

University of Texas at Tyler
Department of Psychology and Counseling

PSYC 5345.069: Group Counseling and Therapy

Fall 2022 Online

3 Credit Hours

Instructor: Sarah Tucker, PhD, LPC, NCC, RPT

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Online Office Hours: By appointment only. Please e-mail to schedule a meeting

Virtual Office and Classroom: <https://uttyler.zoom.us/j/86972160944?pwd=eGNwSm1MZZhaNTZlZ3A0SzFjMXRyZz09>

Virtual Course Meeting Times/Dates:

- Our synchronous course component will be held **Tuesdays, 6pm-9pm CST** on the following dates:
 - **9/13**
 - **10/4**
 - **10/25**
 - **11/15**

Content Area

Course Catalog Description

An introduction to social and interpersonal influences on behavior, group dynamics, developmental stages of a group, and an overview of theoretical approaches to group counseling. Emphasis is on developing group leadership skills. Includes a 10-hour group experience.

Rationale

Group counseling is generally considered an effective, efficient modality of treatment and is preferred to individual counseling in many settings. While there is some overlap in the skill sets between individual and group modalities, there are also some pronounced differences. This course allows students to explore the group experience as both a leader and participant while exposing them to the fundamentals of effective group counseling and applicability for client populations.

Required Texts:

- ***Groups: Process and Practice (10th ed)***

Citation: Corey, C. (2015). *Groups: Process & Practice* (10th ed). Belmont, CA: Brooks/Cole-Thomson Learning

- ***The theory and practice of group psychotherapy (6th ed.)***

Citation: Yalom, I.D. & Leszcz, M. (2020). *The theory and practice of group psychotherapy* (6th ed.). New York: Basic Books

**Additional readings may be recommended/required throughout the semester in response to students' needs or requests.*

***Note: A student at UT-Tyler 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.*

Proficiencies for Counselors

Proficiencies that counselors-in-training must master are derived from two sources: the State of Texas, including the Texas Administrative Code (TAC) and Texas Education Code (TEC), and the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). Applicable portions for this course include:

- TAC, Title 22, §681.83 *Professional Counselors – Academic Requirements for Licensure – Academic Course Content*
 - (a) An applicant must complete at least one course in each of the following areas:
 - (5) counseling methods or techniques – the methods or techniques used to provide counseling treatment intervention including:

(B) the theory and types of groups, including dynamics and the methods of practice with groups;

- TAC, Title 19, §239.15 *Standards Required for the School Counselor Certificate*

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

- (3) counsel individuals and small groups using appropriate counseling theories and techniques in response to students' needs;
- (6) demonstrate proficiency in teaching small and large groups by actively engaging students in the learning process;

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

- (2) use knowledge of group dynamics and productive group interaction

- *CACREP Common Core Standards II.G.*

2. SOCIAL AND CULTURAL DIVERSITY—studies that provide an understanding of the cultural context of relationships, issues, and trends in a multicultural society, including all of the following:

- b. attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students' understanding of self and culturally diverse clients;

5. HELPING RELATIONSHIPS—studies that provide an understanding of the counseling process in a multicultural society, including all of the following:

- b. counselor characteristics and behaviors that influence helping processes;
- c. essential interviewing and counseling skills;

6. GROUP WORK—studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society, including all of the following:

- a. principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work;
- b. group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles;
- c. theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature;
- d. group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness; and
- e. direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term.

- *CACREP Clinical Mental Health Counseling Standards*

1. Understands a variety of models and theories related to clinical mental health counseling, including the methods, models, and principles of clinical supervision. (III.A.5)

2. Describes the principles of mental health, including prevention, intervention, consultation, education, and advocacy, as well as the operation of programs and networks that promote mental health in a multicultural society. (III.C.1)

3. Knows the models, methods, and principles of program development and service delivery (e.g., support groups, peer facilitation training, parent education, self-help). (III.C.3)

4. Understands the range of mental health service delivery – such as inpatient, outpatient, partial treatment and aftercare – and the clinical mental health counseling services network (III.C.5)

5. Understands current literature that outlines theories, approaches, strategies, and techniques shown to be effective when working with specific populations of clients with mental and emotional disorders. (III.E.3)

6. Knows evidence-based treatments and basic strategies for evaluating counseling outcomes in clinical mental health counseling. (III.I.3)

PSYCH 5345: Group Counseling and Therapy

- *CACREP School Counseling Standards*
 1. Knows the theories and processes of effective counseling and wellness programs for individual students and groups of students. (III.C.1)
 2. Understands group dynamics—including counseling, psycho-educational, task, and peer helping groups—and the facilitation of teams to enable students to overcome barriers and impediments to learning. (III.C.5)
 3. Knows basic strategies for evaluating counseling outcomes in school counseling (e.g., behavioral observation, program evaluation). (III.I.3)
 4. Understands the outcome research data and best practices identified in the school counseling research literature. (III.I.5)

Student Learning Outcomes & Assessments

The student learning outcomes from this course are as follows:

Clinical Mental Health Counseling

6.0 Group Counseling Skills: Students will demonstrate an understanding of both theoretical and experiential aspects of group purpose, development, dynamics, theories, methods and skills, and other group approaches in a multicultural society, including principles of group dynamics, group process components, group leadership or facilitation styles and approaches, and theories and methods of group counseling.

School Counseling: Domain II – Planning and Implementing the Developmental School Counseling Program

5.0 Counseling Skills: School Counseling students will demonstrate knowledge, understanding and competence in fundamental and advanced counseling skills.

Resources

- **Association for Specialists in Group Work (ASGW)** – www.asgw.org
- **American Counseling Association Code of Ethics** – <http://www.counseling.org/knowledge-center/ethics/code-of-ethics-resources>
- American Psychological Association. (2020). *Publication manual of the American Psychological Association (7th ed.)*. Washington, DC: Author. ISBN-13: 978-1433832178

Methods of Instruction

Teaching Strategies

This course will be conducted completely online. There are 4 (FOUR) mandatory online synchronous meetings with your group facilitator. The course format reflects the diverse and dynamic natures of group work and personal learning styles. Information about group work will be delivered through lectures and didactic video presentations, online group discussions, and structured experiential activities.

Related field experience

This experiential class requires participation in a counseling group. You will serve as both group members and group facilitators in the group experience. Group participation aligns with “best practices” of the Association for Specialists in Group Work and it meets CACREP standards.

Supplies

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

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

Canvas (<https://www.utt Tyler.edu/canvas/>)

Canvas will serve as the overall structure and launching pad for all our activities in this course. In Canvas, you will find announcements, assignments, course schedule, discussion boards, and rubrics.

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 that counselors 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 therapist.
- 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 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

Attendance Policy

Students are expected to attend class by checking in online at least once a week to listen to lectures and participate in class assignments. Students are also expected to participate to the synchronous meetings on Zoom at the assigned dates mentioned in the course calendar. **Students are required to attend all synchronous meetings.** Due to the abbreviated nature of our live meetings, one absence from a live class will result in a full letter grade reduction AND a remedial assignment, and two absences will result in a failing grade for this course. Students who arrive to a live class more than 20 minutes late or leave more than 20 minutes early will not receive attendance credit for the class.

Use of Technology

This is an online synchronous course. As such, the following are requirements for this course:

- You will need to secure a quiet and private place for you to attend class. It is not appropriate for others to be present in the room in which you are attending class from.
- You must have your video running throughout class, unless directed otherwise by the professor
- You will need to consistently secure a strong enough internet connection to support both audio and video options on zoom.
- All students taking this course should have access to a computer with an internet connection that can support the use of Canvas. If you are having trouble logging onto Canvas or uploading assignments please contact the Canvas **helpdesk at (903)566-7439** or email them at **itsupport@patriots.utt Tyler.edu**. You can also receive help by using the **Help tab located on the left side of your Canvas screen, using the Canvas guides, or contacting Canvas help at (844)214-6949.**
- If you are having technical difficulties please alert the professor as soon as possible. Assignments will be accepted through email **only** if there are difficulties with Canvas.
- Whether in writing or in person, derogatory or prejudiced remarks may be considered in violation of professional ethics and discussion that contains such comments will be addressed by the instructor.

PSYCH 5345: Group Counseling and Therapy

- Please refrain from sending junk mail, forwards, or advertisements to the class via Canvas.

Patriot E-mail

University policy requires that all e-mail correspondence between students and instructor be done via the **Patriot account ONLY**. 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.

Diversity Statement

Students are expected to be sensitive to individual and multicultural differences and to treat one another with respect during their experience in this course. Sensitivity to gender/race/ethnicity/ability/sexuality is expected and disrespectful language and/or behavior will not be tolerated. The American Counseling Association has explicit policies, standards, and ethical guidelines regarding diversity issues. In this class, you will be expected to reflect the standards and ethics of the counseling profession, especially in the area of diversity. Any use of written or verbal language should be consistent with the respect and tolerance that are the cornerstone of the counseling profession and should reflect the ACA Human Rights Committee's 1987 statement on tolerance, which states: In order to guarantee that each individual is free to pursue his/her potential, each member of ACA is charged to (a) engage in ongoing examination of his/her own attitudes, feelings, stereotypic views, perceptions and behaviors that might have prejudicial or limiting impact on others; (b) contribute to an increased sensitivity on the part of other individuals, groups or institutions to the barriers to opportunity imposed by discrimination; (c) advocate equal rights for all individuals through concerted personal, professional, and political activity.

Course Feedback and Evaluation

Your constructive assessment of this course plays an indispensable role in shaping education at University of Texas at Tyler. Upon completing the course, please take time to fill out the online course evaluation.

Student Performance Evaluation Criteria & Procedure

1. **Class and Group Participation (10%)** This class has 4 synchronous meeting components via Zoom. Class and group participation includes arriving to live classes on time, coming prepared, and maintaining an active participation in discussions and groups.
Note: The above percentage is for participation only. You are expected to attend all synchronous classes. Due to the abbreviated nature of our live meetings, one absence from a live class will result in a full letter grade reduction AND a remedial assignment, and two absences will result in a failing grade for this course. Students who arrive to a live class more than 20 minutes late or leave more than 20 minutes early will not receive attendance credit for the class.
2. **Discussion Prompts (15%)** On weeks designated in the syllabus, there will be 1 discussion prompt posted to Canvas (5 total). The prompt will be visible to students by Monday at 8am CST of designated week. Students must make 1 original post AND 2 response posts in order to receive credit for that week's discussion. Students will have until Friday 11pm CST to post their own original post, and until Sunday at 11pm CST to complete their response posts.

Students are free to respond to the discussion prompts using a video post or through written format. Students can use varied formats for responses each week.

Written posts: In order to foster graduate level discussions, the original written post minimum is set at 250. Responses to discussion posts should be about 50 words. Responses of "Good job!", "I agree", "Thanks!", etc. are welcome but do not count towards the 50 word minimum.

Video posts: Alternatively, students may fulfill both original and responses discussion requirements at once by recording a small group discussion (3-4 total peers) with other peers in their course section. Each student must discuss their own responses as well as engage with one another's responses. In order to receive credit, each student should post the group discussion video link to his or her own separate discussion post.

PSYCH 5345: Group Counseling and Therapy

- 3. Reading Quizzes (20%)** On asynchronous weeks, students will complete weekly multiple-choice quizzes based on the course content from the week (11 total; all readings and lectures may be included). Students will be given two opportunities to complete the quiz. The final quiz attempt will be the grade recorded. At the end of the semester, the students lowest quiz grade will be dropped.
- 4. Counseling Group Observations (10% each = 20% total)** During the semester, students will watch 2 group demonstrations to enhance their understanding of the group process as it unfolds. For each video, students will be asked to complete a reflection to integrate their observations in the video with course learning. Video links will be provided separately throughout the semester to allow time for students to integrate new learning into their reflections. Video 1 will be released Week 2 and Video 2 will be released Week 8. Instructions for reflections will be provided on CANVAS with each video release.
- 5. Group Co-Leadership and Reflection (15%)** Each student will have the opportunity to practice group facilitation skills by co-leading a psycho-educational group with their peers during the course. Co-leaders will be in charge of developing and facilitating group based on an assigned topic to engage in discussion of the course content. This is NOT a presentation-based format, rather, a psychoeducational group process format, which will be reviewed in the 1st live class meeting. Students will lead group one time, for 50 minutes, during the 2nd, 3rd, and 4th live class meetings. Co-leaders and topic assignments will be determined during our 1st live class meeting. Students will complete a brief written reflection of their co-leadership experience.
- 6. Group Proposal (Capstone project) (25%)** Students will develop a written proposal for the development, facilitation, and evaluation of a group. Choose a setting and population that is relevant to your professional area of interest. The instructor will schedule individual meetings with each student to support in the development of the proposal. See Group Proposal Instructions on CANVAS for further details.

Evaluation/Grading

The due dates for all assignment are listed on Canvas and **must be completed by the date and time listed**. You should plan to work on your assignments around your life and submit them earlier in the week if need be. All assignments coming in any time after their due date/time will be reduced by 10% per day they are late. **NO** assignment will be accepted if submitted more than one week past the due date.

A grade of I (incomplete) is assigned at the discretion of the instructor, when illness, death in the immediate family, or other unusual and unforeseeable circumstances not encountered by the other students in the class prevent completion of the course requirements by the end of the semester (per UT Tyler Graduate School Guidelines). Under these circumstances, a grade of I may be assigned when all of the following conditions are met: (a) the student has been making satisfactory progress in the course; (b) the student is unable to complete all course work or final exam due to unusual circumstances that are beyond personal control and are acceptable to the instructor; and (c) the student presents these reasons prior to the time that the final grade roster is due. The semester credit hours for an Incomplete will not be used to calculate the grade point average for a student.

10%	Class and Group Participation
15%	Discussion Prompts
15%	Reading Quizzes
20%	Counseling Group Observations
15%	Group Co-Leadership
25%	Group Proposal (Capstone project)

Final Grade:

A = 100-90% ; B = 89 – 80% ; C = 79 –70% ; D = 69 – 60% ; F = 59-0%

*A grade of "C" or lower will require that you retake the course.

Final grades will be available on or after the date designated by the University. Please do not send grade inquiries to the professor before this date. Any assignments or exams kept by the instructor will be retained until the last day of classes in the following semester, after which they will be shredded.

Professionalism. The counseling program at UT Tyler lead directly to certification, licensure, and professional practice in the field of counseling. All students are required to know and adhere to their respective professional association (i.e., ACA Code of Ethics, 2014). Ethical violations may result in failure of the course and possibly dismissal from the program.

Tentative Course Schedule

***This syllabus is a guide and outline for the progression of the class. Changes may be made for due dates, assignments, and other items. All changes are the prerogative of the instructor.**

Week	Start Date	Topic	Readings	Assignments
1	8/22	Introduction to Groups	<ul style="list-style-type: none"> • syllabus • chapter 1 Corey • chapter 1 Yalom & Leszcz 	<ul style="list-style-type: none"> • quiz 1 • discussion Post 1
2	8/29	Becoming a Group Leader	<ul style="list-style-type: none"> • chapter 2 Corey • chapters 5-7 Yalom & Leszcz 	<ul style="list-style-type: none"> • quiz 2
3	9/5	Ethical/Legal and Cultural Considerations in Group Work	<ul style="list-style-type: none"> • chapter 3 Corey • week 3 Supplemental Materials on Canvas 	<ul style="list-style-type: none"> • quiz 3 • discussion Post 2
4	9/12	<p>First Synchronous Class Meeting Week 1-3 Content Discussions Telehealth Considerations</p> <p>Assignment: Group Proposal Idea Due Sunday, 9/28</p>		
5	9/19	Group Cohesion	<ul style="list-style-type: none"> • chapters 2 & 3 Yalom & Leszcz 	<ul style="list-style-type: none"> • quiz 4 • counseling Group Observation 1 Due Sunday, 10/25
6	9/26	Forming a Group	<ul style="list-style-type: none"> • chapter 5 Corey • chapter 9 Yalom & Leszcz 	<ul style="list-style-type: none"> • quiz 5 • discussion Post 3
7	10/3	<p>Second Synchronous Class Meeting (Group Co-Leadership) Group Cohesion Forming a Group</p>		

PSYCH 5345: Group Counseling and Therapy

8	10/10	Initial Stage of a Group	<ul style="list-style-type: none"> • Chapter 6 Corey • Chapter 10 Yalom & Leszcz 	<ul style="list-style-type: none"> • Quiz 6
9	10/17	Transition Stage of a Group	<ul style="list-style-type: none"> • Chapter 7 Corey 	<ul style="list-style-type: none"> • Quiz 7 • Discussion Post 4
10	10/24	Third Synchronous Class Meeting (Group Co-Leadership) Initial Stage Transition Stage		
11	10/31	Working Stage of a Group	<ul style="list-style-type: none"> • Chapter 8 Corey 	<ul style="list-style-type: none"> • Quiz 8 • Counseling Group Observation 2 Due Sunday, 10/30
12	11/7	Final Stage of a Group	<ul style="list-style-type: none"> • Chapter 9 Corey • "Termination" section in Yalom & Leszcz Chapter 11 (p 465) 	<ul style="list-style-type: none"> • Quiz 9 • Discussion Post 5
13	11/14	Final Synchronous Class Meeting (Group Co-Leadership) Working Stage Final Stage		
14	11/21	Fall Break		
15	11/28	Group in Schools/Group in Community Settings	<ul style="list-style-type: none"> • Chapter 10-11 Corey 	<ul style="list-style-type: none"> • Quiz 10 • Final Group Proposal Due Sunday, 12/4
16	12/5	Group Theories and Techniques/Record Keeping in Group	<ul style="list-style-type: none"> • Chapter 4 Corey 	<ul style="list-style-type: none"> • Quiz 11

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

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.

Student 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

We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. 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

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by 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, quitlines, 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.

PSYCH 5345: Group Counseling and Therapy

The Census Date (**September 2nd, 2022**) 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 purpose of this rule, a dropped course is any course that is dropped after the census (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.

Accommodations for Students with Disability

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.

Also, please contact me privately as soon as possible so we can discuss your accommodation. Please note that you will not be required to disclose your disability, only your accommodations. The sooner you let me know your needs, the sooner I can assist you in achieving your learning goals in this course.

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.

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:
 - copying from another student's test paper;
 - using, during a test, materials not authorized by the person giving the test;
 - failure to comply with instructions given by the person administering the test;
 - 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;
 - 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 un-administered test, test key, homework solution, or computer program or information about an un-administered 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](https://www.uttyler.edu/writingcenter) (903.565.5995), writingcenter@uttyler.edu
- [UT Tyler Tutoring Center](https://www.uttyler.edu/tutoring) (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](https://www.uttyler.edu/counseling) (903.566.7254)