and explain both orally and in writing how clients are conceptualized from the perspective of the guiding theory, including systemic and diversity considerations (choose from Adlerian, behavioral, cognitive, person-centered, REBT, reality therapy).	II.G.5.d;	critique of Session 1; observation of three counseling sessions; final critique; case conceptualization; peer evaluation.
10. Explain and demonstrate skills in managing the counseling session: opening and closing the session, appropriately directing the session.	II.G.5.c;	Listening Skills Tape & Critique; Critique of Session 1; observation of three counseling sessions; final critique; peer evaluation.
11. Explain and demonstrate the basic process skills common to all theories of counseling: nonverbal attending; reflection of content, feeling, discrepancies; questioning; reframing; summarization; concreteness and immediacy; appropriate self-disclosure.	II.G.5.c;	Listening Skills Tape & Critique; Critique of Session 1; observation of three counseling sessions; final critique; peer evaluation.
12. Explain and demonstrate the process skills common to all theories of counseling: identification and pursuit of client themes, planning short- and long-term counseling goals, selection of process skill based on guiding theory and counseling goals, developmental and multicultural considerations.	II.G.5.c; II.G.5.d;	Critique of Session 1; observation of three counseling sessions; final critique; peer evaluation.
13. Both in and out of actual sessions, identify and use relevant American Counseling Association ethical principles as well as legal considerations to determine and enact professionally appropriate courses of action.	II.G.1.j; CMHC A.2; CMHC B.1; SC A.2; SACC A.3	Reflected in fulfillment of all assignments.
14. Demonstrate the integration of items 1-6 above, in at least five counseling sessions with the same classmate-client.	II.G.5.c; II.G.5.d;	Critique of Session 1; observation of three counseling sessions; final critique; peer evaluation.
8. Act as client and observer for other students conducting counseling sessions.	II.G.5.b (observer role only)	Attendance & participation.
9. Effectively assess oneself regarding areas of	II.G.5.b;	Listening Skills

strength and areas for growth in items 1-8 above in reference to the professional requirements of one's track of study: elementary school, secondary school, college/university, or community counseling.		Tape & Critique; Critique of Session 1; final critique.
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DATE/TIMELINE	TOPICS	Reading & DUE
Week 1: 8/26	Orientation to Advanced Skills Introductions and Syllabus Review The Ingredients of Successful Helping	
Week 2: 9/2	Meet in large group -Professional Disclosure Statements Basic Skills Taping Hours 2-3: Practice basic listening skills with in-class partners	DUE: Student Proof of Insurance Read: <i>Chapter 2, 3,</i>
Week 3: 9/9	Supervision Groups (feedback on Basic Listening Skills Tape, Practice writing SOAP note for Basic Listening Skills Tape, Theory Choice Discussion (What Do I Believe), Practice Opening Session with In-class partners) Empathic Responding	DUE: Professional Disclosure Statement; Basic Listening Skills Tape and Critique due to peers Read: <i>Chapter 4</i> <i>SOAP format</i>
Week 4: 9/16	Confidentiality and 1 st session information Client Taping 1, Supervision Theory Intensives: Adlerian Counseling Probing and Summarizing	DUE: Fill out and bring Adult Intake Form Read: <i>Chapters 5</i>
Week 5: 9/23	Client Taping 2, Supervision Rational Emotive Behavior Therapy From New Perspectives to New behaviors	Read: <i>Chapters 6</i>
Week 6: 9/30	Supervision and Theory Intensives Person Centered Therapy Helper Self0Challenge	Read: <i>Chapters 7</i>
Week 7: 10/7	Client Taping 3, Supervision Gestalt Therapy Problem Management Process	DUE: Theory paper Read: <i>Chapters 8</i>
Week 8: 10/14	Client Taping 4, Supervision Theory Intensives: Cognitive Therapy Help Clients Tell Their Stories	Read: <i>Chapters 9</i> DUE: Theory paper

Week 9: 10/21	Supervision Theory Intensives: Gender sensitive therapy The Real and Right Story	Read: <i>Chapters 10</i>
Week 10: 10/28	Client Taping 6 Supervision Goal Settings	Read: <i>Chapters 11</i>
Week 11: 11/4	Client Taping 7 Supervision Goals, Outcomes, Impact	Read: <i>Chapters 12</i>
Week 12: 11/11	Suicide Assessment Planning	Read: <i>Chapters 13</i>
Week 13: 11/18	Live Key Assessment (Suicide) Implementation	Read: <i>Chapters 14</i>
Week 14: 11/25	Thanksgiving Holiday	
Week 15: 12/2	Supervision, Tape Destruction, Clinical Case Notes Review, Course Closure, and Evaluations	DUE: Final Project

Course Evaluation Methods

COUN 5660 Advanced Counseling Skills: Grading Criteria

You must have a final grade of “B” or higher in this class to proceed to COUN 5690 Practicum. 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 other courses you may have taken.

	Excellent (E) A	OK (O) B	Needs Improvement (NI) C
Attendance & participation*			
Evidence of Professional Liability Insurance			
Professional disclosure statement			
Listening Skills tape & critique			
Session 1 Tape (Skills)			
Transcription of Session 1			
Self-Critique of Session 1			
Theory paper Content and Presentation			
Theory Paper Self-Awareness and Process			
Final Project: 10 minute segment (Skills)			
Final Project: Transcription of Segment			
Final Project: Final self-critique			
Final Project: Case conceptualization			
Reflections on Observing			
Quizzes			
Key Assessment: Suicide Assessment			
Professional Competency Assessment (by Instructor)			

Items in **bold type** indicate that a NI (Needs Improvement) in this category at semester’s end can result in the student needing to repeat Advanced Counseling Skills.

* 0 absences = E; 1 absence = OK; >1 Absence = NI.

Final Grade Criteria:

To receive an “A” in the course, a student must have no NIs, have up to 5 OKs, and have 12 or more Es.

To receive a “B” in the course, a student must have no NIs, have up to 6 OKs, and have 11 or more Es.

Students receiving any NIs in the course will earn a C, and will need to repeat Advanced Skills.

University Policies and Procedures

Students with Disabilities (ADA Compliance):

The University of North Texas Dallas faculty is committed to complying with the Americans with Disabilities Act (ADA). Students' with documented disabilities are responsible for informing faculty of their needs for reasonable accommodations and providing written authorized documentation. For more information, you may visit the Office of Disability Accommodation/Student Development Office, Suite 115 or call Laura Smith at 972-780-3632.

Student Evaluation of Teaching Effectiveness Policy:

The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. 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 the SETE to be an important part of your participation in this class.

Assignment Policy:

Students are expected to submit all assignments at the due date when class meets. Late work will not be accepted or awarded credit. There will be no make-up work.

Academic Integrity:

Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of conduct and Academic Dishonesty 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 Conduct at http://www.unt.edu/csrr/student_conduct/index.html for complete provisions of this code.

Bad Weather Policy:

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.

Attendance and Participation Policy:

The University attendance policy is in effect for this course. Class attendance and participation is expected because the class is designed as a shared learning experience and because essential information not in the textbook will be discussed in class. The dynamic and intensive nature of this course makes it impossible for students to make-up or to receive credit for missed classes. Attendance and participation in all class meetings is essential to the integration of course material and your ability to demonstrate proficiency. Students are responsible to notify the instructor if they are missing class and for what reason. Students are also responsible to make up any work covered in class. It is recommended that each student coordinate with a student colleague to obtain a copy of the class notes, if they are absent.

Diversity/Tolerance Policy:

Students are encouraged to contribute their perspectives and insights to class discussions. 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 Center for

Student Rights and Responsibilities as the instructor deems appropriate.

UNT Dallas Department of Counseling and Human Services Student Concerns and Complaint Protocol

The UNT Dallas Counseling and Human Services faculty are committed to each student's academic and professional success. As such, the faculty would like to guide students in professional protocol of managing their concerns or complaints related to their course. When you have concerns, please follow this protocol in sequential order to resolve your concerns or complaints.

1. Carefully read your entire course syllabus. Most professors put important details in the syllabus.
2. Carefully read all information on the course Blackboard. Frequently check Blackboard announcements, course content, assignments, assessments, etc. Many professors post rubrics or instructions for major assignments on Blackboard. Make sure you read the rubrics before beginning your assignments. Many professors post class changes on Blackboard. Be sure to check Blackboard before going to your class so you will have all needed material and updated information.
3. If you are confused about an assignment or requirement, ask at least two other classmates what their understanding is about the issue.
4. If you are still confused about an assignment or requirement, send a professional, polite, and short email to the faculty member via Blackboard. State your question and what you already did to attempt to solve it. For example, "Dear Dr. Smith, I have a question about the due date of the first assignment. I checked the syllabus and it said April 1. I checked Blackboard and it said April 10. I asked two other students and they were also confused. Would you please clarify for us? Thank you for your time."
5. Wait patiently at least 2 business days (48 hours during a business week) for a response.
6. If you do not receive a response, then call and leave a message and send another email. Wait patiently at least 2 business days (48 hours during a business week) for a response.
7. If you do not receive a response, then you may contact the Chair of the department with a polite email inquiry. For example, "Dear Dr. Baggerly, I am attempting to reach Dr. Smith with a question about course x, y, z, but I have not received a response from my first email dated ___ or my second email dated _____. Would you please guide me in this matter? My contact information is _____. Thank you for your assistance. The Chair's contact information is:

Constance Lacy, Ph.D., LCSW
Chair
Department of Counseling and Human Services
University of North Texas at Dallas
7300 University Hills Blvd.
Dallas, TX 75241
(972) 338-1381
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8. Wait patiently at least 2 business days for a response.

UNT Dallas Grade Appeal Guidance for Students

The UNT Dallas Counseling and Human Services faculty are committed to each student's academic and professional success. As such, the faculty would like to guide students in professional protocol of managing concerns regarding their grades. When you have concerns regarding grades, please consider the information below and follow the protocol in sequential order.

Facts

1. Each student is responsible for the grade they earned. Professors do not give grades. Students earn grades.
2. Student's grades are based on the requirements stated in the syllabus. Students are responsible for fulfilling all course requirements including readings, writings, assignments, and exams by the deadline that is stated on the syllabus. If you have a true emergency or crisis, then notify the professor via email as soon as possible and ask if an exception can be granted. Make every effort to show the professor that you are taking responsibility for your assignment.
3. Professors are NOT required to allow students to retake exams or resubmit assignments just because the student did not earn the grade they desired.
4. Students do have the right to ask questions to understand the material they missed on exams or assignments. Students may ask questions in class, email or phone professors, or visit professors during their office hours.
5. A grade of Incomplete is only granted the last part of the semester if (a) the student notifies the professor in writing of an unforeseen circumstances such as illness, death in the family, active military service, etc. and (b) the student is passing the class. An Incomplete is not granted just because the student did not complete their work on time or did not like the grade they received.
6. Just because a student is not satisfied with his or her grade does not mean the student should pursue a grade appeal. Grade appeals are ONLY granted for three reasons
 - a. "Arbitrary" means a decision based on inappropriate criteria or not in conformity with established procedures or standards.
 - b. "Prejudice" means a decision motivated by ill will that is not indicative of the student's academic performance in regard to grades.
 - c. "Error" means a decision that is based on a mistake in fact.

Protocol for Grade Appeal

1. Consult your syllabus, course webpage, and course grading rubrics to identify what was required of you in the class. Ask yourself, "Did I do what was required by the deadline that was indicated on the syllabus, course webpage, and grading rubric"? Also, ask yourself, "Am I just disappointed with my grade and myself or is there evidence that the grade was arbitrary, based on prejudice or error"? If it was the later, then proceed with the next step.
2. Contact your instructor via email. In a professional and respectful manner, state
 - a. Your specific concern (i.e. "My concern is regarding the grade of "D" on my term paper in class XYZ and my subsequent class grade of D.")
 - b. The reason you disagree (i.e. "I believe my grade does not represent the quality of my paper because I thoroughly fulfilled each item on the grading rubric.").

- c. Your responsibility of what you did “right” and what you did NOT do “right” (i.e. “I followed the grading rubric. However, I turned in the paper a week late.”)
 - d. What you are requesting (i.e. “I am requesting that we meet to discuss my paper and help me understand the reason for the grade on my paper.”)
 - e. Your contact information including email and phone numbers.
3. Wait patiently for at least two business days (48 hours during a business week) for the instructor’s response to your email. Consider the instructor’s response. For example, “On page 4 of the syllabus, it says if papers are turned in late, then they will receive a lower letter grade. According to the rubric, the quality of your paper was rated as a C. Since you turned it in late, you earned a D.” Ask yourself, “Am I just disappointed with my grade and myself or is there evidence that the grade was arbitrary, based on prejudice or error?” If it was the later, then proceed with the next step.

If your concern remains unresolved after the informal consultation with the faculty member, submit a written petition for appeal to the chair of the faculty member's department within three (3) days of learning the result of the informal conversation with the faculty member. The Chairs contact information is:

Dr. Constance Lacy, LCSW
 Chair
 Department of Counseling and Human Services
 University of North Texas at Dallas
 7300 University Hills Blvd.
 Dallas, TX 75241
 (972) 338-1381
Constance.Lacy@untdallas.edu

4. The chair will follow the procedures stated in the UNT Dallas Grade Appeal Policy available at http://dallas.unt.edu/sites/default/files/page_level2/pdf/policy/7.007%20Grade%20Appeal.pdf