

**Course Syllabus**  
**COUN 676G**  
**Professional Practice in CMHC Fall 2024**

**CLASS INFORMATION**

**Instructor:** M. Elsa Soto Leggett, PhD, LPC-S (TX), LPC (MO), RPT-S™, CSC (TX)

**Format:** Asynchronous online

**Phone:** 660.785.51121 office / 713.742.2178 (voice messages & texts)

**Email:** [mleggett@truman.edu](mailto:mleggett@truman.edu) (This is the best way to contact me.)

**Website:** All course information may be accessed through [Brightspace](#).

**Office Hours:** Tuesday 1 – 7 and Wednesday 12 - 3 *Central Time* and by appt

**Book Time:** [Book time w Dr. Leggett](#)

**Virtual Office Zoom Link:** [Visit w Dr. Leggett](#)

**School of Business & Professional Studies****Mission Statement**

The School of Business and Professional Studies utilizes high-impact learning experiences, professionally-defined bodies of knowledge, and the integration of theory and practice to empower student success and facilitate an exemplary liberal arts and sciences education.

**Graduate Program Objectives**

Truman's Graduate Program Objectives are:

- IV. To graduate master's degree students who possess the appropriate depth of knowledge in specific disciplines.
- IV. To graduate master's degree student able to perform in appropriate professional and academic positions.
- IV. To graduate master's degree students who exhibit the attributes of a liberally educated person.
- IV. To graduate master's degree students qualified to enter and succeed in doctoral programs at leading universities.

**Course Overview****I. Course Catalog Description****COUN 676G: Professional Practice in CMHC (3 credit hours)**

This course addresses business, legal, and ethical aspects of professional counseling practice, including advanced application of state-specific practices, multicultural considerations, records management, national credentialing, and third party payer procedures and practices. Prerequisite: COUN653G or COUN 670G with a grade of 'B' or better.

## II. Rationale

Understanding the roles and responsibilities of counselors in the community, agencies, and private practice is crucial to counselor success. Novice counselors are often at a loss on practical elements such as billing and third party payment and the application of state-specific regulations that, though not counseling-specific, impact professional practice.

## III. Credit Hour Statement

This course is worth three credit hours. During a week you should expect to do an average of 450 minutes of work on this course. This may include, but is not limited to, viewing video lectures, reading, written assignments, essays, discussion boards, study for examinations and quizzes, and other tasks as described in this syllabus. The time to complete these tasks is an average that represents the typical amount of time a student can expect to commit. Times may vary by the student.

## IV. Proficiencies for Counselors

Counselors-in-training must master proficiencies from two major sources: local state laws pertaining to counselor licensure and certification and the standards developed by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). Since the Truman State University counseling program operates across multiple states, students are advised to check the program alignment website

(<https://consumerinformation.truman.edu/stateauthorization/>) for their specific state.

Standards addressed in this course include:

*CACREP Section 2: Professional Counseling Identity Standards F.*

- ii PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE
      - the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation
    - ii counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams
    - ii the role and process of the professional counselor advocating on behalf of the profession
    - ii advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients
  - g. professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues
  - i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling

*CACREP Section 5: Entry-Level Specialty Areas*

*C. Clinical Mental Health Counseling Standards*

- ii CONTEXTUAL DIMENSIONS
      - a. roles and settings of clinical mental health counselors
      - c. mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks
      - i. legislation and government policy relevant to clinical mental health counseling
      - k. professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling
      - l. legal and ethical considerations specific to clinical mental health counseling
      - m. record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling

## i PRACTICE

- c. strategies for interfacing with the legal system regarding court-referred clients
- d. strategies for interfacing with integrated behavioral health care professionals
- e. strategies to advocate for persons with mental health issues

**IV. Student Learning Outcomes**

The programmatic student learning outcomes are as follows:

- Apply counseling ethical standards and demonstrate a strong professional counselor identity
- Account for cultural factors in work with clients and engage in self-examination and reflection to enhance the ability to practice with cultural humility
- Apply ethical and culturally relevant knowledge of adaptive human development to support optimum growth and wellness across the lifespan
- Articulate the pervasiveness of work and identify ethical and culturally relevant strategies to equip clients for meaningful work and leisure
- Demonstrate the ability to engage clients through established theoretical frameworks and basic skills to build culturally appropriate, strength-focused relationships grounded in client's goals
- Incorporate ethical and culturally relevant strategies in the creation and management of groups designed to address academic, career, personal, or social/emotional concerns within various settings
- Use ethical and culturally appropriate assessment principles to select valid, reliable instruments for identifying and/or diagnosing client career, academic, and mental health concerns and use the findings to guide work with clients
- Apply a practitioner's perspective to both the critical consumption of professional counseling literature, with particular attention to ethical and cultural considerations, as well as to the evaluation of programs and work with individual clients
- Provide ethical and culturally relevant prevention and intervention services in community and mental health settings through counseling, collaboration, and consultation, as appropriate (Mental Health Counseling specialization)
- Use counseling, collaborative, and consultative relationships in school and community settings to advocate for and address clients' academic, career, personal, and social-emotional needs, as informed by national and state models (School Counseling specialization)
- Provide rehabilitation counseling and vocational services to clients with physical, mental, developmental, cognitive, and emotional disabilities in rehabilitation and community settings to advocate for and address clients' personal, career, and independent living goals in the most integrated and equitable settings, as informed by national standards (Rehabilitation specialization)

This course will specifically focus on SLO 9.

**IV. Instructional Methods and Minimum Technical Skills**

Instructional methods for this course include:

- assigned readings
- videos, PowerPoint, YouTube, and SlideShare presentations
- online discussion groups
- reflection papers
- case conceptualizations
- application of skills and knowledge in assigned activities

Certain minimum technical skills are required for students in a fully online program. These include accessing and navigating TruView (<https://truview.truman.edu>), proficiency with university email (accessed through TruView or <https://outlook.office.com/mail/>), accessing material and submitting assignments via Brightspace (<http://learn.truman.edu>), word processing abilities (e.g., use of Microsoft Word), and use of teleconferencing software (e.g., Zoom).

In this specific course, students must also be able to play video files either linked or embedded within the course.

## Course Content

### IV. Required Texts, Related Readings, and Materials/Supplies

#### Required

- Wheeler, A. M., & Bertram, B. (2019). *The counselor and the law: A guide to legal and ethical practice* (8th ed.). American Counseling Association.
- Grodzki, L. (2015). *Building your ideal private practice: A guide for therapists and other healing professionals* (2nd ed.). W. W. Norton & Company.
- American Counseling Association. (2014). *ACA Code of Ethics*. Retrieved from <http://www.counseling.org/docs/ethics/2014-aca-code-of-ethics.pdf?sfvrsn=4>
- American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.).

#### Supplemental

Herlihy, B., & Corey, G. (2015). *ACA ethical standards casebook* (7th ed.). Alexandria, VA: American Counseling Association.

#### Minimum Technology Requirements

Brightspace and Zoom are two programs used in this course. To determine the minimum technology requirements for these pieces of software, please see <https://community.brightspace.com/s/article/Brightspace-Platform-Requirements> and <https://support.zoom.us/hc/en-us/articles/201362023-System-requirements-for-Windows-macOS-and-Linux>, respectively. Truman's Information Technology Services also has minimum requirements found at <https://its.truman.edu/docs/bringing-a-computer-to-truman/>.

#### Virtual Private Network (VPN) and Remote Desktop Access

This course may include videos, practice exercises, or other content that requires an “on-campus” computer. Though students are welcome to physically go to the Truman campus labs to access this content, this solution is not practical for many. There are two methods to make any computer an “on-campus” one: the Truman VPN and Truman's remote desktop access.

To access the VPN, please go to <https://secure.truman.edu/its-s/vpn/login2.asp?page=/its-s/vpn/index.asp>. To access the remote desktop, please go to <https://view.truman.edu/>. Both systems use the same login and password as other Truman systems.

#### Other Supplies

Because this is an online course, the following is required:

- ï regular weekly internet access
- ï noise cancelling headset and microphone
- ï webcam

**Bookstore Website:** <https://truman.bncollege.com/>

**Truman Library Website:** <http://library.truman.edu>

NOTE: A student is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

**IV. Course Requirements and Grading**

Cumulative course evaluation is based on a 100-point scale. The total number of points earned will determine the semester grade.

90 - 100 = A

60 - 69 = D Below

80 - 89 = B

60 = F

70 - 79 = C

n.b. Please see the special note on proctored exams in the Course Policies section.

**Assignment Summary Chart**

Assignment	Weight percentage		CACREP Standards Addressed	SLO Addressed
Discussion Postings	15%	Weekly	2F1b, 2F1c, 2F1d, 2F1e, 2F1g, 2F1i, 5C2a, 5C2c, 5C2i, 5C2k, 5C2l, 5C2m, 5C3c, 5C3d, 5C3e	9
Application Packet	10%	Week 3	2F1g, 2F1i, 5C2k	9
Professional Résumé	10%	Week 4	2F1b, 5C2a, 5C2k	9
Informed Consent	10%	Week 5	2F1i, 5C2c, 5C2k, 5C2l, 5C2m	9
Case Studies	10%	1 – Week 6; 2 – Week 7; 3 – Week 13	2F1b, 2F1c, 2F1d, 2F1e, 2F1g, 2F1i, 5C2a, 5C2c, 5C2i, 5C2k, 5C2l, 5C2m, 5C3c, 5C3d, 5C3e	9
Insurance Panel Presentation	10%	Week 8	2F1b, 2F1g, 5C2c, 5C2k, 5C2m	9
Resource List	10%	Week 9	2F1b, 2F1c, 2F1e, 5C2a, 5C2a, 5C2c, 5C3d, 5C3e	
Advocacy Activity	10%	Week 12	2F2d, 2F2e, 2F2g, 2F2i, 5C2i, 5C3c, 5C3e	9
Interprofessional Activity	15%	Week 15	5C2a, 5C2l, 5C3d, 5C3e	9

## Detailed Descriptions

### A. Discussion Postings (15 %)

Discussions are designed to engage your thinking about the readings and to stimulate interaction with other students. A series of case studies and discussion questions pertaining to assigned chapters or topics will be posted on Brightspace. Post **at least two significant** responses to **each discussion question**, reflecting your understanding of the material.

The first response for each topic will be to the original initial post. All initial posts responses are due by **Thursday** at 11:55pm Central Time. Review of other post will not be accessible until initial post is generate. Replies other responses will elaborate upon colleagues' reflections or comments. All reply posts are due by **Sunday** at 11:59 p.m. Central Time.

Some opportunities will be given for synchronous Discussions as assigned by instructor. This are generally scheduled on Thursday evenings, but may be different days as allocated. Such allocations will be made in weekly announcements. Participation is optional and in leu of written posts. More details will be provided.

Points will be given listed items. See rubric for more details.

- Timely contributions
- Correct English usage, grammar, and spelling
- Offering up ideas or resources and inviting a critique of them
- Asking challenging questions
- Articulating, explaining, and supporting positions on ideas
- Citing relevant resources to validate points
- Exploring and supporting issues by adding explanations and examples
- Reflecting on and re-evaluating personal opinions
- Offering a critique, challenging, discussing, and expanding ideas of others
- Negotiating interpretations, definitions, and meanings
- Summarizing previous contributions and asking the next question
- Proposing actions based on ideas that have been developed

### B. Application Packet (10%)

For this assignment, please list the items required for an initial provisional counseling license in your state. Complete the application packet to the extent possible, including any appropriate signatures that may be required. When requesting signatures, please make the signer aware that this is for your actual application packet so that materials are properly verified.

Please upload a completed copy of each item. For example, if the application requires a signed copy of your practicum and internship hours, upload them. For items that cannot yet be completed, please upload the "version in progress" of that item (e.g., an unofficial transcript since you do not yet have an official final transcript). On the list, please note whether the uploaded document is the final version or a "version in progress". For the latter, include any steps that are needed to complete the item.

Example:

- Application forms – final version completed and signed
- Supervisor form – final version completed and signed
- Practicum hours log – final version completed and signed
- Internship hours log – in progress (last semester of internship); need to finish hours and get signed copy
- Official transcripts – in progress (still taking classes); ordered copy of transcripts to be sent to the Board once degrees are conferred
- NCE – signed up to take
- Jurisprudence exam – signed up to take

n.b. This does not represent any state’s actual list, only some items typically required.

**C. Professional Résumé (10%)**

Develop a professional résumé highlighting your education and experience.

**D. Informed Consent (10%)**

Suppose you have just earned your degree and are working as an entry-level counselor in a group practice. The other members of the practice have asked you to create a new informed consent based on the requirements described in the LPC Board rules specific to your state, the American Counseling Association Code of Ethics, your texts, and other resources. Please be sure to include information about theoretical orientation, expectations for clients, risks and benefits, confidentiality, setting fees, payment arrangements, good faith estimates, cancellations, minor clients, and Board contact information. Since you are an entry-level counselor under supervision, please also include appropriate information for your level of licensure. This might be a great place to check your resources from Ethics and to ask ChatGPT about other factors to include.

**E. Case Studies (10%)**

Provide written evaluations of case studies, supporting your answers with citations from both the American Counseling Association Code of Ethics and your state regulations.

**F. Insurance Panel Presentation (10%)**

In groups of two or three, investigate the process and record a presentation for becoming listed as a provider on an insurance panel, including information on filing service claims. Please include any necessary paperwork for the panel you are exploring.

**G. Resource List (10%)**

Create a table listing the resources for your community. Because counselors are often called upon to act as a referral source, this list should contain a wide variety of information.

Contacts should include crisis and suicide hotlines, food banks, child support services, child and domestic abuse advocacy centers, social service resources (e.g. CHIPS, Medicare, Medicaid, free eyeglasses, etc.), legal services, parenting classes, and court-ordered programs. The resource list should contain the name and type of the resource, the name of the contact, a summarization of services provided, qualifications to receive services, and contact information (e.g. phone number, street address, and email or website). A minimum of **15 resources** should be listed, and the format should be in a table with the following column headers:

Name/Type of Service	Service Category	Name of Contact	Services Provided	Qualification to Receive Services	Phone Number	Street Address	Email Address or Website
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**H. Advocacy Activity (10%)**

The ability to advocate for clients and the counseling profession with legislators is an increasingly important professional activity. There are several issues directly pertaining to mental health, education, and other counseling-related issues before the United States' Congress this session.

Choose a proposed bill that appeals to you from the list at <http://www.govtrack.us/congress/bills/>. Next, go to <http://www.govtrack.us/congress/members> and enter your zip code to find your United States Representative and Senators. You will be emailing one of these people via their individual government website. Representatives have websites in the form name.house.gov. For example, Nathaniel Moran, the representative for Texas District 1, is at moran.house.gov. Senators' websites are name.senate.gov (e.g., cornyn.senate.gov).

Compose a formal letter to your Congressperson sharing your view on the bill you have chosen. Sample information is available on Brightspace for guidance. Once written, go to the website for your Representative or Senator, email the letter to your Congressperson, and save the confirmation.

Write a paper longer than one page describing the issue and bill you chose and your reasons for choosing that issue and bill. Upload this paper, a copy of the letter you sent to your legislator, the confirmation, and the pdf copy of the bill text from the govtrack website. If you receive a response before the assignment is due, you may upload this in place of the confirmation.

For additional support, the American Counseling Association (counseling.org) provides information and resources in the Government Affairs section. Information for the current legislative session should be available.

Please also see the Basic Tips for Advocacy included on Brightspace for writing your letter.

**I. Interprofessional Activity and Reflection (15%)**

For this activity, please meet with and interview a professional with whom counselors might interact and collaborate on a regular basis for client care. Examples include social workers, psychiatrists, physicians, nurses, psychologists, and case managers. Other professional fields may be considered with prior instructor approval.

The interview should include topics where a counselor and the other professional overlap. At a minimum, these include common reasons for collaboration; practices for releases of information and limits of confidentiality; expectations for collaboration/consultation (including fees and other logistics); ethical and legal considerations; experiences with collaboration, both positive and challenging; and suggestions for effective interprofessional collaboration.

Based on the interview, please write a brief 2 to 4 page summary and reflection on the experience using APA format. A portion of the paper should include ways this experience might influence your work as a counselor, your understanding and relationships with other healthcare professionals, and work with future clients. Please also create and record a presentation on the topic to share with your classmates.

**IV. Topical Outline and Tentative Schedule**

Date	Scheduled Topic
<p><b>SUBSTANTIVE ENGAGEMENT</b></p> <p><b>ASSIGNMENT – Complete your introduction on Brightspace by Friday, AUGUST 23 noon Central</b></p>	
<p>Week 1 AUG 19 - 25</p>	<p><b>READINGS</b></p> <ul style="list-style-type: none"> <li>• Introduction; Syllabus and Overview.</li> <li>• An Overview of Counseling in Community Settings                             <ul style="list-style-type: none"> <li>○ W&amp;B CH 1 Overview of the Law</li> <li>○ APPENDIX D How to Access Laws &amp; Find an Attorney</li> </ul> </li> </ul> <p><b>ASSIGNMENT DUE</b></p> <ul style="list-style-type: none"> <li>• Discussion Post by Thursday 11:55 pm (Central time)                             <ul style="list-style-type: none"> <li>○ * demonstration of academic engagement</li> <li>○ Replies to 2 peers by Sunday 11:55 pm (CT)</li> </ul> </li> </ul>
<p>Week 2 AUG 26 – SEPT 1</p>	<p>Counseling Boards: Structures, Functions, and Counselor Scope of Practice</p> <p><b>READINGS</b></p> <ul style="list-style-type: none"> <li>• W&amp;B CH 2 The Counseling Profession</li> <li>• GRODZKI CH 7 Protecting Your Practice from Harm</li> </ul> <p><b>ASSIGNMENT DUE</b></p> <ul style="list-style-type: none"> <li>• Discussion Post by Thursday 11:55 pm (CT)                             <ul style="list-style-type: none"> <li>○ Replies to 2 peers by Sunday 11:55 pm (CT)</li> </ul> </li> </ul>
<p>Week 3 SEPT 3 - 8</p>	<p>Requirements for Licensure; Application Procedures &amp; Licensing</p> <p><b>ASSIGNMENT DUE</b></p> <ul style="list-style-type: none"> <li>• Discussion Post by Thursday 11:55 pm (CT)                             <ul style="list-style-type: none"> <li>○ Replies to 2 peers by Sunday 11:55 pm (CT)</li> </ul> </li> <li>• <b>APPLICATION PACKET</b> by Sunday 11:55 pm (CT)</li> </ul>
<p>Week 4 SEPT 9 - 15</p>	<p>Applying for Positions; Counseling and the Law: Federal, State, and Local</p> <p><b>ASSIGNMENT DUE</b></p> <ul style="list-style-type: none"> <li>• Discussion Post by Thursday 11:55 pm (CT)                             <ul style="list-style-type: none"> <li>○ Replies to 2 peers by Sunday 11:55 pm (CT)</li> </ul> </li> <li>• <b>PROFESSIONAL RESUME</b> by Sunday 11:55 pm (CT)</li> </ul>
<p>Week 5 SEPT 16 - 22</p>	<p>Advertising, Intake, &amp; Informed Consent</p> <p><b>READINGS</b></p> <ul style="list-style-type: none"> <li>• W&amp;B CH 3 The Counseling Relationship</li> <li>• GRODZKI CH 8 The Brand Called You</li> <li>• GRODZKI CH 9 Expanding Your Reach</li> </ul> <p><b>ASSIGNMENT DUE</b></p> <ul style="list-style-type: none"> <li>• Discussion Post by Thursday 11:55 pm (CT)                             <ul style="list-style-type: none"> <li>○ Replies to 2 peers by Sunday 11:55 pm (CT)</li> </ul> </li> <li>• <b>INFORMED CONSENT</b> by Sunday 11:55 pm (CT)</li> </ul>
<p>Week 6 SEPT 23 - 29</p>	<p>Confidentiality &amp; Reporting Requirements: Duty to Warn &amp; Threats of Self-Harm</p> <p><b>READINGS</b></p> <ul style="list-style-type: none"> <li>• W&amp;B CH 5 Confidentiality, Privilege, &amp; HIPPA</li> <li>• W&amp;B CH 6 Duties to Report, Warn and/or Protect</li> <li>• W&amp;B CH 9 Suicide &amp; Threat of Harm to Self</li> </ul>

	<p><b>ASSIGNMENT DUE</b></p> <ul style="list-style-type: none"> <li>• Discussion Post by Thursday 11:55 pm (CT) <ul style="list-style-type: none"> <li>○ Replies to 2 peers by Sunday 11:55 pm (CT)</li> </ul> </li> <li>• <b>CASE STUDY I</b> by Sunday 11:55 pm (CT)</li> </ul>
Week 7 SEPT 30 - OCT 6	<p>Health Records &amp; Managing a Practice</p> <p><b>READINGS</b></p> <ul style="list-style-type: none"> <li>• W&amp;B CH 7 Records &amp; Documentation</li> <li>• W&amp;B CH 11 Managing Your Counseling Practice</li> <li>• GRODZKI CH 7 Protecting Your Practice (review)</li> <li>• GRODZKI CH13 Solo vs Group Practice</li> </ul> <p><b>ASSIGNMENT DUE</b></p> <ul style="list-style-type: none"> <li>• Discussion Post by Thursday 11:55 pm (CT) <ul style="list-style-type: none"> <li>○ Replies to 2 peers by Sunday 11:55 pm (CT)</li> </ul> </li> <li>• <b>CASE STUDY II</b> by Sunday 11:55 pm (CT)</li> </ul>
Week 8 OCT 7 - 9 12 & 13	<p>Insurance Panels</p> <p><b>READINGS</b></p> <ul style="list-style-type: none"> <li>• GRODZKI CH12 Why Good Therapist go Broke</li> </ul> <p><b>ASSIGNMENT DUE</b></p> <ul style="list-style-type: none"> <li>• Discussion Post by Thursday 11:55 pm (CT) <ul style="list-style-type: none"> <li>○ Replies to 2 peers by Sunday 11:55 pm (CT)</li> </ul> </li> <li>• <b>INSURANCE PANEL PRESENTATIONS</b> by Sunday 11:55 pm (CT)</li> </ul>
Week 9 OCT 14 - 20	<p>Custodial Concerns: Parenting Coordination &amp; Facilitation</p> <p><b>ASSIGNMENT DUE</b></p> <ul style="list-style-type: none"> <li>• Discussion Post by Thursday 11:55 pm (CT) <ul style="list-style-type: none"> <li>○ Replies to 2 peers by Sunday 11:55 pm (CT)</li> </ul> </li> <li>• <b>RESOURCE LIST</b> by Sunday 11:55 pm (CT)</li> </ul>
Week 10 OCT 21 - 27	<p>Distance Counseling &amp; Working Across State Lines</p> <p><b>READINGS</b></p> <ul style="list-style-type: none"> <li>• W&amp;B CH8 Digital Technology &amp; Counseling</li> <li>• GRODZKI CH 10 Your Online Practice</li> </ul> <p><b>ASSIGNMENT DUE</b></p> <ul style="list-style-type: none"> <li>• Discussion Post by Thursday 11:55 pm (CT) <ul style="list-style-type: none"> <li>○ Replies to 2 peers by Sunday 11:55 pm (CT)</li> </ul> </li> </ul>
Week 11 OCT 27 - NOV 3	<p>Complaints, Hearings, &amp; Sanctions; Court Testimony</p> <p><b>READINGS</b></p> <ul style="list-style-type: none"> <li>• W&amp;B CH 4 Civil Malpractice Liability, Licensure Board Complaints, &amp; Criminal Actions</li> <li>• W&amp;B CH 10 Professional Boundaries</li> </ul> <p><b>ASSIGNMENT DUE</b></p> <ul style="list-style-type: none"> <li>• Discussion Post by Thursday 11:55 pm (CT) <ul style="list-style-type: none"> <li>○ Replies to 2 peers by Sunday 11:55 pm (CT)</li> </ul> </li> </ul>
Week 12 NOV 4 - 10	<p>Advocacy</p> <p><b>ASSIGNMENT DUE</b></p> <ul style="list-style-type: none"> <li>• Discussion Post by Thursday 11:55 pm (CT) <ul style="list-style-type: none"> <li>○ Replies to 2 peers by Sunday 11:55 pm (CT)</li> </ul> </li> <li>• <b>ADVOCACY ACTIVITY</b> by Sunday 11:55 pm (CT)</li> </ul>

Week 13 NOV 12 - 17	Ethics & Ethical Decision-Making; AI in Counseling <b>ASSIGNMENT DUE</b> <ul style="list-style-type: none"> <li>• Discussion Post by Thursday 11:55 pm (CT) <ul style="list-style-type: none"> <li>○ Replies to 2 peers by Sunday 11:55 pm (CT)</li> </ul> </li> <li>• <b>CASE STUDY III</b> by Sunday 11:55 pm (CT)</li> </ul>
Week 14 NOV 18 - 24	Continuing Education & Regular License Renewal; Inactive & Retirement Status <b>ASSIGNMENT DUE</b> <ul style="list-style-type: none"> <li>• Discussion Post by Thursday 11:55 pm (CT) <ul style="list-style-type: none"> <li>○ Replies to 2 peers by Sunday 11:55 pm (CT)</li> </ul> </li> </ul>
NOV 25 - 30	Thanksgiving Break
Week 15 DEC 1 - 8	Launching a Private Practice & Interprofessionalism <b>ASSIGNMENT DUE</b> <ul style="list-style-type: none"> <li>• Discussion Post by Thursday 11:55 pm (CT) <ul style="list-style-type: none"> <li>○ Replies to 2 peers by Sunday 11:55 pm (CT)</li> </ul> </li> <li>• <b>INTERPROFESSIONAL ACTIVITY</b> by Sunday 11:55 pm (CT)</li> </ul>
FINAL DEC 9 - 13	Sharing Your Thoughts & Ideas <b>ASSIGNMENT DUE</b> Discussion Post by Thursday 11:55 pm (CT)

Chapter reading quizzes, journals, and other activities are due each week as detailed on Brightspace. Other readings may also be assigned during the course of the semester. The instructor reserves the right to adjust in the syllabus, assignments, activities, and the grading schedule as needed to meet course objectives and needs.

#### IV. Important Dates for [Fall 2024](#)

##### [Academic Calendar](#)

First day of term: August 19

Drop dates:

- Last day to **drop** without \$50 Add/Drop Fee: August 23
- Last day to **drop** a course without a W: September 12
- Last day to **drop** a course with a W: December 6
- Last day to **withdraw from all** classes: December 6

Thanksgiving Break: Nov 25 - 29

Last day of term: Dec 13

#### Policies

##### IV. Course Policies

###### A. Attendance

Regular attendance and participation is expected. For the purposes of online asynchronous courses, a student will be considered to be in attendance in an online class when the individual 1) participates in online discussions or activities about academic matters; or 2) initiates contact with faculty to ask questions about subject studies; or 3) completes assignments; or 4) takes tests. Logging into an online course without active participation does not constitute attendance. Each class participation activity that is not completed during the assigned timeframe will result in a 2.5 point deduction on the final average. Please contact your instructor if you need to miss.

To comply with federal requirements, Truman requires students to demonstrate engagement with each course within the first few calendar days of the semester. To that end, please complete your initial introduction in Brightspace before Friday, January 19th. **Failure to meet the terms of the university policy will result in administrative removal from the course.**

**B. Late Work**

All assignments are due according to the timeline established by the syllabus unless otherwise noted by the instructor. The maximum number of points awarded will decrease by ten percent for each business day that the assignment is late. Assignments will be accepted up to two days late. In face-to-face and synchronous courses, this policy includes in-class quizzes and exams; if you must miss on test day, schedule an appointment to take the exam the next day. Please note that certain assignments such as quizzes, journals, and the final exam may not be attempted aside from the initial offering.

**C. Proctoring**

All students must review the syllabus and the requirements including the online terms and video testing requirements to determine if they wish to remain in the course. Enrollment in the course is an agreement to abide by and accept all terms. Any student may elect to drop or withdraw from this course before the end of the drop/add period (which for summer, is Day 1 of the session).

Online exams and quizzes within this course may require online proctoring. Therefore, students will be required to have a webcam (external or built-in) with a microphone when taking an exam or quiz. Students understand that this remote recording device is purchased and controlled by the student and that students should select private spaces for the testing. Students with concerns may discuss the location of an appropriate space for the recordings with their instructor or advisor.

There is a fee that will be charged to you the student at the time of the proctored exam. That fee may be up to \$10 per exam. (Discounts may occasionally be in effect and are not under the control of Truman). Because this course will have <<insert number of proctored exams you plan for>>three (3) proctored exams, you are encouraged to choose the “course fee” model instead of the “individual test fee” model as you pay for the first exam. You will be charged a bundle price equal to two individual exams. Subsequent exams will then be conducted at no additional charge to you. If you choose the individual test fee option, you will be charged each time you take a proctored test.

Proctored exam information will be provided prior to any proctored exam. Be aware you must use Google Chrome to take the exam, install the Proctorio Chrome browser extension (from [getproctorio.com](https://getproctorio.com)), and show an official photo identification (ID). You can use either a valid driver’s license, passport, or school ID.

For additional information about online proctoring, students may visit the [Proctorio Support for Students](#) website.

**D. Response Times and Feedback**

General circumstances, I will respond to emails and phone calls within 24 to 48 hours. When sending email or leaving phone message it is important to identify your name, course, and best contact information. Keep in mind if there is a question about an upcoming assignment, emails and/or phone calls should be made with the response time in mind. I would discourage you from reaching out the same evening the assignment is due as the response will likely come after the due date or time.

Regular weekly assignments such as quizzes, journals, and discussions will be graded each week. Major assignments typically take two weeks.

**E. Use of Generative Artificial Intelligence**

The use of generative AI tools, such as ChatGPT or Microsoft Copilot, will be permitted on specific learning activities or assignments in this course, as the instructor specifies as appropriate. Students using generative AI must clearly report the specific use, including the particular model, platform, and prompts, as well as use appropriate citations. Assignments and learning activities in which AI use is not permitted must be produced without the assistance of generative AI. A student who does not cite their GenAI usage will be considered to have committed academic dishonesty and will be subject to the consequences outlined in the syllabus and/or campus policies. **When in doubt, a student is expected to ask the instructor about the policy on a particular**

## XII Counseling Program Policies

### F. Student Diversity and Confidentiality

The courses in this program are not always lecture courses. Rather, the program is sometimes reliant upon interactions, and these may bring differing perspectives to light. As a class, we may not agree on all the issues or come to a single understanding on any subject. There are, however, key elements of the material that we, as a faculty preparing professional counselors, will expect you to be able to explain and hold a conversation about—even if, as individuals, we hold differing and/or contradictory opinions about that element/issue. In that vein, everyone is expected to think about the role of oppression, power, and privilege, as well as their own assumptions surrounding issues of sexism, racism, heterosexism, classism, ageism, genderism, and other forces of inequality/oppression that may be discussed throughout the program and individual courses. It is crucial that we all remain respectful, considerate, and willing to hear each other's opinions, thoughts, and feelings while maintaining awareness of the systems of oppression/privilege that may be influencing our experiences and beliefs. It is also crucial that we cultivate an atmosphere of safety wherein people can give and receive feedback on how they were heard/perceived or how the dynamics of power and privilege are at work in the classroom, with clients, and during supervision. It is also important that we keep in mind how our beliefs may be related to or in conflict with the codes of ethics and values of the profession of counseling. Finally, we occasionally deal with very personal and sensitive matters. Please show respect for your classmates by keeping confidential any personal information revealed during class time or supervision. If you are concerned about the welfare of a classmate, please contact a faculty member immediately.

### G. Attendance

Regular attendance is expected. For the purposes of online asynchronous courses, a student will be considered to be in attendance in an online class when the individual 1) participates in online discussions or activities about academic matters; or 2) initiates contact with faculty to ask questions about subject studies; or 3) completes assignments; or 4) takes tests. Logging into an online course without active participation does not constitute attendance. Please contact your instructor if you need to miss.

By default, University policy allows a student to miss 1/16th of class meetings for **sanctioned** purposes. This translates into a single class for most long-semester graduate courses. The full list of sanctioned purposes is in the University policy (<https://policies.truman.edu/policylibrary/attendance-policy/>) but includes “health related absences for which valid documentation is presented” and “absences covered by Truman’s non-discrimination policy (e.g. special religious observances, military commitments).” Absences related to accommodations will be handled in conjunction with appropriate University offices. Individual instructors may set course consequences for additional absences and for unsanctioned absences.

Students should notify instructors of an anticipated absence **in writing** both during the free add/drop period and prior to the actual absence. Students should notify instructors of an unanticipated absence **in writing** as early as possible. Absent students remain responsible for meeting the assignment deadlines stated in the syllabus and should work with the instructor to complete any in-class exercises “within a reasonable length of time”. Please note that accreditation expectations, particularly

### H. Netiquette, Civil Dialog, and Professional Communication

Greenidge (2016) provides recommended rules of etiquette for online communications (netiquette). Among the recommendations for written communication such as emails and discussion posts:

- respect others and the opinions of others
- be polite
- refrain from writing in ALL UPPERCASE, as this conveys dissatisfaction and anger
- revise before submitting to ensure clear communication
- avoid acronyms, internet lingo, and text speak (e.g., BTW, idk, l&r) to reduce confusion
- write concisely and clearly, using short paragraphs to increase readability

- identify sources
  - contribute substantial responses
  - attend to language, since readers lack the benefit of nonverbal cues; clarify when needed, and pause before responding, if another's communication comes across as insensitive or offensive
- Greenidge, W. (2016). Interacting productively with faculty and peers. In C. J. Sheperis & R. J. Davis (Eds.), *Online counselor education: A guide for students* (1st ed., pp. 129-150). Sage.

### **I. Academic Honesty**

Students are expected to exhibit honesty in their academic and professional work. Examples include proper attribution of sources, accurate reporting of clinical hours attained and research results, avoiding misrepresentation, and seeking instructor permission before reusing work submitted for another class, collaborating on assignments, or disclosing test contents. Students are also expected adhere to the American Counseling Association Code of Ethics.

### **E. Informed Consent Statement for Counseling Courses**

Faculty members are dedicated to the educational, personal, and professional growth and development of our students. Faculty members are in a unique position as both instructors who assess students' academic skills and members of the counseling profession with an ethical obligation to the profession, clients, and the public at large. In both of these roles, it is the faculty's responsibility to evaluate student competencies within the realm of professional counseling and to address any concerns regarding students' professional competence. As such please be aware of the following:

- The counseling profession encourages counselors to fully integrate their own personal attributes and identity, as well as their strengths and weaknesses, into therapeutic processes. Therefore, self-awareness is critical because this knowledge relates to being an effective counselor.
- There will be an emphasis in many courses on self-awareness/exploration, as well as giving feedback to peers. Although uncomfortable at times, we encourage students to be open to self-exploration, since we frequently ask clients to do so.
- At times, class may include experiential and self-awareness exercises. It is important to distinguish between sharing one's emotional reactions to such experiential class activities and revealing information about one's personal history. Self-disclosure of personal history is not required in order to successfully pass any course; however, students may be expected to share their reactions to experiential activities.
- Self-disclosures will not be used as a basis for grading in any course. However, should a student disclose information indicating impairment or the potential for harm to clients, the faculty member may take appropriate action in accordance with the American Counseling Association's Code of Ethics (2014).
- Students often experience personal growth as they progress through the program. However, the courses are not meant to be a means of personal therapy. The focus in classes is on self-awareness and the enhancement and growth of necessary counselor skills.
- Please be aware that, although all instructors strive to create a safe environment for any personal disclosures, we cannot guarantee that other students will maintain the confidentiality of any such disclosures that are made.
- It is each student's responsibility to determine an appropriate level of self-disclosure (i.e. the content and depth of personal information that you share) in experiential learning activities.
- Students are expected to adhere to the American Counseling Association's Code of Ethics (2014) in classwork and interactions with clients, classmates, colleagues, supervisors, and faculty.

### **J. Counseling Program Evaluation, Retention, Remediation, and Dismissal Policy**

Faculty, training staff, supervisors, and administrators of the Counseling program at Truman State University have a professional, ethical, and potentially legal obligation to: (a) establish criteria and methods through which aspects of competence other than, and in addition to, a student-trainee's knowledge or skills may be assessed (including, but not limited to, emotional stability and well-being, interpersonal skills, professional development, and personal fitness for practice); and, (b) ensure, insofar as possible, that the student-trainees



who complete our programs are competent to manage future relationships (e.g., client, collegial, professional, public, scholarly, supervisory, teaching) in an effective and appropriate manner. Because of this commitment, and within the parameters of our administrative authority, our faculty, training staff, supervisors, and administrators strive not to advance, recommend, or graduate students or trainees with demonstrable problems (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) that may interfere with professional competence to other programs, the profession, employers, or the public at large.

As such, within a developmental framework, and with due regard for the inherent power difference between students and faculty, students and trainees should know that the faculty, training staff, and supervisors of our programs will evaluate their competence in areas other than, and in addition to, coursework, seminars, scholarship, or related program requirements. These evaluative areas include, but are not limited to, demonstration of sufficient: (a) interpersonal and professional competence (e.g., the ways in which student trainees relate to clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (b) self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and potential impact of one's own beliefs and values on clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (c) openness to processes of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning); and (d) resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by the successful completion of remediation plans; by participating in personal counseling/therapy in order to resolve issues or problems). [Slightly modified from The University of Texas at Tyler version of the Comprehensive Evaluation of Student-Trainee Competence in Professional Psychology Programs statement developed by the Student Competence Task Force of the APA Council of Chairs of Training Councils (CCTC), (<http://www.apa.org/ed/graduate/cctc.html>), approved March 25, 2004.

#### Evaluating student fitness and performance

Members of the faculty, using professional judgment, continuously evaluate each student's fitness and performance. Students receive information related to their fitness and performance from faculty members, their advisors, and their supervisors. The criteria used by the faculty to make such judgments include instructor's observations of course performance, evaluations of students' performances in simulated practice situations, supervisors' evaluations of students' performances, and the American Counseling Association's Code of Ethics (2014). Students are formally evaluated at least annually by the program faculty.

Students who are not making satisfactory progress or who are not meeting program standards should consider withdrawing from the program. In this context, the term "unsatisfactory progress in the program" refers to an academic judgment made regarding the student's fitness and performance. It is a determination that the student has failed to meet academic, ethical, and/or professional standards.

#### Minimum grade requirements

All Truman State University graduate programs, including Counseling, have minimum grade requirements related to continued enrollment, academic probation, academic suspension, and graduation. These include an expectation of an overall GPA of 3.00 or higher; the ability to retake one (1) course in which a grade of "C", "D", or "F" was earned; and all grades earned at Truman counting in GPA calculations, whether repeated or not (Please see the 2024-2025 Catalog (<http://catalog.truman.edu/content.php?catoid=25&navoid=1526>) for additional information). In addition, certain courses, including Practicum and Internship, require minimum grades in specific preceding courses.

Regardless of GPA, no more than 2 grades of "C" may count toward degree requirements. No grade below



“C” may count. Please note that some states require grades of “B” or better in every class for applicants to be licensed.

(2024-2025 Catalog

[http://catalog.truman.edu/preview\\_program.php?catoid=25&poid=5203&returnto=1509](http://catalog.truman.edu/preview_program.php?catoid=25&poid=5203&returnto=1509);

[http://catalog.truman.edu/preview\\_program.php?catoid=25&poid=5237&returnto=1509](http://catalog.truman.edu/preview_program.php?catoid=25&poid=5237&returnto=1509);

[http://catalog.truman.edu/preview\\_program.php?catoid=25&poid=5099&returnto=1509](http://catalog.truman.edu/preview_program.php?catoid=25&poid=5099&returnto=1509))

### XIII University Policies

#### A. Attendance

The University-wide attendance policy can be viewed at

[http://catalog.truman.edu/content.php?catoid=25&navoid=1518-Attendance\\_Policy](http://catalog.truman.edu/content.php?catoid=25&navoid=1518-Attendance_Policy).

#### B. Substantive Engagement

Truman policy and federal regulations require that students demonstrate that they are academically engaged in the courses they take. You are required to meet this requirement within the first calendar week of the semester, beginning at 12:00 am on Monday and ending 11:59 pm Saturday. **Failure to do so**, or to provide an explanation of an extenuating circumstance by that date and time **will result in your removal from the course**. Under certain circumstances, removal could impact your scholarship eligibility or financial aid. For the purposes of this class, establishing academic engagement requires, at a minimum,

#### C. Emergency Procedures

In each classroom on campus, there is a poster of emergency procedures explaining best practices in the event of an active shooter/hostile intruder, fire, severe weather, bomb threat, power outage, and medical emergency. This poster is also available as a PDF at this link: <http://police.truman.edu/files/2015/12/Emergency-Procedures.pdf>.

Students should be aware of the classroom environment and note the exits for the room and building. For more detailed information about emergency procedures, please consult the Emergency Guide for Academic Buildings, available at the QR code shown or at the following link: <http://police.truman.edu/emergency-procedures/academic-buildings/>.



This six-minute video provides some basic information on how to react in the event there is an active shooter in your location: <http://police.truman.edu/emergency-procedures/active-shooter/active-shooter-preparedness-video/>.

Truman students, faculty, and staff can sign up for the TruAlert emergency text messaging service via TruView. TruAlert sends a text message to all enrolled cell phones in the event of an emergency at the University. To register, sign in to TruView and click on the “Everyday Tools” link under “Tools”. Then click on “Truman Tab Tools”. Click on the registration link “Update Emergency Text Messaging Information”. During a campus emergency, information will also be posted on the TruAlert website <http://trualert.truman.edu/>.

#### D. Discrimination and Title IX

Truman State University, in compliance with applicable laws and recognizing its deeper commitment to equity, diversity, and inclusion which enhances accessibility and promotes excellence in all aspects of the Truman Experience, does not discriminate on the basis of age, color, disability, national origin, race, religion, retaliation, sex (including pregnancy), sexual orientation, or protected veteran status in its programs and activities, including employment, admissions, and educational programs and activities. Faculty and staff are considered “mandated reporters” and therefore are required to report potential violations of the University’s Anti-Discrimination Policies to the Institutional Compliance Officer.

Title IX prohibits sexual harassment, sexual assault, intimate partner violence, stalking and retaliation. Truman State University encourages individuals who believe they may have been impacted by sexual or gender-based discrimination to consult with the Title IX Coordinator who is available to speak in depth about the resources and options. The Title IX Coordinator is here to help. This is a collaborative process that seeks to empower reporting parties so that they may safely and comfortably access the University and its programs and activities. Many common questions and concerns regarding the reporting process are addressed here: <https://titleix.truman.edu/frequently-asked-questions/>

For more information on discrimination or Title IX, or to file a complaint, contact:

Office of Institutional Compliance  
Violette Hall, Room 1308  
100 E. Normal Ave.  
Kirksville, MO 63501  
[titleix@truman.edu](mailto:titleix@truman.edu)

Reports can be submitted directly to the Institutional Compliance Office in person, via email, or via phone, or they can be submitted electronically at: <https://titleix.truman.edu/make-a-report/>

The University's Nondiscrimination Reporting and Resolution procedures can be viewed at:

<https://titleix.truman.edu/complaint-reporting-resolution-procedure/> or  
<http://titleix.truman.edu/files/2015/08/University-Complaint-Reporting-Resolution-Procedure.pdf>.

#### **E. FERPA**

Education records are protected by the Family Education Right to Privacy Act (FERPA). As a result, course grades, assignments, advising records, etc. cannot be released to third parties without your permission. There are, however, several exceptions about which you should be aware. For example, education records can be disclosed to employees or offices at Truman who have an "educational need to know". These employees and offices may include your academic advisor, the Institutional Compliance Officer, the Registrar's Office, or Student Affairs depending on the type of information. For more information about FERPA, see <http://www.truman.edu/registrar/ferpa/>.

#### **F. Academic Honesty**

Personal and scholarly integrity are expected of everyone in the class. Failure to live up to those responsibilities risks earning a failing grade on the assignment/examination, a failing grade for the course, and/or in serious cases expulsion for the academic program or University. The University policy on academic dishonesty as published in the Student Conduct Code and General/Graduate Catalog applies ([http://catalog.truman.edu/content.php?catoid=15&navoid=801#Academic\\_Dishonesty](http://catalog.truman.edu/content.php?catoid=15&navoid=801#Academic_Dishonesty))”

Please see <https://www.truman.edu/wp-content/uploads/2013/05/Academic-Integrity-Policy.pdf> for additional details.

#### **G. TurnItIn**

Truman State University subscribes to TurnItIn in Brightspace. Papers and essay exams written for this course will be submitted through TurnItIn to ensure Academic Integrity is maintained. Your submissions are shared with the University and Global database of TurnItIn whereby the content of your submissions will be compared to other future submissions.

#### **H. Statement on Disruptive Behavior**

“Behavior that persistently or flagrantly interferes with classroom activities is considered disruptive behavior and may be subject to disciplinary action. Such behavior inhibits other students’ ability to learn and instructor’s ability to teach. A student responsible for disruptive behavior may be asked to leave class pending discussion and resolution of the problem...” and may be reported to the Office of Citizenship and Community Standards. (Quotation from Washington State University).

## Learner Support and Feedback to the University

### XIV Resources

The University provides a range of academic and student support services to ensure student success. These offices can advise on learning strategies, point toward valuable services, and help troubleshoot technical problems as they arise.

#### A. Center for Academic Excellence

[The Center for Academic Excellence](#) provides advising for students in their first year for most departments, as well as tutoring services. The Center is located in PML 109, and it may be reached at 660-785-7403.

#### B. Counseling Services

[Counseling Services](#) are available on campus at McKinney Center or online. Appointments may be scheduled by calling (660) 785-4014 or contacting [ucs@cmfcares.com](mailto:ucs@cmfcares.com). An after-hours crisis line is also available at 660-665-5621.

#### C. IT Help Desk

The [IT Service Center](#) has combined the IT Call Center, Help Desk, and Telephone Services into a one-stop location to serve you. You will find the following services and more when you stop by PML 203 or call 660-785-4544. You may submit a customer support ticket at <https://otrs.truman.edu/otrs/customer.pl>.

#### D. Office of Student Access and Disability Services

To obtain disability-related academic accommodations, students with documented disabilities must contact the course instructor and the Office of Student Access and Disability Services (OSA) as soon as possible. Truman complies with ADA requirements. For additional information, refer to the Office of Student Access and Disability Services website at <http://disabilityservices.truman.edu/>.

You may also contact OSA by phone at (660) 785-4478 or email at [studentaccess@truman.edu](mailto:studentaccess@truman.edu).

#### E. Writing Center

I encourage you to use the University's [Writing Center](#) for your writing projects. It is not a proofreading service. The writing consultants will read your work and give you feedback, letting you know what is working well (and why) and what might not be working so well (and why). They can help you understand and better your writing craft. They can also do brainstorming if you're having a hard time getting started. And they have an online scheduler, so making an appointment is easy. The Writing Center is located in PML 107.

#### F. Additional Resources for Students

A list of additional resources is available at <https://www.truman.edu/majors-programs/graduate-studies/online-orientation/campus-resources/>.

Information on the Counseling program can be accessed via the {Department Website} or the University Catalog (<http://catalog.truman.edu>).

### XV Feedback

#### A. Student Survey of Instruction

You will be asked to complete a survey regarding my instruction in this course at the end of the term. The survey is anonymous, and I will not see the results until after grades have been completed. It is very important that I receive this feedback as it helps me to continuously improve this class. It also helps the University make decisions about our overall curriculum. Please be sure to participate in this survey opportunity.

#### B. Other Important Contacts

Various offices that provide services to online students are identified at <https://online.truman.edu/truman-online/student-services> or [online.truman.edu](https://online.truman.edu). Should you need to consult with administrators that oversee this department and course, here is the contact information for those individuals:

**Chair of Counseling:**

Dr. Karl Witt  
660.785.5400  
[karlwitt@truman.edu](mailto:karlwitt@truman.edu)

**Dean of School of Business**

Dr. Rashmi Prasad

Hopefully, your experience with this class is positive. When and if you feel a complaint about this or another course is required, however, the procedure for lodging a complaint can be found on the University's [Report a Complaint](#) page. Students taking an online course from outside the state of Missouri should follow the complaint procedure [offered here](#). **Students are always asked to address their complaint to the professor of the course first when possible, then take their concerns to the Chair if the matter cannot be resolved with the faculty member.**