

University of Texas at Tyler  
 Department of Psychology and Counseling  
**COUN 5340-001 (20228): Research and Program Evaluation**  
**Spring 2024 Syllabus**  
**Course Format: Asynchronous**  
**Location: Canvas**

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**Instructor:** Emily Horton, Ph.D., LPC, RPT

**Instructor Office Location:** Zoom

**Email:** [emilyhorton@uttyler.edu](mailto:emilyhorton@uttyler.edu) (preferred method of contact)

**Virtual Office Hours:** Tuesdays 2:00 pm to 4:00 pm on Zoom by appointment

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### COURSE CATALOG DESCRIPTION

COUN 5340: Principles, models, and applications of research in counseling, including needs assessment, program evaluation, statistical analyses of data, and the critical appraisal of psychological and counseling research.

### REQUIRED PREREQUISITES

None.

### COURSE OBJECTIVES AND LEARNING OUTCOMES

Course Objectives and Learning Outcomes	CACREP 2016 Standards (Core)	Learning Activities and Assessments
Describe the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice.	2.F.8.a	Lecture
Identify evidence-based counseling practices.	2.F.8.b	Lecture, Article Selections, Article Review
Describe needs assessments	2.F.8.c	Lecture
Develop outcome measures for counseling programs.	2.F.8.d	Lecture, Quiz
Evaluate counseling interventions and programs.	2.F.8.e	Lecture, Quiz
Identify and describe qualitative, quantitative, and mixed research methods.	2.F.8.f	Lecture, Quiz, Article Selections, Article Review

Demonstrate understanding of designs used in research and program evaluation, in both school and clinical contexts.	2.F.8.g	Lecture, Quiz, Article Selections, Article Review
Demonstrate understanding of statistical methods used in conducting research and program evaluation.	2.F.8.h	Lecture, Quiz
Demonstrate understanding of how to analyze and use data in counseling.	2.F.8.i	Lecture, Quiz
Describe culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation.	2.F.8.j	Lecture, Quiz, Article Selections, Article Review

### **SLO 8.0 RESEARCH & PROGRAM EVALUATION**

Students will demonstrate knowledge of research methods and apply these research skills to critically appraise mental health research and assess client care.

#### **CACREP STANDARDS COVERED:**

- 2.F.8.a. Research and Program Evaluation: the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice
- 2.F.8.b. identification of evidence-based counseling practices
- 2.F.8.c. needs assessments
- 2.F.8.d. development of outcome measures for counseling programs
- 2.F.8.e. evaluation of counseling interventions and programs
- 2.F.8.f. qualitative, quantitative, and mixed research methods
- 2.F.8.g. designs used in research and program evaluation
- 2.F.8.h. statistical methods used in conducting research and program evaluation
- 2.F.8.i. analysis and use of data in counseling
- 2.F.8.j. ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation

#### **REQUIRED TEXT**

Houser, R. A. (2019). *Counseling and educational research: Evaluation and application*. Sage Publications.

American Psychological Association. (2020). *Publication manual of the American Psychological Association: The official guide to APA style* (7th ed.). ISBN: 9781433832161

\* In addition to the required text, extra readings will be assigned throughout the semester. These readings will be available on CANVAS.

#### **METHODS OF INSTRUCTION**

This is an asynchronous course. You are expected to complete all material outlined on Canvas. It is expected that you will spend an average of 6+ hours working on course materials. The course materials will be housed on CANVAS.

As your instructor, I assume the responsibility for structuring both didactic and applied learning opportunities and for providing some of the conditions that allow or encourage your growth as a counselor in training. **The degree to which you perceive this experience as enhancing your personal and professional growth will largely be a function of your own goals for this experience and the responsibility and initiative you assume for implementing your choice of goals.** I look forward to our time together this semester and I hope you will look back on it as a truly valuable experience in your development as a counseling professional.

CANVAS (<https://www.utt Tyler.edu/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, links to outside activities and so on. It is students' responsibility to examine CANVAS materials and get in touch with the instructor immediately if they are not clear about the requirements prior to assignment due dates.

### COURSE POLICIES

**All assignments and quizzes are due by Sunday 11:59 pm Central Time** as outlined in the class schedule. **All assignments are submitted on CANVAS.** Please DO NOT email or turn in hard copies of your assignments to the instructor as they will not be accepted as your official submission. You are responsible for uploading the correct version of your assignment to correct location on 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](mailto: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.

**Late assignments will not be graded** unless an unexpected adverse event is communicated to the instructor 24 hours in advance and permission is granted or as soon as possible with documentation and permission. Even in the case of the student providing documentation and getting permission from the instructor, assignments submitted after the due date will receive a 10% grade deduction for each day up to 3 days. In other words, one day late submitted exemplary assignment which would have been graded 100% will be graded as 90% and so forth. The work can be submitted max three days late and an assignment might receive min of 70% of the grade. Thus, **work submitted later than the third day will not be accepted and will receive a zero even with an excuse.** I highly suggest students to be proactive and work on assignments a head of time.

### COURSE ASSIGNMENTS

1. **ATTENDANCE:** While it is strongly recommended that you do not miss any online class material, you are permitted to miss one week's discussion board post with no penalty. If you are going to miss a week's discussion post, it is expected that you will notify the professor ahead of time. After the first excused discussion post, **along with missing participation and professionalism points, for each missed class students will lose additional 5 points from their overall grade.** All absences must be discussed with the instructor prior to the online class missed.

2. **PARTICIPATION & PROFESSIONALISM:** Learning/teaching is a dynamic social process. In this class, your presence and active engagement are essential. Students are required to read all assigned course materials before class begins, so that they can actively engage with course content during class. Students are expected to regularly participate in class.

Students are expected to attend classes on time (i.e., complete the week's material in advance of the outlined due date). Participation in discussion and class activities is an important component of learning. Active, meaningful engagement with your peers is expected.

Professionalism represents a way of being made up of appearance, manner, communication, interacting, attitudes, approach, skills, and openness to grow. As part of this class, students are expected to demonstrate professionalism during online interactions with their peers and the instructor.

You are expected to be fully engaged in the topic, invested in your own learning and the learning of others, and eager to participate. Concretely, active participation and professionalism means:

- Reading required materials and being prepared to work
- Demonstrating knowledge of reading assignment material
- Actively taking part in class activities
- Interacting well with peers
- Showing respect and courtesy toward peers and instructor
- Exhibiting a professional demeanor
- Actively engaging in learning opportunities
- Demonstrating critical thinking
- Exhibiting growth in content knowledge and skills
- Contributing to a professional climate

3. **QUIZES:** Students will take nine (9) quizzes in this course that will cover the assigned readings. To give you some opportunity to adjust to quizzes and/or accommodate possible hardship throughout the semester, the lowest scored quiz will be eliminated.

The quizzes will review topics, vocabulary, and basic understanding and will be multiple choice, matching, and true/false in format. Make sure to give yourself enough time to complete quizzes as all quizzes will stop at 11:59 pm, regardless if you have completed it or not.

**You can take each quiz only once.** There are no proctoring systems being used for the quizzes in this course, as such, I'm aware that you will have access to your materials. Therefore, the quizzes will be timed. It will, therefore, be advantageous for you to read the materials thoroughly before taking the quizzes, because you will not have enough

time to use your resources to help you with all items.

Please know, if I hear of students working together on the quizzes, sharing quiz information, or being in contact with each other while taking the exam, you will earn an F in this course and not be permitted to take it for grade replacement.

4. **QUANTITATIVE ARTICLE SELECTION:** This assignment is designed to assess your skills in identifying quantitative methodology in your topic of interest.

You are expected to select three quantitative articles that are published within the last 10 years (oldest year accepted 2013) in a peer-reviewed counseling journal (Journal of Counselor Development, Counselor Education and Supervision, etc. Please refer to the list of counseling journals if you need help identifying journals). The article selection paper should be 2-3 pages (not including title page and references) follows APA 7 guidelines (title page, running head, in-text citation, references, formatting, etc.), and should include the information below for each article:

- Title
- What is the purpose of the study (include the research question/hypothesis, if applicable)?
- What are the research design details (i.e., sample, procedures, data and statistical analysis utilized)?

Make sure to select articles on a topic(s) that **are interesting to you or you would like to learn more** about because you will complete your final paper on one of these articles of your choice. Make sure to submit word and pdf documents of your write-up, and include copies of articles you have selected for this submission.

5. **QUALITATIVE ARTICLE SELECTION:** This assignment is designed to assess your skills in identifying qualitative methodology in your topic of interest.

You are expected to select three qualitative articles that are published within the last 10 years (oldest year accepted 2013) in a peer-reviewed counseling journal (Journal of Counselor Development, Counselor Education and Supervision, etc. Please refer to the list of counseling journals if you need help identifying journals). The article selection paper should be 2-3 pages (not including title page and references) follows APA 7 guidelines (title page, running head, in-text citation, references, formatting, etc.), and should include the information below for each article:

- Title
- What is the purpose of the study (include the research question/hypothesis, if applicable)?
- What are the research design details (i.e., sample, procedures, data analysis utilized)?

Make sure to select articles on a topic(s) that **are interesting to you or you would like to learn more** about because you will complete your final paper on one of these articles of your choice. Make sure to submit word and pdf documents of your write-up, and include copies of articles you have selected for this submission.

6. **MIXED-METHOD ARTICLE SELECTION:** This assignment is designed to assess your skills in identifying mixed-method methodology in your topic of interest.

You are expected to select three mixed-method articles that are published within the last 10 years (oldest year accepted 2013) in a peer-reviewed counseling journal (Journal of Counselor Development, Counselor Education and Supervision, etc. Please refer to the list of counseling journals if you need help identifying journals). The article selection paper should be 2-4 pages (not including title page and references) follows APA 7 guidelines (title page, running head, in-text citation, references, formatting, etc.), and should include the information below for each article:

- Title
- What is the purpose of the study (include the research question/hypothesis, if applicable)?
- What are the research design details (i.e., sample, procedures, data and statistical analysis utilized)?

Make sure to select articles on a topic(s) that **are interesting to you or you would like to learn more** about because you will complete your final paper on one of these articles of your choice. Make sure to submit word and pdf documents of your write-up, and include copies of articles you have selected for this submission.

7. **FINAL ARTICLE SELECTION:** This assignment is designed to assess your skills in identifying a topic of interest, and finding articles related to that topic from different methodologies.

You are expected to select three articles from your previous submissions. Each article should represent one of the research designs (one qualitative, one quantitative, and one mixed-method). The article selection paper should be 2-4 pages (not including the title page and references) following APA 7 guidelines (title page, running head, in-text citation, references, formatting, etc.). In this paper you are expected to address all the previously provided feedback and include the information below for each article:

- Title
- What is the purpose of the study (include the research question/hypothesis, if applicable)?
- What are the research design details (i.e., sample, procedures, data, and statistical analysis utilized)?

Make sure to select articles on a topic(s) that are interesting to you or you would like to learn more about because you will complete your final paper on one of these articles of your choice.

8. **ARTICLE REVIEW:** This assignment is designed to assess skill acquisition in regards to being able to read, understand, and critique articles from the counseling field. More details of the final paper will be discussed in class. Each student will complete an article critique as the final paper. Articles may reflect a variety of research methodologies (i.e., quantitative, qualitative, or mixed method). Students are expected to evaluate all sections of the article (i.e., the introduction/literature review, research design, sampling procedures, and measurement and data collection procedures of the study, results, and discussion/conclusion). Details for each section are described in the Final Paper Instructions (available on CANVAS>Assignments).

### **EXTRA CREDIT OPPORTUNITIES**

Students have the option to complete the final class evaluation and submit the completion page to CANVAS to receive 0.5 pts extra credit. More details will be discussed in class. I do not round up, so to ensure you are receiving the grade you are hoping for please make sure to utilize every opportunity for extra credit.

**GRADING**

During the semester, you will have opportunities to earn up to 100 points. Grading is on the following scale: 100% - 90% = A; 89% - 80% = B; 79% - 70% = C; 69% or less = F.

The following number of points can be earned throughout this course:

Participation & Professionalism .....	20 points
Quizzes (3 points x 8).....	24 points
CITI Transcript and Certificate .....	2 points
Quantitative Article Selection .....	5 points
Qualitative Article Selection .....	5 points
Mixed-Method Article Selection.....	5 points
Final Article Selection.....	9 points
Article Review.....	30 points

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Total: 100 points

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**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.

<b>Week/Date</b>	<b>Topic</b>	<b>Read Before Class</b>	<b>Assignments &amp; Quizzes due on Tuesday 5:00 pm</b>	<b>CACREP Standard</b>
<b>Week 1</b> (1/16)	Introduction Syllabus Review Science and Research Process Research in Practice	Syllabus, Houser pp.3-11, 16-22, & 313-315		2.F.8. a, b., c., d., e., f., g., h., i., j.
<b>Week 2</b> (1/22)	Ethics & Cultural Issues	Houser Ch. 2 & 17 Awad et al. 2016	Quiz 1	2.F.8. a, b., c., d., e., f., g., h., i., j.
<b>Week 3</b> (1/29)	APA Review Navigating Electronic Resources	Houser pp.11-13	Complete Week 3 Module <b>Quiz 2*</b> <b>CITI Transcript and Certificate *</b> <b>*Due at 11:59 pm</b>	2.F.8. a, b., c., d., e., f., g., h., i., j.
<b>Week 4</b> (2/12)	Quantitative Research Design & Basics of Statistical Concepts	Houser Ch. 3,7 & 16	Quiz 3	2.F.8. a, b., c., d., e., f., g., h., i., j.
<b>Week 5</b> (2/19)	Quantitative Research Design & Basics of Statistical Concepts	Houser Ch. 3,7 & 16	<b>Quantitative Article Selection Due</b>	2.F.8. a, b., c., d., e., f., g., h., i., j.

<b>Week 6</b> (2/26)	Qualitative Research Design & Basics of Qualitative Research Data Analysis	Houser Ch. 4, & 8	<b>Quiz 4 Qualitative Article Selection Due</b>	2.F.8. a,b., c.,d.,e.,f., g., h., i., j.
<b>Week 7</b> (3/11)	<b>Spring Break</b>			
<b>Week 8</b> (3/18)	Qualitative Research Design & Basics of Qualitative Research Data Analysis	Houser Ch. 4, & 8	<b>Quiz 4 Qualitative Article Selection Due</b>	2.F.8. a,b., c.,d.,e.,f., g., h., i., j.
<b>Week 9</b> (3/25)	Mixed-Methods Research Design	Houser Ch. 5	Quiz 5	2.F.8. a, b., c., d., e., f., g., h., i., j.
<b>Week 10</b> (4/1)	Mixed-Methods Research Design	Houser Ch. 5	<b>Mixed-Method Article Selection Due</b>	2.F.8. a, b., c., d., e., f., g., h., i., j.
<b>Week 11</b> (4/8)	Evaluating the Introduction (Lit Review, Purpose, Hypotheses)	Houser Ch. 9, &10	<b>Quiz 6 Final Article Selection Due</b>	2.F.8. a, b., c., d., e., f., g., h., i., j.
<b>Week 12</b> (4/15)	Evaluating the Method (Procedures, Sampling, Instruments)	Houser Ch. 11, 12, &13	Quiz 7	2.F.8. a, b., c., d., e., f., g., h., i., j.
<b>Week 13</b> (4/22)	Evaluating the Results and Discussion	Houser Ch. 14, & 15	Quiz 8	2.F.8. a, b., c., d., e., f., g., h., i., j.
<b>Week 14</b> (4/29)	Program Evaluation	Houser Ch. 19	<b>Quiz 9 Article Review Due 5/4</b>	2.F.8. a, b., c., d., e., f., g., h., i., j.

## 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**

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 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](http://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:
  - 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 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” is representing someone else's ideas and work as your own. Plagiarism includes not only copying verbatim, but also rephrasing the ideas of another without properly acknowledging the source. As you prepare and submit work to meet course requirements, whether a draft or a final version of a paper or project, take great care to distinguish your own ideas and language from information derived from sources. Sources include published primary and secondary materials, electronic media, and information and opinions gained directly from other people.
- 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](mailto:writingcenter@uttyler.edu)
- [UT Tyler Tutoring Center](https://www.uttyler.edu/tutoring) (903.565.5964), [tutoring@uttyler.edu](mailto: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)