I. Course Description
CNEP 5397, Practicum, 3 semester hours: A minimum of 100 clock hours of supervised counseling experiences, including 40 hours of direct service with clients. Clinical setting must be approved by the Clinical Coordinator and be appropriate to the student’s emphasis. The semester prior to enrollment the student must complete the practicum application process. Prerequisites: A minimum of 12 semester hours of core counseling including CNEP 5304, 5308, 5381, and 5384 must be completed.

II. Rationale
This course is designed to provide a supportive, structured learning environment for acquiring clinical experience and on-the-job training. The practicum is a time to build a framework of new professional counseling skills on a foundation of the material learned in the program courses, life experiences, and personal values. It is a time to develop and enhance professional competencies.

III. State Adopted Proficiencies for Teachers and/or Administrators/Counselors

Standard I Learner-Centered Knowledge: The certified school counselor has a broad knowledge base.

Standard II Learner-Centered Skills: The certified school counselor applies the knowledge base to promote the educational, personal, social, and career development of the learner.

Standard III Learner-Centered Process: The certified school counselor participates in the development, monitoring, and evaluation of a developmental school guidance and counseling program that promotes learners’ knowledge, skills, motivation, and personal growth.

Standard IV Learner-Centered Equity and Excellence for All Learners: The certified school counselor promotes academic success for all learners by acknowledging, respecting, and responding to diversity while building on similarities that bond all people.

Standard V Learner-Centered Communications: The certified school counselor, an advocate for all students and the school, demonstrates effective professional and interpersonal

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communication skills.

**Standard VI Learner-Centered Professional Development:** The certified school counselor continues professional development, demonstrating a commitment to learn, to improve the profession, and to model professional ethics and personal integrity.

**IV. TEExES Competencies**

**Competency 001 (Human Development):** The school counselor understands processes of human development and applies this knowledge to provide a developmental guidance program, including counseling services that meet the needs of all students.

**Competency 002 (Student Diversity):** The school counselor understands human diversity and applies this knowledge to ensure that the developmental guidance and counseling program is responsive to all students.

**Competency 003 (Factors Affecting Students):** The school counselor understands factors that may affect students' development and school achievement and applies this knowledge to promote students' ability to achieve their potential.

**Competency 004 (Program Management):** The school counselor understands how to plan, implement, and evaluate a developmental guidance program, including counseling services that promote all students' success.

**Competency 005 (Developmental Guidance Program):** The school counselor knows how to provide a comprehensive developmental guidance program that promotes all students' personal growth and development.

**Competency 006 (Counseling):** The school counselor understands how to provide effective counseling services to individuals and small groups.

**Competency 007 (Assessment):** The school counselor understands principles of assessment and is able to use assessment results to identify students' strengths and needs, monitor progress, and engage in planning to promote school success.

**Competency 008 (Collaboration with Families):** The school counselor knows how to communicate effectively with families and establish collaborative relationships that enhance work with students.

**Competency 009 (Collaboration with Others in the School and Community):** The school counselor understands how to work collaboratively with other professionals and with community members to promote positive change and to facilitate student learning.

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Competency 010 (Professionalism): The school counselor understands and complies with ethical, legal, and professional standards relevant to the profession.

V. Course Objectives/Learning Outcomes

This course is designed to meet CACREP standards and enable students to demonstrate understanding of the following:

1. CACREP Standard II-G-1-b Professional roles, functions, and relationships with other human service providers, including strategies for interagency/interorganization collaboration and communications.
2. CACREP Standard II-G-1-c Counselors’ roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster, or other trauma-causing event.
3. CACREP Standard II-G-1-d Self-care strategies appropriate to the counselor’s role.
4. CACREP Standard II-G-1-f Professional organizations, primarily ACA, its divisions, branches, and affiliates, including membership benefits, activities, services to members, and current emphases.
5. CACREP Standard II-G-1-g Professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues.
6. CACREP Standard II-G-1-i Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients.
7. CACREP Standard II-G-1-j Ethical standards of ACA and related entities, and applications of ethical and legal considerations in professional counseling.
8. CACREP Standard II-G-2-d Individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies.
9. CACREP Standard II-G-2-e Counselors’ roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body.
10. CACREP Standard II-G-2-f Counselors’ roles in eliminating biases, prejudices, processes of intentional and unintentional oppression and discrimination.
11. CACREP Standard II-G-5-a An orientation to wellness and prevention as desired counseling goals.
12. CACREP Standard II-G-5-c Essential interviewing and counseling skills.
13. CACREP Standard II-G-5-g Crisis intervention and suicide prevention models, including the use of psychological first aid strategies.

In addition to the objectives listed above, the practicum student will satisfy the following objectives based on area of emphasis:

School Counseling Practicum
As a result of doing practicum in a school setting the student will be able to meet CACREP

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School Counseling Standards and demonstrate the following:

1. CACREP Standard B-1 Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling.
2. CACREP Standard D-1 Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms.
3. **CACREP Standard D-2 Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students.**
4. CACREP Standard D-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.
5. **CACREP Standard D-5 Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate.**
6. CACREP Standard F-1 Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development.
7. CACREP Standard F-2 Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students.
8. CACREP Standard F-4 Engages parents, guardians, and families to promote the academic, career, and personal/social development of students.
9. **CACREP Standard H-1 Assesses and interprets students’ strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.**
10. CACREP Standard H-3 Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs.
11. **CACREP Standard H-4 Makes appropriate referrals to school and/or community resources.**
12. CACREP Standard H-5 Assesses barriers that impede student’s academic, career, and personal/social development.
13. **CACREP Standard L-1 Conducts programs designed to enhance student academic development.**
14. **CACREP Standard L-2 Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities.**
15. **CACREP Standard L-3 Implements differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement.**
16. CACREP Standard N-1 Works with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school.
17. CACREP Standard N-2 Locates resources in the community that can be used in the school to improve student achievement and success.
18. CACREP Standard N-3 Consults with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development.

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19. CACREP Standard N-4 Uses peer helping strategies in the school counseling program.
20. CACREP Standard N-5 Uses referral procedures with helping agents in the community (e.g., mental health centers, businesses, service groups) to secure assistance for students and their families.
21. CACREP Standard P-1 Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program.
22. **CACREP Standard P-2 Plans and presents school-counseling-related educational programs for use with parents and teachers (e.g., parent education programs, materials used in classroom guidance and advisor/advisee programs for teachers).**

**Clinical Mental Health Counseling Practicum**
As a result of doing practicum in a community counseling setting, the student will be able to meet CACREP Clinical Mental Health Counseling Standards and demonstrate the following:

1. **CACREP Standard B-1** Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling.
2. CACREP Standard C-9. Understands professional issues relevant to the practice of clinical mental health counseling.
3. CACREP Standard D-1 Uses the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling.
4. CACREP Standard D-2 Applies multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders.
5. CACREP Standard D-3 Promotes optimal human development, wellness, and mental health through prevention, education, and advocacy activities.
6. **CACREP Standard D-4** Applies effective strategies to promote client understanding and access to a variety of community resources.
7. CACREP Standard D-5 Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling.
8. **CACREP Standard D-6** Demonstrates the ability to use procedures for assessing and managing suicide risk.
9. CACREP Standard D-7 Applies current record-keeping standards related to clinical mental health counseling.
10. CACREP Standard D-8 Provides appropriate counseling strategies when working with clients with addiction and co-occurring disorders.
11. **CACREP Standard D-9** 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.
12. **CACREP Standard F-1** Maintains information regarding community resources to make appropriate referrals.
13. **CACREP Standard F-2** Advocates for policies, programs, and services that are

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equitable and responsive to the unique needs of clients.
14. CACREP Standard F-3 Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations.
15. CACREP Standard H-1 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.
16. CACREP Standard H-2 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.
17. CACREP Standard H-3 Screens for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders.
18. CACREP Standard H-4 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.
19. CACREP Standard J-1 Applies relevant research findings to inform the practice of clinical mental health counseling.
20. CACREP Standard J-2 Develops measurable outcomes for clinical mental health counseling programs, interventions, and treatments.
21. CACREP Standard J-3 Analyzes and uses data to increase the effectiveness of clinical mental health counseling interventions and programs.
22. CACREP Standard L-1 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.
23. CACREP Standard L-2 Is able to conceptualize an accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals.
24. CACREP Standard L-3 Differentiates between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events.

Marital, Couple, and Family Counseling Practicum
As a result of doing practicum in a setting providing marriage, couple, and family services, the student will be able to meet CACREP Marital, Couple, and Family Counseling Standards and demonstrate the following:

1. CACREP Standard B-1 Demonstrates the ability to apply and adhere to ethical and legal standards in marriage, couple, and family counseling.
2. CACREP Standard B-2 Demonstrates the ability to select models or techniques appropriate to couples’ or families’ presenting problems.
3. CACREP Standard C-4 Understands professional issues relevant to the practice of marriage, couple, and family counseling, including recognition, reimbursement, and right to practice.
4. CACREP Standard D-3 Uses systems theories to implement treatment, planning, and intervention strategies.

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5. CACREP Standard D-5 Adheres to confidentiality responsibilities, the legal responsibilities and liabilities of clinical practice and research, family law, record keeping, reimbursement, and the business aspects of practice.

6. CACREP Standard D-6 Demonstrates the ability to recognize his or her own limitations as a marriage, couple, and family counselor and to seek supervision or refer clients when appropriate.

7. CACREP Standard F-1 Demonstrates the ability to provide effective services to clients in a multicultural society.

8. CACREP Standard F-2 Maintains information regarding community resources to make appropriate referrals.

9. CACREP Standard F-3 Advocates for policies, programs, and services that are equitable and responsive to the unique needs of couples and families.

10. CACREP Standard F-4 Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse couples and families.

11. CACREP Standard H-1 Applies skills in interviewing, assessment, and case management for working with individuals, couples, and families from a system’s perspective.

12. CACREP Standard H-2 Uses systems assessment models and procedures to evaluate family functioning.

13. CACREP Standard H-3 Determines which members of a family system should be involved in treatment.

14. CACREP Standard J-1 Applies relevant research findings to inform the practice of marriage, couple, and family counseling.

15. CACREP Standard J-2 Develops measurable outcomes for marriage, couple, and family counseling programs, interventions, and treatments.

16. CACREP Standard J-3 Analyzes and uses data to increase the effectiveness of marriage, couple, and family counseling interventions and programs.

VI. Course Topics

The major topics to be considered are:

Course topics include but are not limited to counseling skills; record keeping; legal and ethical issues; collaboration techniques; designing, implementing, and evaluating courses/programs for clients/students.

VII. Instructional Methods and Activities

Methods and activities for instruction include:

Practicum is a field experience. The in-class work is group supervision, which will include presentation of tapes using audio- and video-tapes as well as case presentations and discussion. As dictated by the needs of the supervision group, some demonstrations and training videos may be used, in addition to presentation of didactic material.

VIII. Evaluation and Grade Assignment

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The methods of evaluation and the criteria for grade assignment are:

A. Methods of Assessment
Grade assignment is based on your performance in all aspects of the class during the entire semester. This includes performance assessments based on formal evaluations by your site supervisor, individual university supervisor, and university instructor. A student who is asked to leave an internship site for unethical or unprofessional behavior may receive a failing grade and may be asked to retake certain courses and/or seek personal counseling.

A minimum of 100 hours must be spent in the practicum setting, including at least 40 hours of direct counseling. Students will submit audio or videotapes of clinical work as required by the instructor. When the instructor and student cannot arrange for audio/video sessions at the practicum/internship site, the student must seek a secondary practicum/internship site where audio/video taping will be permitted. Some counseling sessions of each student will be directly observed by supervisors during each semester. A marriage, couple, and family counseling emphasis requires a systemic focus in the 40 direct hours and a majority of the direct hours to be with couple or family units. Please note: You must obtain all group supervision hours, both group and individual, required during a semester in order to receive a grade in this course. Failure to complete all supervision requirements is not grounds for an incomplete.

Each student will attend an average of 3 hours of weekly group supervision and 1 1/2 hours of weekly individual university supervision, as well as weekly supervision with the site supervisor. Students making a grade of C must repeat the class in order to progress to internship.

Class Requirements:
1. Complete 100 hours in practicum setting, at least 40 hours of which are direct counseling.

2. Submit three audio or videotapes of clinical work utilizing the required format outlined herein. The first videotape will be made in class, utilizing role-play, and will count as an indirect training hour. The tape will focus on suicide assessment and intervention. Students will submit a reflective paper concerning the experience in the following class session. Thoughtful consideration of what you learned from the experience is expected. The second tape must be accompanied by the Practicum Student Self Evaluation, which may also be found in the Practicum/Internship Manual. The third tape must be accompanied by a transcript following the format provided in the Practicum/Internship Manual.

3. Attend 23 hours of group supervision as scheduled on syllabus.

4. Attend weekly individual supervision sessions with both the university supervisor and with the site supervisor. You must have at least 15 hours of individual supervision with your university supervisor, and must have at least 1 hour per week with your site supervisor.

5. Submit a weekly e-mail update via BlackBoard to individual university supervisor and

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instructor.

6. Submit weekly logs at each group supervision session.

7. Abide by all policies set forth in Practicum/Internship Manual, including timely submission of Site Supervisor Agreement, Ethics Agreement, Midsemester and Final Evaluations by Site Supervisor, Doctoral Supervisor Evaluation, and all other forms specified.

8. Complete and submit Practicum Verification Form from TSBEPC website, including one form for each site, to be signed by instructor. Student shall keep the original and copies shall be submitted for the practicum/internship permanent file. MFC students shall also submit such verification from the TSBEMFT website.

9. Attend one professional meeting during the semester and submit a synopsis of the meeting to the instructor.

**Grade Assignment:**

Traditional “grades” on assignments are not relevant to this course. Students will earn grades based on the following:

1. Students who adequately complete all class requirements, including demonstration of good to excellent competency in counseling skills, will earn the grade of A. Work must be submitted on time. Students who do not demonstrate this level of competency in basic counseling skills will not earn an A, regardless of other class assignment performance.

2. Students who demonstrate adequate competency in counseling skills, and who satisfactorily complete all other class requirements, will earn the grade of B. Work must be submitted on time.

3. Students who demonstrate adequate competency in counseling skills but who do not complete one of the other assignments will earn a grade of C. Work must be submitted on time.

**Note:** In order to receive a grade, all required hours, both indirect and direct, must be completed. Likewise, all supervision hours, both group and individual, must be completed. In addition, all forms must be submitted in order to receive a grade. Students will not be granted an incomplete for failure to submit forms or failure to complete required supervision hours, and will not pass the course.

**IX. Course Schedule and Policies**

A.

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<th>Date</th>
<th>Assignments Due</th>
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<tr>
<th>Date</th>
<th>Event Description</th>
<th>Additional Notes</th>
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<tbody>
<tr>
<td>1/19/12</td>
<td>Introduction – Beginning the Practicum Experience</td>
<td>The Supervisor-Supervisee Relationship</td>
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<td>Explain and discuss forms: Weekly Time Logs (for each site); Site Agreements</td>
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<td>(for each site); Ethics Agreement</td>
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<td>*Suicide Prevention</td>
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<td>*Due: 1st Tape (done in class)</td>
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<td>*Human Trafficking Symposium – TBA</td>
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<td>1/26/12</td>
<td>Field Work</td>
<td>RGVCA Conference – South Padre Island</td>
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<td>Due: Reflective paper for 1st tape (Submit via blackboard)</td>
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<td>2/2/2012</td>
<td>Group Supervision</td>
<td>Due: Weekly Time Log</td>
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<td>* Helping as a Personal Journey</td>
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<td>2/9/2012</td>
<td>Group Supervision</td>
<td>Due: Weekly Time Log</td>
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<td>2nd Tape, Case Presentation &amp; Self-Evaluation Paper</td>
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<td>(Submit copy of case presentation and self-evaluation paper via Blackboard)</td>
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<td>2/16/2012</td>
<td>Group Supervision</td>
<td>Due: Weekly Time Log</td>
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<td>Tape Reviews continued</td>
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<td>2/23/2012</td>
<td>Group Supervision</td>
<td>Due: Weekly Time Log</td>
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<td>Tape Reviews continued</td>
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<td>* The Therapeutic Relationship</td>
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<td>3/1/2012</td>
<td>Group Supervision</td>
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<td>* Outcome Evaluation &amp; Termination Skills</td>
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<td>3/8/2012</td>
<td>Group Supervision</td>
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<td>Due: Weekly Time Log</td>
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<td>3rd Tape, Case Presentation &amp; Transcript</td>
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<td>3/15/2012</td>
<td>Spring Break</td>
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<td>3/22/2012</td>
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<td>Tape Reviews Continued</td>
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<td>ACA Conference – San Francisco</td>
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<td>3/29/2012</td>
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<td>Group Supervision 2.5</td>
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<td>Tape Reviews continued</td>
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<td>4/5/2012</td>
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<td>Group Supervision</td>
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<td>* The Culturally Different</td>
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<td>4/12/2012</td>
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<td>Group Supervision</td>
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<td>* Ethics – What’s right?</td>
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<td>4/19/2012</td>
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<td>Check-In</td>
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<td>TBA - Presentation</td>
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<td>4/26/2012</td>
<td>Due: Final Evaluations</td>
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<td>Individual Student Meetings</td>
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This is a *fluid* syllabus and may be adjusted as time goes on according to our class needs. I am looking forward to an exciting and challenging semester with you!!

### B. Class Policies

1. Students are expected to attend and participate in every class session unless there is a valid emergency/reason. Promptness is expected, as is staying for the entire class. Inform the instructor about legitimate reasons for missing class. **If part or all of a class is missed, it must be made up by attending group supervision at another time during the semester.** If you must make up a group supervision, obtain approval from your instructor as well as the instructor whose supervision group you would like to attend.

2. Participating in group activities involves some level of self-disclosure. A level of trust and openness is needed as a part of the learning process, and it is important that confidentiality be maintained. If you wish to share with others outside the class, discuss only your own reactions or experience, and in no event discuss client information or personal information provided by your peers. **This is an ethical issue and will be treated as such.**

3. **Late completion of assignments may result in a reduction in grade in the course.**

4. It is the responsibility of the student to schedule and obtain sufficient individual university supervision, which will generally be provided by a doctoral student supervisor. If you experience difficulty arranging your supervision, speak to me very early in the course. It is required that you be actively engaged in such supervision throughout your practicum, and it is extremely difficult to make up time as the semester goes on. Please do not attempt to “shop” the doctoral student supervisors to find the best deal or attempt to get them to meet longer and less often. That does not fulfill the requirements of the course and will not be accepted. Please be aware that you **cannot pass practicum, nor can you receive an incomplete, for failure to obtain sufficient individual supervision.**

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X. Textbook
The textbook adopted for this course is the TAMU-CC Practicum/Internship Manual. It is available on the departmental website or via BlackBoard for your course.

XI. Bibliography
The knowledge base that supports course content includes but is not limited to:


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XII. Grade Appeals

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

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XIII. Disabilities Accommodations

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Driftwood 101.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.