



**Department of Psychology and Counseling**

**COUN 5340: Research and Program Evaluation (3 credits)**

Spring 2025 Syllabus

Course Time: Tuesday 11am – 2pm

Location: Online (Zoom, link in Canvas)

**Instructor:** Dr. Kara Hurt

**Office Location:** N/A

**Office Hours:** Mondays 1:00 pm to 2:00 pm, or by appointment

**Email:** khurt@uttyler.edu

**COURSE CATALOG DESCRIPTION**

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.

**COURSE PREREQUISITES**

None.

**COURSE OBJECTIVES AND LEARNING OUTCOMES**

Course Objectives and Learning Outcomes	CACREP 2016 Standards	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	Lectures
Identify evidence-based counseling practices.	2.F.8.b	Lectures, Article Selection, Article Review
Describe needs assessments	2.F.8.c	Lectures
Develop outcome measures for counseling programs.	2.F.8.d	Lectures
Evaluate counseling interventions and programs.	2.F.8.e	Lectures
Identify and describe qualitative, quantitative, and mixed research methods.	2.F.8.f	Lectures, Article Selection, Article Review
Demonstrate understanding of designs used in research and program evaluation, in both school and clinical contexts.	2.F.8.g	Lectures, Article Selection, Article Review
Demonstrate understanding of statistical methods used in conducting research and program evaluation.	2.F.8.h	Lectures

Demonstrate understanding of how to analyze and use data in counseling.	2.F.8.i	Lectures
Describe culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation.	2.F.8.j	Lectures, Article Selection, Article Review

### **REQUIRED TEXTBOOKS AND MATERIALS**

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.

### **TEACHING STRATEGIES**

This class will consist of a collaborative learning community in which all participants share responsibility for the learning process. The instructor will facilitate learning by lecture, guiding students to sources of knowledge, and promoting independent development and discovery of new knowledge. Instructional methods for this course include lecture, discussion, student presentations, individual practice, group practice, exams, and report writing. 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/>)

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. Within each module folder, the activities necessary to successfully complete that module are described in great detail. It is students' responsibility to examine each module and get in touch with the instructor immediately if they are not clear about the requirements prior to assignment due dates.

## **COURSE POLICIES AND REQUIREMENTS**

### **TECHNOLOGY REQUIREMENTS**

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](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. If you are having technical difficulties, please alert the professor as soon as possible.

All submission for this course will be online. Do not wait until the last minute to submit your assignments as this is a sure way to ensure you will have technical difficulties (remember Murphy's law).

Cell phones are to be turned off or put in silent mode during class. Cell phones should not be visible during class, so please keep them in your purse, backpack, etc.

Students are expected to maintain attentive verbal and non-verbal behaviors with their webcams on throughout the course meetings. Prolonged time with webcam off will result first in a warning, then may be considered an absence at the discretion of the instructor. Students should treat synchronous course meetings in the same manner as they would an in-person course meeting. During synchronous course meetings students should NOT be: operating a motor vehicle, engaging in off-task behavior or multi-tasking, conducting business or fulfilling employment/job duties, taking phone calls or having at-length discussions with others (not in the course meeting), or engaging in recreational activities. Repeated non-adherence to these guidelines will result in deductions in Participation and Professionalism points.

### **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 accordance 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 [khurt@uttyler.edu](mailto:khurt@uttyler.edu)

*\*\*Note: make sure that you do not send emails to [khurt@patriots.uttyler.edu](mailto:khurt@patriots.uttyler.edu), as I will not receive these messages.\*\**

### **ONLINE COMMUNICATION**

All written communication that takes place within this course must adhere to the rules of written etiquette. Please remember that you are in a graduate program and are earning a professional degree, therefore please respond to your instructor and your colleagues in a professional manner. Please refrain from using texting language (i.e. lol, btw, omg) and/or emoticons (i.e. :- / , :-) ) in your discussion responses and in communication with your instructor and colleagues. Other things to keep in mind:

- Open your email with a salutation (e.g., Hi, Hello, Dear Dr. or Ms. X) and finish with a closing (e.g., Best, Regards, Thank you, your name). Introductory emails should address your instructor more formally (Dr. Sunal).
- Use complete sentences and avoid jargon, especially text-type words (e.g. C U). This is especially important when sending messages from mobile devices.
- Be aware that using capital letters to express yourself is considered SHOUTING.
- Maintain a professional tone.
- Avoid sending email in anger or frustration. Walk away from the computer and wait at least 24 hours.
- Whether in writing or in person, derogatory or prejudiced remarks are still considered bad manners and discussion that contains such comments will be addressed by the instructor.
- Please refrain from sending junk mail, forwards, or advertisements to the class via Canvas.

### **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 their 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.

### **COVID-19 RELATED ISSUES**

As a program, we are aware of the current COVID-19 updates and will be monitoring them closely to ensure your safety. That being said, we all need to work together to ensure a safe and healthy semester.

**Students are encouraged to wear face masks covering** their noses and mouth in public settings (including classrooms and laboratories). The UT Tyler community of Patriots views adoption of these practices consistent with its [Honor Code \(Links to an external site.\)](#) and a sign of good citizenship and respectful care of fellow classmates, faculty, and staff. Students needing additional accommodations may contact the Office of Student Accessibility and Resources at University Center 3150, or call (903) 566-7079 or email [saroffice@uttyler.edu](mailto:saroffice@uttyler.edu).

### **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.

### **SUBMITTING ASSIGNMENTS**

**All assignments are due by 11:59pm Central Time (unless otherwise specified)** as outlined in the class schedule. 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 by the due date. 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.uttyler.edu](mailto:itsupport@patriots.uttyler.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**

Assignments submitted after the due date/time (as indicated by the CANVAS submission time stamp) will receive a 10% grade deduction for each day (24 hours) 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 classes, you are permitted to miss one course meeting with no penalty. If you are going to miss a class, it is expected that you will notify the professor ahead of time. After the first excused missed class, **along with missing participation and professionalism points, for each missed class students will lose additional 5 points from their overall grade.**
- 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. Students who are consistently late at the beginning of class will have points deducted from their participation grade. Late behavior in excess of one class will result in a drop of participation points for each incident. Participation in discussion and class activities is an important component of learning. Active, meaningful engagement with your peers is expected. Texting, web surfing, and other activities which preclude the ability to be fully present with the class are strongly discouraged. 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 in person and online interactions with their peers and the instructor. You are expected to be fully engaged in the topic of assessment, 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. CITI TRAINING:** This assignment is intended to introduce students to the training IRBs require for researchers to conduct research with human subjects. As part of this assignment, students are expected to register for CITI training, complete the 9 module Socio-Behavioral Course with at least 80% success in each module, and submit their CITI Completion Report and Certificate under assignments in CANVAS. Additional details provided in CANVAS.
- 4. TOPIC SIGN-UP:** This assignment is designed to assess your skills in identifying a topic of interest and explain why you are interested in this topic. Make sure to select a topic that is interesting to you or you would like to learn more about because you will complete all your remaining assignments in this class on this topic.
- 5. ARTICLE SELECTION:** This assignment is designed to assess your skills in finding articles related to your topic from different methodologies.

You are expected to identify five peer-reviewed articles from the counseling literature (not social work, psychology, medicine, nursing, etc.) on the topic you have signed up as part of topic sign-up assignment. Each student must have at least one qualitative research design article and one quantitative research design article. These articles should be published within the last 15 years (oldest year accepted 2010) in a counseling journal (Journal of Counseling and Development, Counselor Education and Supervision, etc. Please refer to the list of counseling journals if you need help identifying journals).

**6. ARTICLE REVIEW:** This assignment is designed to assess skill acquisition in regards to being able to read, understand, critique, and present the findings of articles from the counseling field. Each student will complete an article critique presentation. Students are expected to evaluate all sections of each selected 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 Assignment Instructions (available on CANVAS>Assignments). The article review should address the following:

- What is the purpose of the study?
- What is the research question and hypothesis, if applicable?
- What research design did they use?
- Provide a sample demographic summary?
- What data collection procedures did they use?
- What data analysis methods did they use?

*Addresses CACREP Standards: 2.F.8.b, 2.F.8.f, 2.F.8.g, 2.F.8.j.*

**7. PEER REVIEW OF ARTICLE REVIEW:** This assignment is designed to expose the student to the recent research findings on salient topics in counseling. Each student will be expected to review the recorded presentations of five of their peers. Students will utilize Padlet (an educational technology platform that facilitates dynamic discussion boards) to access their peers' Article Review Presentation materials and provide thoughtful, substantive, and meaningful comments on at least 5 of their peers' materials. Detailed information is available in the Canvas Assignment.

**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
CITI Certificate .....	10 points
Topic Sign-Up .....	5 points
Article Selection.....	20 points
Article Review .....	35 points
Peer Review of Article Reviews .....	10 points
	Total: 100 points

## 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>Date</b>	<b>Topic</b>	<b>Read Before Class</b>	<b>Assignments &amp; Exams</b>	<b>CACREP Standard</b>
Week 1 1/14	Orientation to the Course Science and Research Process	Syllabus Houser Ch. 1 & 18		2.F.8.a, b, c, d, e, f, g, h, i, j
Week 2 1/21	Ethics and Cultural Issues	Houser Ch. 2 & 17 Awad et al. (2016)		2.F.8.a, b, c, d, e, f, g, h, i, j
Week 3 1/28	CITI Training Accessing Electronic Resources	CITI Training Modules	CITI Completion Report and Certificate (due 2/2 @ 11:59pm)	2.F.8.a, b, c, d, e, f, g, h, i, j
Week 4 2/4	Quantitative Research Design Statistics Concepts (Part I)	Houser Ch. 3 & 7	Topic Sign-Up (due 2/9 @ 11:59pm)	2.F.8.a, b, c, d, e, f, g, h, i, j
Week 5 2/11	Quantitative Research Design Statistics Concepts (Part II)	Houser Ch 7 & 16		2.F.8.a, b, c, d, e, f, g, h, i, j
Week 6 2/18	Qualitative Research Design Data Analysis (Part I)	Houser Ch. 4 & 8	Article Selections (due 2/18 @ 11:59pm)	2.F.8.a, b, c, d, e, f, g, h, i, j
Week 7 2/25	Qualitative Research Design Data Analysis (Part II)	Houser Ch. 4 & 8		2.F.8.a, b, c, d, e, f, g, h, i, j
Week 8 3/4	Mixed Methods Research Design	Houser Ch. 5		2.F.8.a, b, c, d, e, f, g, h, i, j
Week 9 3/11	Evaluating the Introduction (Lit Review, Purpose, Hypotheses)	Houser Ch. 9 & 10		2.F.8.a, b, c, d, e, f, g, h, i, j
Week 10 3/18	<b>SPRING BREAK</b>			
Week 11 3/25	Evaluating the Methods (Procedures, Sampling, Instruments)	Houser Ch. 11, 12, & 13		2.F.8.a, b, c, d, e, f, g, h, i, j
Week 12 4/1	Evaluating the Results and Discussion	Houser Ch. 14 & 15		2.F.8.a, b, c, d, e, f, g, h, i, j
Week 13 4/8	Article Review Presentations Work Day	--	Article Review Presentations (due 4/13 @ 11:59pm)	

Week 14 4/15	Program Evaluation: Needs Assessment and Outcome Measures Article Review Presentations	Houser Ch. 19		2.F.8.a, b, c, d, e, f, g, j
Week 15 4/22	Article Review Presentations	--	Peer Review of Article Review Presentations (due 4/22 @ 11:59pm)	



## **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**

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, quitlines, 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. (For Fall, the Census Date is Sept. 12.) 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.

#### **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.

#### **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 testpaper;
  - 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 un-administered 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 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](#) (903.565.5995), [writingcenter@uttyler.edu](mailto:writingcenter@uttyler.edu)
- [UT Tyler Tutoring Center](#) (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](#)(903.566.7254)