

UNIVERSITY OF TEXAS AT TYLER

Course Information

Course Title: **Family Therapy**

Course Number/Section Number: **COUN 5313**

Course Format & Time: **Asynchronous Online**

Instructor Information

Instructor Name: Kirk Zinck, Ph.D., LMFT

Instructor Contact Information: kzinck@uttyler.edu

Instructor Office Hours: E-mail Dr. Zinck to schedule an on-line meeting. Please take into consideration that I am on Alaska Standard Time - three hours behind Central Standard Time. When you have a question please contact your discussion group and ask the question of them, before contacting me. My availability is limited (by intent) as I teach only one course. I check e-mail and the class website about three days per week; therefore, while I will respond as soon as I see an e-mail message, you should expect that a response to your messages may take up to 48 hours.

Course Catalog Description: Instruction in theoretical approaches and interventions in family therapy that are grounded in human/family systems theory. Course includes process and special aspects of family therapy.

Course Prerequisites: COUN 5312

Course Learning Objectives: Upon completing this course, students should be able to do the following:

1. Articulate a fundamental understanding of systems theory as applied in family therapy.
2. Describe family therapy: assessment, planning, intervention, and outcome evaluation.
3. Describe and contrast varied approaches to family counseling.
4. Describe individual and family developmental processes as related to the family lifecycle.
5. Describe how problems develop, are maintained, and are resolved within a family system.
6. Describe family as a distinct social and cultural system, embedded within and influenced by other social systems.

*Learning outcomes are assessed through written assignments, quizzes, discussion group participation, and other activity, as assigned.

Required Texts:

Goldenberg, I., Stanton, M., & Goldenberg, H. (2018). Family Therapy: An Overview. 9th Edition. ISBN-13: 978-1305092969 ISBN-10: 1305092961.

Patterson, J., [Lee Williams](#), L. [Grauf-Grounds](#), C., Charnow, L. (2018). Essential Skills in Family Therapy, Third Edition: From the First Interview to Termination ISBN-13: 978-1462533435 ISBN-10: 9781462533435

Becvar, D. S. & Becvar, R. J. (2017). *Systems Theory and Family Therapy: A Primer (3rd Ed.)*. Hamilton Books. Print ISBN: 9780761869818, 0761869816. e-text ISBN: 9780761869825, 0761869824 (Note: The second edition of this textbook is also acceptable).

Note: A student at UT-Tyler is not obligated to purchase a textbook from a university-affiliated bookstore. The text may be available from an independent retailer, including an online retailer.

2016 CACREP Standards Addressed:

- 2.F.1.i. Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling
- 2.F.5.b. A systems approach to conceptualizing clients
- 5.C.2.j. Cultural factors relevant to clinical mental health counseling
- 5.C.2.l. Legal and ethical considerations specific to clinical mental health counseling

Course Policies

Attendance Policy: Weekly on-line attendance is expected. Attendance is established by a student's participation in assigned activities and weekly discussion group activity. CACREP requires particular clock hour standards for each of these settings, and failure to meet them will result in a grade of no credit (NC). Students should be fully present, e.g., child care should be provided for young children, other electronic distractors should be turned off, family members should not be in the room, etc. In addition, federal policy states: "For purposes of financial aid and enrollment, a student will be considered to be in attendance in an online class when the individual 1) participates in online discussions 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.

Late Policy: All assignments are due according to the timeline established by the syllabus unless otherwise noted by the instructor. The number of points awarded will decrease by ten percent for each day that the assignment is late. Assignments will be accepted up to two days late. Late work is not accepted beyond two days after a due date. Please note that quizzes may only be attempted one time.

Diversity Statement: Case studies and other examples inherent in this course will approach counseling from a cultural perspective. This course examines many sensitive areas. Because our student population is very diverse, sensitivity to gender/race/age/ethnicity/ability/sexuality is expected and disrespectful language and/or behavior will not be tolerated.

Communication Policy: University policy requires that all e-mail correspondence between students and instructor be done via the Patriot account. Check your Patriot E-Mail frequently. Announcements pertaining to class or departmental business will be sent to the student's Patriot account. In accord with

university policy your instructor will respond only to student correspondence sent via Patriot E-mail. Please do not contact the instructor via the Canvas messaging system. My email address is kzinck@uttyler.edu. **Note;** make sure that you ***do not*** send emails to kzinck@patriots.uttyler.edu, as I will not receive these messages.

Technical Assistance:

Educational Technology/Canvas: Office of digital learning digitallearning@uttyler.edu 903-566-6200.
Campus Computing Services: itsupport@uttyler.edu 903-565-5555

Informed Consent Statement: Faculty members are dedicated to the educational, personal, and professional growth and development of our students. Faculty 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. 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 information regarding this course:

- 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 *ACA 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.

Course Assignments

Requirements/Grading

Quizzes	10%
Discussion Group Participation	10%
Genogram Assignment	20%
Reflection #1 Family Lifecycle	15%
Reflection #2 Systems Theory & Family Therapy	15%
Final Paper	30%
Extra Credit for Early Submission of Final Paper	5%

Grading is on the following scale: 100%-90% = A; 89%-80% = B; 79%-70% = C; 69% or less = F.

Access Information for Assigned Videos, Articles, and Presentations:

Assigned in Week 1 (August 22-27)

Article

Family Systems Theory: Basic Concepts/propositions

<https://family.jrank.org/pages/597/Family-Systems-Theory-Basic-Concepts-Propositions.html>

Assigned in Week 2 (August 28-September 3)

Video

Diversity and Family Counseling. Rachelle Chaykin.

<https://www.youtube.com/watch?v=U8KsTEXAEPM>

Assigned in Week 3 (September 4 - 10)

Article

“Virtue, Ethics, and Legality in Family Practice”. Retrieve this article from:

www.slideshare.net/ayeshayaqoob102/virtue-ethics-and-legality-in-family-practice

Video “*Family Secrets: Implications for Theory and Therapy*” Available as streaming video through the Robert R. Muntz Library. See directions on page 10.

Assigned in Week 4 (September 11 - 17)

Articles

Phaneuf, M. (2014) The genogram, a means of enriching the interview: Principles (Part I)

Phaneuf, M. (2014) The genogram, a means of enriching the interview: Creation (Part II)

To access these two articles: 1. Go to: www.infiresources.com. 2. Choose Site Map. 3. Click on Mental Health and Communication. 4. Scroll to Article Titles.

Video

Creating a Genogram. Monica McGoldrick, MSW, Ph.D. and Sueli Petry, Ph.D.

To access this video, go to <https://www.youtube.com/watch?v=vT-OKSyqY60>

Assigned in Week 5 (September 18 - 24)

Videos

Unfolding the Laundry: Session 1 (15 min) <https://www.youtube.com/watch?v=leIVxF-kpos>
Unfolding the Laundry: Ssn 2 (77 min) https://www.youtube.com/watch?v=9DXghgwr_DI&t=3s

Assigned in Week 6 (September 25 - October 1)

Video

Discussion and Processing. Structural Family Therapy. Salvador Minuchin.

Unfolding the Laundry: Session 3 (50 Min) <https://www.youtube.com/watch?v=cJ5H-ZWix2M>

Assigned in Week 7 (October 2 - 8)

Video

"I'd Hear Laughter": Finding Solutions for the Family. Insoo Kim Berg, MSSW (Part 1)

Available as streaming video through the Robert R. Muntz Library. See directions at the bottom of this page.

Assigned in Week 8 (October 9 - 15)

Article

Sprenkle, D. H., & Blow, A. J. (2004a). Common factors and our sacred models. *Journal of Marital and Family Therapy*, 30(2), 113– 129. <https://doi.org/10.1111/j.17520606.2004.tb01228.x>

Video

"I'd Hear Laughter": Finding Solutions for the Family. Insoo Kim Berg, MSSW Part 2 (approx. 50 min) Available as streaming video through the Robert R. Muntz Library. See directions at the bottom of this page.

Assigned in Week 9 (October 16 - 22)

Video

McGoldrick, M. *The Legacy of Unresolved Loss: A Family Systems Approach*. Therapy on Video. (first half)

Assigned in Weeks 10 & 11 (October 23 - November 5)

Video

McGoldrick, M. *The Legacy of Unresolved Loss: A Family Systems Approach*. Therapy on Video. (second half)

Weeks 12 – 15 (November 6 - December 3) -- No Web or Library Assignments.

To access videos in the Robert R Muntz Library

- Open the Library website.
- Go to “Advanced Search”.
- Click on “Databases by Title”.
- Scroll to “Counseling and Therapy in Video”. Click on this title.
- The “Alexander Street” Webpage will open.
- Enter the title of the Video in the Search box at the top left side of the page.

Tentative Course Schedule

Week	Topic, Assignments, and Readings	CACREP Standard
<p>Week 1 August 22 - 27</p>	<p>Module 1, Part 1. FUNDAMENTALS OF FAMILY THERAPY</p> <p>Access the Course Website, through Canvas.</p> <ul style="list-style-type: none"> • Read the Syllabus and Instructor Introduction. • Read the supplemental packet that describes Activities and Assignments. • Log into your Discussion Group on Canvas. Post an introduction of yourself. Respond to two or more introductions by other D. Group members. <p>Learning Activities</p> <p>Reading</p> <ul style="list-style-type: none"> • “<i>Family Therapy: An Overview</i>”. Chapters 1 - 2 • <i>Family Systems Theory: Basic Concepts/propositions</i> https://family.jrank.org/pages/597/Family-Systems-Theory-Basic-Concepts-Propositions.html <p>Quiz</p> <ul style="list-style-type: none"> • Chapters 1-2 in “<i>Family Therapy: An Overview</i>” Quiz opens on Thursday, August 25 ; it <u>closes</u> on Tuesday, August 30. • Discussion Group Participation <p><u>Reflection Paper Assignment</u> Family Lifecycle Reflection. Due by Sunday, September 4. See assignment instructions in Module 1: Part 1. Canvas site for COUN 5313</p>	<p>2.F.5.b.</p>
<p>Week 2 August 28 - September 3</p>	<p>Module 1, Part 2. FUNDAMENTALS OF FAMILY THERAPY</p> <p>Reading</p> <ul style="list-style-type: none"> • “<i>Family Therapy: An Overview</i>”. Chapters 3 - 4 <p>Video Assignment</p> <ul style="list-style-type: none"> • Diversity and Family Counseling. Rachele Chaykin. Retrieve from: https://www.youtube.com/watch?v=U8KsTEXAEPM (46 min) <p>Quiz</p> <ul style="list-style-type: none"> • Chapters 3-4 “in Family Therapy: An Overview” Quiz opens on Thursday, September 1; it <u>closes</u> on Tuesday, September 6. <p>Discussion Group Participation</p> <p><u>Reminder:</u> Family Lifecycle Reflection. Due by Sunday, September 4.</p>	<p>2.F.1.i. 5.C.2.i. 5.C.2.j. 2.F.5.b.</p>
<p>Week 3</p>	<p>Module 2. HISTORY AND ETHICS OF FAMILY THERAPY</p>	<p>2.F.1.i.</p>

<p>September 4 - 10</p>	<p>Reading Assignment</p> <ul style="list-style-type: none"> • “<i>Family Therapy: An Overview</i>”. Chapters 5 - 6. • “Virtue, Ethics, and Legality in Family Practice” Retrieve from: www.slideshare.net/ayeshayaqoob102/virtue-ethics-and-legality-in-family-practice <p>Video Assignment</p> <p>“<i>Family Secrets: Implications for Theory and Therapy</i>” Access: Robert R. Muntz Library – see directions in Addendum.</p> <p>Quiz</p> <ul style="list-style-type: none"> • Chapters 5-6 in “Family Therapy: An Overview” Quiz opens on Thursday, September 8 ; it <u>closes</u> on Tuesday, September 13. <p>Discussion Group Participation</p>	<p>5.C.2.i. 2.F.5.b.</p>
<p>Week 4 September 11 - 17</p>	<p>Module 3, Part 1. APPROACHES TO FAMILY THERAPY</p> <p>Reading Assignment</p> <ul style="list-style-type: none"> • “<i>Family Therapy: An Overview</i>”. Chapters 7-8 • Phaneuf, M. (2014) The genogram, a means of enriching the interview: Principles (Part I) * • Phaneuf, M. (2014) The genogram, a means of enriching the interview: Creation (Part II) * <p>*Go to: www.infressources.com. Choose <u>Site Map</u>. Go to <u>Mental Health and Communication</u>. Scroll to article titles.</p> <p>Video Assignment</p> <ul style="list-style-type: none"> • <i>Creating a Genogram</i> M. McGoldrick, MSW, Ph.D. and S. Petry, Ph.D. https://www.youtube.com/watch?v=vT-OKSyqY60 (65 min) <p>Quiz</p> <ul style="list-style-type: none"> • Chapters 7-8 in “Family Therapy: An Overview” Quiz opens on Thursday September 15; It <u>closes</u> on Tuesday, September 20 <p>Discussion Group Participation</p> <p><u>Genogram Project Assignment</u> <i>Begin Family Genogram. Due by Sunday, October 2.</i> See Instructions in Module 3: Part 1 on the Canvas site for COUN 5313</p>	<p>2.F.5.ary b.</p>
<p>Week 5 September 18 – 24</p>	<p>Module 3, Part 2. APPROACHES TO FAMILY THERAPY</p> <p>Reading Assignment</p> <ul style="list-style-type: none"> • <i>Family Therapy: An Overview</i>”. Chapters 9-10 <p>Video Assignment</p>	<p>2.F.5.b.</p>

	<p>Demonstration. Structural Family Therapy. Salvador Minuchin.</p> <ul style="list-style-type: none"> • <i>Unfolding the Laundry: Session 1</i> (15 min) Retrieve from https://www.youtube.com/watch?v=leIVxF-kpos • <i>Unfolding the Laundry: Session 2</i> (77 min) Retrieve from https://www.youtube.com/watch?v=9DXghgwr_DI&t=3s <p>Quiz</p> <ul style="list-style-type: none"> • Chapters 9-10 in “Family Therapy: An Overview” Quiz opens on Thursday, September 22; It <u>closes</u> on Tuesday, September 27. <p>Discussion Group Participation</p> <p><u>Reminder:</u> <i>Family Genogram. Due by Sunday, October 2.</i></p>	2.F.5.b.
<p>Week 6 September 25- October 1</p>	<p>Module 3, Part 3. APPROACHES TO FAMILY THERAPY</p> <p>Reading Assignment “<i>Family Therapy: An Overview</i>” Chapters 11 - 12</p> <p>Video Assignment</p> <ul style="list-style-type: none"> • Discussion and Processing. Structural Family Therapy. Salvador Minuchin. <i>Unfolding the Laundry: Session 3</i> (50 Min) Retrieve from https://www.youtube.com/watch?v=cJ5H-ZWix2M <p>Quiz</p> <ul style="list-style-type: none"> • Chapters 11-12 in “Family Therapy: An Overview” Quiz opens Thursday, September 29; It <u>closes</u> on Tuesday, October 4. <p>Discussion Group Participation</p> <p><u>Reminder:</u> <i>Family Genogram. Due by Sunday, October 2.</i></p>	2.F.5.b.
<p>Week 7 October 2 – 8</p>	<p>Module 3, Part 4. APPROACHES TO FAMILY THERAPY</p> <p>Reading Assignment</p> <ul style="list-style-type: none"> • “<i>Family Therapy: An Overview</i>” Chapters 13-14 <p>Video Assignment</p> <ul style="list-style-type: none"> • “<i>I’d Hear Laughter</i>”: <i>Finding Solutions for the Family.</i> Insoo Kim Berg, MSSW Part 1 (approx. 50 min) Retrieve from: the Robert R. Muntz Library – see directions in the Addendum <p>Quiz</p> <ul style="list-style-type: none"> • Quiz on Chapters 13-14 Quiz opens on Thursday, October 6; It <u>closes</u> on Tuesday, October 11. <p>Discussion Group Participation</p>	2.F.5.b.

<p>Week 8 October 9 - 17</p>	<p>Module 3: Part 5. APPROACHES TO FAMILY THERAPY</p> <p>Reading Assignment</p> <ul style="list-style-type: none"> • “<i>Family Therapy: An Overview</i>” Chapters 15-18 • Sprenkle, D. H., & Blow, A. J. (2004a). Common factors and our sacred models. Retrieve from <i>Journal of Marital and Family Therapy</i>, 30(2), 123-129. https://doi.org/10.1111/j.1752-0606.2004.tb01228.x <p>Video Assignment</p> <ul style="list-style-type: none"> • “<i>I'd Hear Laughter</i>”: <i>Finding Solutions for the Family</i>. Insoo Kim Berg, <i>MSSW Part 2 (approx. 50 min)</i> Retrieve from Robert R. Muntz Library. <p>Quiz</p> <ul style="list-style-type: none"> • Quiz on Chapters 15-17 Quiz opens on <p>Quiz opens on Thursday, October 13. It closes on Tuesday, October 20.</p> <p>Discussion Group Participation</p> <p>Distribution: Final Assignment/Paper for Coun 5313</p> <ul style="list-style-type: none"> • “<u>A Therapeutic Response</u>”. A Comprehensive Paper. Due by December 7 Instructions - Module 3: Part 5 on CANVAS site for COUN 5313. 	<p>2.F.5.b.</p>
<p>Week 9 October 18 - 22</p>	<p>Module 4, Part 1. SYSTEMS THEORY AND FAMILY THERAPY</p> <p>Reading Assignment</p> <ul style="list-style-type: none"> • <i>Systems Theory and Family Therapy</i>” Chapters 1-5. <p>Video Assignment</p> <ul style="list-style-type: none"> • McGoldrick, M. <i>The Legacy of Unresolved Loss: A Family Systems Approach</i>. Therapy on Video. (90 min) Retrieve from: Robert R. Muntz Library – see directions in Addendum. Suggestion: Split viewing into 45-minute segments. View first half, this week. <p>Discussion Group Participation</p> <p><u>Reflection Paper Assignment</u> “<i>Systems Theory & Family Therapy</i>”. Due by Sunday, October 30. See Instructions in Module 4: Part 1 on CANVAS site for COUN 5313</p>	<p>2.F.5.b.</p>
<p>Week 10 October 23 - 29</p>	<p>Module 4: Part 2. SYSTEMS THEORY AND FAMILY THERAPY</p> <p>Reading Assignment</p> <ul style="list-style-type: none"> • “<i>Systems Theory and Family Therapy</i>” Chapters 6-10. 	<p>2.F.5.b.</p>

	<p>Video Assignment</p> <ul style="list-style-type: none"> McGoldrick, M. <i>The Legacy of Unresolved Loss: A Family Systems Approach</i>. ---- Continued from week 10 <p>Discussion Group Participation</p> <p><u>Reflection Paper dReminder</u> <i>“Systems Theory & Family Therapy”</i>. Due by Sunday, October 30.</p>	
<p>Week 11 October 30- November 5</p>	<p>Module 5: Part 1. ESSENTIAL SKILLS IN FAMILY THERAPY</p> <p>Reading Assignment</p> <ul style="list-style-type: none"> <i>Essential Skills in Family Therapy” Chapters 1-4</i> <p>Discussion Group Participation</p> <p><u>Final Paper Reminder</u> <i>“A Therapeutic Response”</i>. Due by Wednesday, December 7.</p>	2.F.5.b.
<p>Week 12 November 6 - 12</p>	<p>Module 5: Part 2. ESSENTIAL SKILLS IN FAMILY THERAPY</p> <p>Reading Assignment</p> <ul style="list-style-type: none"> <i>Essential Skills in Family Therapy” Chapters 5-8</i> <p>Discussion Group Participation</p> <p><u>Final Paper Reminder</u> <i>“A Therapeutic Response”</i>. Due by Wednesday, December 7.</p>	2.F.5.b.
<p>Week 13 November 13 - 19</p>	<p>Module 5: Part 4. ESSENTIAL SKILLS IN FAMILY THERAPY</p> <p>Reading Assignment</p> <ul style="list-style-type: none"> <i>Essential Skills in Family Therapy” Chapters 9-11.</i> <p>Discussion Group Participation</p> <p><u>Final Paper Reminder</u> <i>“A Therapeutic Response”</i>. Due by Wednesday, December 7. For 5% extra credit on this final assignment, submit your paper by Wed. November 30</p>	
<p>Thanksgiving November 20 - 26</p>	<p>Holiday Break</p>	
<p>Week 14 November 27- December 3</p>	<p>Module 5: Part 4. ESSENTIAL SKILLS IN FAMILY THERAPY</p> <p>Reading Assignment</p> <ul style="list-style-type: none"> <i>Essential Skills in Family Therapy” Chapters 12-13.</i> <p>Discussion Group Participation</p> <p><u>Final Paper Reminder</u> <i>“A Therapeutic Response”</i>. Due by Wednesday, December 7.</p>	

	For 5% extra credit on this final assignment, submit your paper by Wednesday, November 30.	
Week 15 December 4 -10	Final Paper: “A Therapeutic Response”. Due by Wednesday, December 7. Late papers: Grade deduction -10% per day. No papers will be accepted after December 10.	2.F.5.b.

Program and Departmental Policies

Clinical Mental Health Counseling Program Mission Statement:

The mission of the CACREP-Accredited Master of Arts in Clinical Mental Health Counseling (CMHC) program at the University of Texas at Tyler (UTT) is to prepare ethical and competent professional counselors. The CMHC program places a strong emphasis on preparing future counselors to work with a diverse range of client populations. Faculty members collectively aim to provide a rigorous learning environment and supportive atmosphere encouraging personal and professional development to a diverse student body. Throughout their time in the CMHC program, students are supported in developing a deep sense of self-awareness and a strong professional counselor identity integrating mental health, research, service, and advocacy. Upon successful completion of the program, students are eligible for counselor licensure in Texas and are able pursue impactful mental health careers within the community.

UT Tyler Department of Psychology and Counseling Student Code of Conduct:

<https://www.uttyler.edu/psychology/policies.php>

UT Tyler Clinical Mental Health Counseling Student Handbook:

<https://www.uttyler.edu/psychology/graduate/clinical-mental-health-counseling/>

University Policies

UT Tyler Honor Code

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

Students Rights and Responsibilities

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link:

<http://www.uttyler.edu/wellness/rightsresponsibilities.php>

Campus Carry

Students 21 and over who are duly licensed, have the right to carry concealed weapons in classrooms. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>

UT Tyler a Tobacco-Free University

No forms of tobacco will be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors.

Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products.

There are several cessation programs available to students looking to quit smoking, including counseling, quit lines, and group support. For more information on cessation programs please visit www.uttyler.edu/tobacco-free.

Grade Replacement/Forgiveness and Census Date Policies

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions of which students need to be aware. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

State-Mandated Course Drop Policy

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability/Accessibility Services

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Texas at Tyler offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit

<https://hood.accessiblelearning.com/UTTyler> and fill out the New Student application. The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director of Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <http://www.uttyler.edu/disabilityservices>, the SAR office located in the University Center, # 3150 or call 903.566.7079.

Student Absence due to Religious Observance

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

Student Standards of Academic Conduct

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

- i. "Cheating" includes, but is not limited to:
 - o copying from another student's test paper;
 - o using, during a test, materials not authorized by the person giving the test;
 - o failure to comply with instructions given by the person administering the test;
 - o possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes". The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
 - o using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;

- collaborating with or seeking aid from another student during a test or other assignment without authority;
 - discussing the contents of an examination with another student who will take the examination;
 - divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
 - substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
 - paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
 - falsifying research data, laboratory reports, and/or other academic work offered for credit;
 - taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
 - misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.
- ii. “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.
- iii. “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.
- iv. All written work that is submitted will be subject to review by plagiarism software.

UT Tyler Resources for Students

- [UT Tyler Writing Center](http://writingcenter@uttyler.edu) (903.565.5995), writingcenter@uttyler.edu
- [UT Tyler Tutoring Center](mailto:tutoring@uttyler.edu) (903.565.5964), tutoring@uttyler.edu
- The Mathematics Learning Center, RBN 4021, this is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- [UT Tyler Counseling Center](http://www.uttyler.edu/counseling) (903.566.7254)