COUN 5730: Appraisal in Adult Counseling
Course Syllabus
Instructor: Dr. Cynthia K. Chandler

**CATALOG DESCRIPTION**

Study of appraisal concepts and various instruments, methods and techniques that may be used to assess the strengths, limitations and behavioral patterns of individual clients.

Prerequisite(s): COUN 5680 and COUN 5710 and EPSY 5210, or consent of department. EPSY 5210 may be taken concurrently.

**GOALS OF THE COURSE**

As a step in the process of developing an understanding for and competency in assessment practices, students will learn how to assess clients in a counseling setting for a variety of concerns, and incorporate information to design goals and interventions. Each student will be knowledgeable of appraisal concepts and various instruments, procedures, methods, and techniques used to assess individuals in clinical mental health counseling settings. Course material will provide an understanding of individual and group approaches to assessment and evaluation in a multicultural society.

**Tk20**

This course requires assignments that will be 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. Please go to the following link for direction on how to purchase Tk20. Announcements regarding TK20 will also be posted on this website: [http://www.coe.unt.edu/tk20](http://www.coe.unt.edu/tk20)

**LEARNING OBJECTIVES**

This course is designed to help students:

- Select and administer appropriate assessment tools for use in diagnosis, treatment planning, and evaluation
- Accurately and ethically interpret assessment information for clients, colleagues, administrators, and other appropriate audiences
- Understand statistical and measurement concepts, specifically regarding testing and assessment
- Utilize assessment results in the provision of mental health counseling interventions
- Recognize and guard against biased assessment and interpretation of assessments based on physical, sociocultural, or other factors
Core Curricular Experiences Covered

Curricular experiences will provide an understanding of the following content areas:

<table>
<thead>
<tr>
<th>Social and Cultural Diversity</th>
<th>CACREP Standard</th>
<th>Curriculum/Evaluation Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally</td>
<td>2.F.2.a</td>
<td>Lectures &amp; Reading/ Midterm and/or Final Quizzes</td>
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<tr>
<td>2. The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual’s views of others</td>
<td>2.F.2.d</td>
<td>Lectures &amp; Reading/ Midterm and/or Final Quizzes</td>
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<tr>
<td>3. Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination</td>
<td>2.F.2.h</td>
<td>Lectures &amp; Reading/ Midterm and/or Final Quizzes</td>
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<thead>
<tr>
<th>Human Growth and Development</th>
<th>CACREP Standard</th>
<th>Curriculum/Evaluation Outcomes</th>
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<tbody>
<tr>
<td>1. Biological, neurological, and physiological factors that affect human development, functioning, and behavior</td>
<td>2.F.3.e</td>
<td>Lectures &amp; Reading/ Midterm and/or Final Quizzes</td>
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<tr>
<th>Career Development</th>
<th>CACREP Standard</th>
<th>Curriculum/Evaluation Outcomes</th>
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</thead>
<tbody>
<tr>
<td>1. Approaches for assessing the conditions of the work environment on clients’ life experiences</td>
<td>2.F.4.d</td>
<td>Lectures &amp; Reading/ Midterm and/or Final Quizzes, &amp; Assessment Reports (for SII, SDS &amp; MBTI)</td>
</tr>
<tr>
<td>2. Strategies for assessing abilities, interests, values, personality and other factors that contribute to career development</td>
<td>2.F.4.e</td>
<td>Lectures &amp; Reading/ Midterm and/or Final Quizzes, &amp; Assessment Reports (for SII, SDS &amp; MBTI)</td>
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<tr>
<td>3. Methods of identifying and using assessment tools and techniques relevant to career planning and decision making</td>
<td>2.F.4.i</td>
<td>Lectures &amp; Reading/ Midterm and/or Final Quizzes, &amp; Assessment Reports (for SII, SDS &amp; MBTI)</td>
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<tr>
<th>Counseling and Helping Relationships</th>
<th>CACREP Standard</th>
<th>Curriculum/Evaluation Outcomes</th>
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<tbody>
<tr>
<td>1. Development of measurable outcomes for clients</td>
<td>2.F.5.i</td>
<td>Lectures &amp; Reading/ Midterm and/or Final Quizzes</td>
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<tr>
<td><strong>Assessment and Testing</strong></td>
<td><strong>CACREP Standard</strong></td>
<td><strong>Curriculum/Evaluation Outcomes</strong></td>
</tr>
<tr>
<td>1. Historical perspectives concerning the nature and meaning of assessment and testing in counseling</td>
<td>2.F.7.a</td>
<td>Lectures &amp; Reading/ Midterm and/or Final Quizzes</td>
</tr>
<tr>
<td>2. Methods of effectively preparing for and conducting initial assessment meetings</td>
<td>2.F.7.b</td>
<td>Lectures &amp; Reading/ Midterm and/or Final Quizzes</td>
</tr>
<tr>
<td>3. Procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide</td>
<td>2.F.7.c</td>
<td>Lectures &amp; Reading/ Midterm and/or Final Quizzes, &amp; Assessment Reports (for MMPI-II, ASR, NEO PI-R, BDI-II, BAI, &amp; SCL-90 R)</td>
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<tr>
<td>4. Procedures for identifying trauma and abuse and for reporting abuse</td>
<td>2.F.7.d</td>
<td>Lectures &amp; Reading/ Midterm and/or Final Quizzes, &amp; Assessment Reports (for MMPI-II, ASR, NEO PI-R &amp; SCL 90-R)</td>
</tr>
<tr>
<td>5. Use of assessments for diagnostic and intervention planning purposes</td>
<td>2.F.7.e</td>
<td>Lectures &amp; Reading/ Midterm and/or Final Quizzes</td>
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<td>6. Basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments</td>
<td>2.F.7.f</td>
<td>Lectures &amp; Reading/ Midterm and/or Final Quizzes (KPI)</td>
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<tr>
<td>7. Statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations</td>
<td>2.F.7.g</td>
<td>Lectures &amp; Reading/ Midterm and/or Final Quizzes (KPI)</td>
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<tr>
<td>8. Reliability and validity in the use of assessments</td>
<td>2.F.7.h</td>
<td>Lectures &amp; Reading/ Midterm and/or Final Quizzes (KPI)</td>
</tr>
<tr>
<td>9. Use of assessments relevant to academic/educational, career, personal, and social development</td>
<td>2.F.7.i</td>
<td>Lectures &amp; Reading/ Midterm and/or Final Quizzes, &amp; Assessment Reports (for MBTI, SII &amp; SDS)</td>
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<tr>
<td>10. Use of environmental assessments and systematic behavioral observations</td>
<td>2.F.7.j</td>
<td>Lectures &amp; Reading/ Midterm and/or Final Quizzes</td>
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<tr>
<td>11. Use of symptom checklists, and personality and psychological testing</td>
<td>2.F.7.k</td>
<td>Lectures &amp; Reading/ Midterm and/or Final Quizzes, &amp; Assessment Reports (for MMPI-II, MBTI, ASR, NEO PI-R,</td>
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</tbody>
</table>
METHODS OF INSTRUCTION

Instructional methods might include lecture, discussion, demonstration and direct observation, on-line assessment, in-person assessment, direct application, and student written presentations to reach learning objectives. The instructor only assumes responsibility for providing some of the conditions that allow or encourage involvement. The degree to which you, the student, become involved will be a function of your own goals for this experience and the responsibility and initiative you assume for implementing your choice of goals.

REQUIRED TEXTS, READINGS, AND MATERIALS*

*Note: The material listed below (a. through r.) will be covered in the course, however the only items you are required to get yourself for this course are: (1) purchase the Assessment Packet, and (2) obtain the main textbook (buy, rent, or borrow from a fellow student). For important information on getting items (1) and (2) see instructions on Blackboard titled “Getting Started in the Adult Appraisal Course.” The Assessment Packet must be purchased by the 2nd class period.


g. Costa, P.T., & McCrane, R.R. (1992). *NEO PI-R professional manual*. Odessa, FL: Psychological Assessment Resources. (All required material for this assessment is provided by instructor)

h. Derogatis, L. R. (1983). *SCL-90-R administration, scoring and procedures manual*. Towson, MD: Clinical Psychometric Research. (All required material for this assessment is provided by instructor)


n. Miller, G. (1994). *The Substance Abuse Subtle Screening Inventory-3 manual*. Bloomington, IN: SASSI Institute. (All required material for this assessment is provided by instructor)

o. Myers Briggs Type Indicator (MBTI) Interpretive Report Form M. Online assessment access is purchased with the course assessment packet by the 2nd class period. See instructions “Getting Started in Adult Appraisal” on Blackboard.

p. Strong Interest Inventory (SII) Interpretive Report Administration (R), includes Strong Profile. Online assessment access is purchased with the course assessment packet by the 2nd class period. See instructions “Getting Started in Adult Appraisal” on Blackboard.

q. Sixteen Personality Factor Questionnaire (16 PF) prepaid answer sheet/interpretive report. Prepaid answer sheet is purchased with the course assessment packet by the 2nd class period. See instructions “Getting Started in Adult Appraisal” on Blackboard.
r. Watson, J. C., & Flamez, B. (2015). Counseling assessment and evaluation: Fundamentals of applied practice. Thousand Oaks, CA: Sage. (This is the main textbook for this class and it is imperative students get a copy. There are 10 quizzes over the content in the textbook.)

**STUDENT PERFORMANCE EVALUATION CRITERIA AND PROCEDURES**

There is a great deal of outside-of-classroom work for this course and so the instructor will occasionally give students some time off from class-room meetings to complete the work (as a lab assignment). A late penalty will be applied to assignments turned in late.

Scaling points for course final letter grade: 90 or greater = A; 89-80 = B; 79-70 = C; 69-60 = D; 59 or less = F. You are required to make a final grade of “B” or better to pass this course (per program policy).

Read the assignment criteria below very carefully.

- Class attendance and participation. Attendance is required. Attendance is recorded. One absence is allowed with no deductions. Point deductions from final grade of course for multiple absences: two = 5 pts.; three = 10 pts.; four = 15 pts.; five = 20 pts.; six = 25 pts.; seven = 30 pts.; eight = 35; nine = 40 pts.; ten = 45 pts.; eleven or more = 50 pts.
- Quiz Set A due by Midterm class period (see itemized calendar for exact due date); this covers the main textbook by Watson & Flamez (Chapters 1 thru 9). This is comprised of 5 quizzes (on-line quizzes 1 thru 5) on Blackboard, worth 5 points each – multiple choice format, open book. Total credit equals 25 points of your final grade. You are required to do your own work for these quizzes (Quiz Set A). Do not give or receive assistance for the quizzes from anyone other than the course instructor. Do not discuss quiz content with anyone other than the course instructor. Do not use the internet or any other unauthorized sources for the answers on the quizzes. Failure to follow these quiz instructions may result in a lowered or failing grade and/or may be considered a violation of academic integrity. Quiz Set A, grading scale for cumulative credit points: A = 25 pts.; B = 22 pts.; C = 20 pts.; D = 19 pts; F = 0 pts.
- Quiz Set B due by Final class period (see itemized calendar for exact due date); this covers the main textbook by Watson & Flamez (Chapters 10 thru 16). This is comprised of 5 quizzes (on-line quizzes 6 thru 10) on Blackboard, worth 5 points each – multiple choice format, open book. Total credit equals 25 points of your final grade. You are required to do your own work for these quizzes (Quiz Set B). Do not give or receive assistance for the quizzes from anyone other than the course instructor. Do not discuss quiz content with anyone other than the course instructor. Do not use the internet or any other unauthorized sources for the answers on the exam quizzes. Failure to follow these quiz instructions may result in a lowered or failing grade and/or may be considered a violation of academic integrity. Quiz Set B, grading scale for cumulative credit points: A = 25 pts.; B = 22 pts.; C = 19 pts.; D = 15 pts; F = 0 pts.
- ASR assessment report: Personal response paper on Adult Self Report (ASR) results; credit equals 2.5 points of your final grade. Instructions for this assignment: take this assessment and write a personal response paper of at least 1 page in length, double-spaced with one-inch margins and 12 pt. font, on how accurate the ASR results are for you and how useful you think this instrument can be in counseling clients; attach a copy of the clinical scales profile page with your name on it. Assignment grading scale for credit points: A = 2.5 pts.; B = 2 pts.; C = 1.5 pts.; D = 1 pts.; F = 0 pts.
- MMPI-2 assessment report: Take, score and write an interpretive report for the Minnesota Multiphasic Personality Inventory - 2; credit equals 15 points of your final grade. The report will be several pages in length with descriptions for validity and clinical scales. See posted sample report, but also include at the end of the report a personal response of one additional paragraph in
length describing how accurate the MMPI-II results are for you and how useful you think this
instrument can be in counseling clients; turn in complete report along with copy of completed
MMPI-2 profile sheet reflecting your results with your name on it. Assignment grading scale for
credit points: A = 20 pts.; B = 15 pts.; C = 12 pts.; D = 10 pts.; F = 0 pts.

MBTI assessment report: Personal response paper on Myers-Briggs Type Indicator (MBTI) results;
credit equals 5 points of your final grade. Instructions for this assignment: take this assessment on-
line and write a personal response paper of at least two pages in length, double-spaced with one-
inch margins and 12 pt. font, on how accurate the MBTI results are for you and how useful you
think this instrument can be in counseling clients; turn in with copy of first page of your MBTI
electronic report results with your name on it. Assignment grading scale for credit points: A = 5
pts.; B = 4 pts.; C = 3 pts.; D = 2 pts.; F = 0 pts.

SII assessment report: Personal response paper the Strong Interest Inventory (SII) results; credit
equals 5 points of your final grade. Instructions for this assignment: take this assessment on-line
and write a personal response paper of at least one page in length total, double-spaced with one-
inch margins and 12 pt. font, on how accurate the SII results are for you and how useful you think
this instrument can be in counseling clients; turn in with copy of first page of your SII electronic
report results with your name on it. Assignment grading scale for credit points: A = 5 pts.; B = 4
pts.; C = 3 pts.; D = 2 pts.; F = 0 pts.

SDS assessment report: Personal response paper on Self-Directed Search (SDS) results; credit
equals 5 points of your final grade. Instructions for this assignment: take this assessment and write
a personal response paper of at least one page in length total, double-spaced with one-inch margins
and 12 pt. font, on how accurate the SDS results are for you and how useful you think this
instruments can be in counseling clients; turn in with first page (with your name on it) and last
page of your completed SDS results. Assignment grading scale for credit points: A = 5 pts.; B = 4
pts.; C = 3 pts.; D = 2 pts.; F = 0 pts.

NEO PI-R assessment report: Personal response paper on NEO PI-R results; credit equals 10 points
of your final grade. Instructions for this assignment: take this assessment and write a personal
response paper of at least three pages in length, double-spaced with one-inch margins and 12 pt.
font, on how accurate the NEO PI-R results are for you and how useful you think this instrument
can be in counseling clients; turn in with profile page of your NEO PI-R results. Assignment
grading scale for credit points: A = 10 pts.; B = 8 pts.; C = 6 pts.; D = 4 pts.; F = 0 pts.

SCL 90-R assessment report: Personal response paper on Symptom Checklist 90-R (SCL-90 R)
results; credit equals 1.5 points of your final grade. Instructions for this assignment: take this
assessment and write a personal response paper of at least one page in length, double-spaced with
one-inch margins and 12 pt. font, on how accurate the SCL 90-R results are for you and how useful you think this instrument can be in counseling clients; turn in with the profile page of your results.
Assignment grading scale for credit points: A = 1.5 pts.; B = 1.0 pts.; C = .5 pts.; D = .25 pts.; F =
0 pts.

16 PF assessment report: Personal response paper on 16PF results; credit equals 5 points of your
final grade. Instructions for this assignment: take this assessment and write a personal response
paper of at least two pages in length total, double-spaced with one-inch margins and 12 pt. font, on
how accurate the 16 PF computer-generated results are for you and how useful you think this
instruments can be in counseling clients; attach a copy of the first page of your answer sheet
with your name on it. Assignment grading scale for credit points: A = 5 pts.; B = 4 pts.; C = 3 pts.; D =
2 pts.; F = 0 pts.

BDI-II and BAI assessment report: Personal response paper on the Beck Depression Inventory II
(BDI-II) and the Beck Anxiety Inventory (BAI) results; credit equals 1 point of your final grade.
Instructions for this assignment: take these two assessments and write a personal response paper of
at least one page total in length, double-spaced with one-inch margins and 12 pt. font, on how
accurate both the BDI-II and the BAI results are for you and how useful you think these
instruments can be in counseling clients; turn in with copy of first page of each assessment with
your name on each. Assignment grading scale for credit points: A = 1.0 pts.; B = .5 pts.; C = .25 pts.; D = .10 pts.; F = 0 pts.

**Tentative Course Schedule**

(See tentative schedule below. An additional detailed Class Calendar is provided to students on a separate document for dates regarding lecture topics, assignment due dates, and instructor contact information and semester office hours).

<table>
<thead>
<tr>
<th>Class Number</th>
<th>Topic</th>
<th>CACREP Standard</th>
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<tbody>
<tr>
<td>1</td>
<td>Course Overview. Introduction to Assessment and Historical Perspectives of Assessment: Lecture and Readings, including Main Textbook Chapter 1.</td>
<td>2.F.7.a</td>
</tr>
<tr>
<td>2</td>
<td>Statistical Concepts, Norm and Criterion Referencing, Reliability and Validity: Lecture and Readings, including Main Textbook Chapters 2, 3, and 4.</td>
<td>2.F.5.i 2.F.7.f 2.F.7.g 2.F.7.h CMHC C.1.e</td>
</tr>
<tr>
<td>3</td>
<td>Integrating Assessment into Practice regarding Evaluation, Selecting, Administering, Report Writing, Sharing Results (including debriefing clients): Lecture and Readings, including Main Textbook Chapters 5 and 6.</td>
<td>2.F.5.i 2.F.8.i CMHC C.1.e</td>
</tr>
<tr>
<td>4</td>
<td>Basic Psychophysiology, Neurobiology, and Assessment: Lecture.</td>
<td>2.F.3.e CMHC C.1.e</td>
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<tr>
<td>5</td>
<td>Intake Interview Procedures and Clinical Diagnostic Assessment: Lecture and Readings, including Main Textbook Chapter 9. Assignment for Diagnostic Assessment: Minnesota Multiphasic Personality Inventory 2.</td>
<td>2.F.5.i 2.F.7.b 2.F.7.e 2.F.7.l CMHC C.1.e</td>
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<tr>
<td>7</td>
<td>Assignment for Symptom Assessment: Symptom Checklist 90-R (SCL 90-R).</td>
<td>2.F.7.k CMHC C.1.e</td>
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<tr>
<td>8</td>
<td>Intelligence and General Ability Testing, Achievement and Aptitude Assessment, Educational Assessment, and Environmental Assessment and Behavioral Observation: Lecture and Readings, including Main Textbook Chapters 7 and 8. Assignment for Midterm Class, Quiz Set A (meaning on-line quizzes 1 thru 5 over Chapters 1 thru 9 of Main Textbook) due no later than today.</td>
<td>2.F.5.i 2.F.7.i 2.F.7.j CMHC C.1.e</td>
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<tr>
<td>Chapter</td>
<td>Assignment Details</td>
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<td>9</td>
<td>Personality Assessment: Lecture and Readings, including Main Textbook Chapter 9. Assignment for Personality Assessment: Myers Briggs Type Indicator (MBTI) – Personality preference for relational style, work environment, leadership style, &amp; stress management.</td>
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<tr>
<td>12</td>
<td>Assignment for Symptom Assessment: Beck Anxiety Inventory (BAI). Assignment for Symptom Assessment: Beck Depression Inventory 2 (BDI-2). Integrating Assessment into Practice regarding Decision Making Models, Forensic Applications, Diagnostic Interviewing, Case Conceptualization and Treatment Planning, Outcome Assessment, Program Evaluation; Suicide and Other Forms of Risk Assessment, and Reporting Abuse: Lecture and Readings, including Main Textbook Chapters 13 and 14.</td>
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<tr>
<td>13</td>
<td>Addictions Assessment Overview: Lecture and Readings. Review of Intake and Assessment Interview, and Addictions Assessment: Substance Abuse Screening Inventory III (SASSI-III).</td>
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<tr>
<td>14</td>
<td>Cultural Sensitivity and Bias in Assessment Overview: Lecture and Reading, including Main Textbook Chapter 15. Ethical, Legal and Professional Issues in Assessment Overview: Lecture and Readings including Chapter 16.</td>
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<tr>
<td>15</td>
<td>Assignment for Final Class, Quiz Set B (meaning on-line quizzes 6 thru 10 over Chapters 10 thru 16 of Main Textbook) due no later than today.</td>
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**IMPORTANT POLICIES**

Succeed at UNT Motto
- Show Up
- Find Support
- Take Control
- Be Prepared
- Get Involved
- Be Persistent

**Academic Integrity and Academic Dishonesty**

Academic Integrity is defined in the UNT Policy on Student Standards for Academic Integrity. Academic Dishonesty includes cheating, plagiarism, forgery, fabrication, facilitating academic dishonesty, and sabotage. Any suspected case of Academic Dishonesty will be handled in accordance with University policy and procedures. Possible academic penalties range from a verbal or written admonition to a grade of “F” in the course. Further sanctions may apply to incidents involving major violations. The policy and procedures are available at: http://vpaa.unt.edu/academic-integrity.htm.

**EagleConnect**

All UNT students should activate and regularly check their EagleConnect (e-mail) account. EagleConnect is used for official communication from the University to students. Many important announcements for the University and College are sent to students via EagleConnect. For information about EagleConnect, including how to activate an account and how to have EagleConnect forwarded to another e-mail address, visit https://eagleconnect.unt.edu. This is the main electronic contact for all course-related information and/or material.

**Student Perceptions of Teaching (SPOT)**

Completion of an online students’ perceptions of teaching is a requirement for all organized classes at UNT. This short survey will be made available to you near 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 continually to improve my teaching. I consider your completion of this online survey to be an important part of your participation in this class.

**Disability Accommodation**

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA 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, ODA 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 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 Office of Disability Accommodation website at http://www.unt.edu/oda. You may also contact them by phone at 940.565.4323.

**Observation of Religious Holy Days**

If you plan to observe a religious holy day that coincides with a class day, please notify your instructor as soon as possible.

**Acceptable Student Behavior**
Student behavior that interferes with an instructor’s ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at [www.deanofstudents.unt.edu](http://www.deanofstudents.unt.edu).

**Sexual Discrimination, Harassment, & Assault**

UNT is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these acts of aggression, please know that you are not alone. The federal Title IX law makes it clear that violence and harassment based on sex and gender are Civil Rights offenses. UNT has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

UNT’s Dean of Students’ website offers a range of on-campus and off-campus resources to help support survivors, depending on their unique needs: [http://deanofstudents.unt.edu/resources_0](http://deanofstudents.unt.edu/resources_0). Renee LeClaire McNamara is UNT’s Student Advocate and she can be reached through e-mail at SurvivorAdvocate@unt.edu or by calling the Dean of Students’ office at 940-565-2648. You are not alone. We are here to help.

**Campus Carry Notification**

The class meets in a UNT facility in which the legal carrying of a concealed firearm by an LTC permit holder is prohibited. Please refer to campuscarry.unt.edu for more information.