

**COUN 5370-060: Trauma Informed Counseling****Summer 2023 Syllabus****Location: ONLINE ASYNCHRONOUS**

*“Fire can warm or consume, water can quench or drown, wind can caress or cut. And so it is with human relationships: We can both create and destroy, nurture and terrorize, traumatize and heal each other.” (Bruce D. Perry)*

**Instructor:** Ramona I. Grad, Ph.D., LPC, NCC**Office:** HPR Bldg., Room 239**Phone:** 903.566.6269**Email:** [rgrad@uttyler.edu](mailto:rgrad@uttyler.edu)**Communication:** I can be reached via **email**. I will respond to your emails as promptly as possible within 24 hours of receipt Monday-Thursday.**Online Office Hours:** Tuesdays 8:00 AM – 10:00 AM CST. Please let me know if you would like [to set up a meeting](#).**Dr. Grad’s Professional Background Statement**

Ramona I. Grad, Ph.D. is an Assistant Professor in the Department of Psychology and Counseling at UT Tyler and received her doctoral degree in Counselor Education and Practice from Georgia State University. Dr. Grad teaches courses in the CACREP-accredited master’s level clinical mental health counseling program. Dr. Grad has an ongoing program of research and scholarship that focuses on the experiences of individuals with a history of childhood interpersonal trauma as well as on therapeutic relationship aspects in counseling, counseling training, and supervision. Dr. Grad’s scholarly work also includes numerous peer-reviewed articles and presentations focusing on topics such as post-traumatic growth and diversity issues in the counseling process. Dr. Grad has extended clinical experience, having worked as a counselor and supervisor in Romania and the United States in community mental health clinics, treatment facilities, college counseling centers, and private practice.

**Dr. Grad’s Teaching Philosophy**

My philosophy of teaching is rooted in Individual Psychology, which I have implemented in my role as a counselor, supervisor, researcher, and instructor over many years. Therefore, my focus is on building a **collaborative relationship** with students and an **encouraging climate** that enables them to explore and challenge their own beliefs, take risks and grow, **take ownership of their learning**, and develop an understanding of the new material presented, to themselves, and of each other’s unique individual and group identities, experiences and perspectives. In the classroom, I strive to create a respectful, optimistic, democratic, and growth-oriented atmosphere that emphasizes the unique skills, abilities, resources, and strengths of each student. I am implementing teaching strategies that encourage personal discovery and experiential learning. The natural character of experiential learning allows for greater transferability and application of the lessons to other situations outside of the classroom. Further, the variety of experiences associated with this type of learning tends to meet the needs of diverse learners. Promoting **intellectual and cultural humility** is critical for me as an instructor. I challenge students to share their diverse opinions and experiences with one another, I encourage brainstorming sessions, experiential projects, and group presentations. It is my hope that students leave the course knowing what it means to be a collaborator, and most of all feel encouraged to work with people who are different from them, and who have different opinions than the ones they have. Ultimately, I desire for the students I work with to be inspired by the love I have for the counseling process. **“We should feel enlarged by the people who are different”** is a key quote that best describes my views on learning and teaching and represents my goal in the roles that I embrace.

## Content Area

### Course Catalog Description

This course explores the rapidly expanding literature in the field of psychological trauma and attempts to delineate its common concerns, research basis, and practice guidelines. It presents the roles and responsibilities of counselors in interventions post-trauma exposure. The course covers types of potentially traumatic events, effects of trauma, assessment and potential outcomes, and common elements in treatment interventions for trauma.

May be repeated for additional credit.

### Course Prerequisites

Grade of "B" or better in COUN 5312, COUN 5328, and COUN 5391.

### Course Objectives and Learning Outcomes

Through satisfactory performance on course assignments, and class participation, students in this course will be able to:

Course Learning Outcomes Measures	CACREP 2016 Standards (Core)	CACREP 2016 Standards (CMHC)	Learning Activities and Assessments
Identify counselors' roles and responsibilities during a crises or disaster in order to participate as contributing members of an interdisciplinary emergency management response team.	2.F.1.c,		Lectures, Discussion Boards
Differentiate the effects of crises, disasters, and other trauma-causing events on persons of all ages including situational and environmental factors to identify both normal and abnormal behaviors.	2.F.3.g	5.C.2.f	Discussion Boards, Lectures, Trauma Specialty Project
Differentiate between diagnosis and developmentally appropriate reactions during crises, disasters and other trauma-causing events to provide appropriate assessments and treatments to clients.	2.F.3.g, 2.F.5.l, 2.F.5.m	5.C.2.d	Discussions, Lectures, Trauma Specialty Project
Describe ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results.	2.F.7.m	5.C.2.j	Trauma Specialty Project, Lecture
Analyze fundamental principles and constructs that underlie each of the counseling approaches used with victims of trauma, including evidence-based treatment approaches, in order to conceptualize client problems and choose appropriate counseling interventions.	2.F.5.j, 2.F.7.d 2.F.8.b		Lectures, Weekly Homework Assignments, Discussion Boards, Trauma Specialty Project
Define the concept of vicarious trauma and identify self-care strategies appropriate to the counselor role.	1.D 2.F.1.k, 2.F.1.l		Lectures, Self-Care Plan and Journal
Identify ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling.	7.G	5.C.2.l	Lectures, Discussion Boards, Trauma Specialty Project

### Required Text(s) and/or Readings

- Briere, J. N., & Scott, C. (2014). *Principles of Trauma Therapy: A Guide to Symptoms, Evaluation, and Treatment*. 2<sup>nd</sup> edition, DSM-5 update. Sage NJ: Pearson. ISBN 978-1-4833-5124-7
- Herman, J. L. (1997). *Trauma and Recovery*. NY: Basic Books. ISBN: 0465087302
- Levers, L. L. (2012). *Trauma counseling: Theories and interventions*. New York City, NY: Springer Publications. This textbook is available as an eBook with unlimited access through the UT Tyler Library at <https://libguides.uttyler.edu/c.php?g=1066647&p=7761774>

**Recommended Text(s):**

- Curran, L. A. (2013). *101 trauma-informed interventions: Activities, exercises, and assignments to move the client and therapy forward*. Eau Claire, WI: PESI Publishing & Media
- Courtois, C. A., & Ford, J. D. (Eds.). (2009). *Treating complex traumatic stress disorders: An evidence-based guide*. Guilford Press.

Additional articles and readings may be placed on Canvas

\*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

**Content Warning**

This course will increase your awareness and convey information to help you in developing knowledge about the impact of psychological trauma. It is very possible that you, someone you know, or any of your classmates have survived very significant crises or traumas in their lives.

You are alerted that the nature of this course involves graphic discussions of many topics that can be stressful and distressing including, but not limited to abuse, rape, suicide, homicide, addictions, disordered eating, violence, racism, sexism, and assorted other issues related to the class topic. Content may be provided via film, lectures, video, discussion, or other media presentations. Some of the lectures, media presentations, and discussions may have a strong emotional impact on you. This course is not intended to facilitate the exploration and healing of trauma for individual students in the class, although it is possible that experiences you have had maybe recalled and thus be felt more deeply because of the content of this course. If you experience distress you may discuss concerns with the instructor or visit [The UT Tyler Student Counseling Center](#) or some other associated support resource. I encourage the use of self-care strategies both during and after this course.

**Methods of Instruction****Teaching Strategies**

This course will be conducted completely online. There are NO mandatory face-to-face meetings with the instructor although online small group work may be required. I will communicate and collaborate using various technologies that will be discussed below. It is critical to your success that you fully engage through each of these modes of interaction. Quality online courses are designed to provide the student with every learning opportunity that face-to-face contact allows and at the same time, foster independent learning of the course material. Traditional face-to-face instruction allows for approximately 42 hours of in-class time and an equal amount of time for homework, readings, and assignments. Therefore, the course is designed to require approximately 84 hours of clock time to complete. The course is set up in 12 weekly learning units that equate to approximately 7 hours of classwork (lectures, activities, homework, readings) per week.

**Canvas (<https://www.uttyler.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 schedules, 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. Take care to examine the module and [get in touch with me immediately](#) if you are not clear about the requirements.

**Course Policies and Requirements****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 instructors who assess students' academic skills and members of the counseling profession with an ethical obligation to the profession. In both of these roles, it is the faculty's responsibility to evaluate

student competencies within the realm of professional counseling and to address any concerns regarding students' professional competence. As such, please be aware of the following information regarding this course:

- The counseling profession encourages counselors 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, the class may include experiential and self-awareness exercises. It is important to distinguish between sharing one's emotional reactions to such experiential class activities and revealing information about one's personal history. Self-disclosure of personal history is not required in order to successfully pass any course; however, students may be expected to share their reactions to experiential activities.
- Self-disclosures will not be used as a basis for grading in any course. However, should a student disclose information indicating impairment or the potential for harm to clients, the faculty member may take appropriate action in accordance with the ACA Code of Ethics (2014).
- Students often experience personal growth as they progress through the program. **However, the courses are not meant to be a means of personal therapy.** The focus in classes is on self-awareness and the enhancement and growth of necessary counselor skills.
- Please be aware that, although all instructors strive to create a safe environment for any personal disclosures, we cannot guarantee that other students will maintain the confidentiality of any such disclosures that are made.
- It is each student's responsibility to determine an appropriate level of self-disclosure (i.e., the content and depth of personal information that you share) in experiential learning activities.

### Attendance Policy

Students are expected to attend class by checking in online at least once a week to listen to lectures, complete assignments, and quizzes, and participate in class discussions. Be aware that participation in this class is much more than simply responding to a discussion question. You will be expected to address thoughtful questions and responses and interact with your classmates.

### 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**. 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. Word of advice when taking an online course: **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).**

### 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 matter. 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 (Dear Dr. Grad).

- 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 emails 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 the 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.

### **Patriot E-mail**

University policy requires that all e-mail correspondence between students and instructors 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 [rgrad@uttyler.edu](mailto:rgrad@uttyler.edu).

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

### **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 on 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 a 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 the University of Texas at Tyler. Upon completing the course, please take time to fill out the online course evaluation.

## Student Performance Evaluation Criteria & Procedure

### **Course Activities/Requirements**

- **Class Introduction Video** (5 points)  
During the first week, we will use an easy-to-use video discussion platform called Flipgrid to do our class introductions. Use this as a time to get to know one another in this online space.
- **Self-Care Plan and Journal** (10 points each - 20 points total)  
This assignment has 2 parts.
  - *Part I – Self-Care Plan*: During week 1, you will develop a self-care plan. The self-care plan will contain signals of yourself when you are in distress and a list of activities that you could do to de-stress.
  - *Part II – Self-Care Journal*: During our class, you will keep a journal that records your emotional responses to class readings, class content, and experiences, as well as how you carry out a self-care plan to manage your responses. You will modify your self-care plan as you gain more understanding of what works for you and what does not. In the end, you will submit the self-care journal.

- **Trauma and Recovery Small Group Discussion Boards** (15 points each – 30 points total)  
This assignment has 2 parts. During weeks 4 and 10, you will be asked to reflect on and respond to Herman's *Trauma and Recovery* text. You will be placed into small groups (no more than 5 members) and each of you will record an initial reflection/reaction to the text (3-5 minutes) and then individually you will respond to each other's post (2-3 minutes).
- **Online Trauma Training & Paper** (10 points)  
You will need to complete one module of online clinically focused trauma training. You may not count other previously completed training. The instructor will provide you with a list of free training available. After completion of the training, provide documentation that you completed the training and write a one-page single-spaced reflection paper.
- **Trauma Specialty Project** (35 points total)  
A central goal of this course is that the student begins to become comfortable with the practice and process of trauma work. To facilitate that goal, you will prepare a project to demonstrate your expertise in one specialty area of trauma counseling. Trauma topics: Combat related trauma, Refugee related trauma (people fleeing war torn countries), sexual abuse (family), sexual abuse (non-family), intimate partner violence, school shootings, Natural Disasters (Hurricanes, Floods, Wildfires, Earthquakes), Childhood Trauma, Elderly Abuse, Compassion Fatigue, Mass Shootings (ex. public shootings where average citizens are shot and/or killed), First Responder Trauma, Murders, etc. The types of projects include **ONE** of the 3 options: (1) Conference Proposal/Presentation, (2) Trauma Research Paper, or (3) a student-produced video or training manual of instruction on how to conduct a specific type of Trauma intervention.

I want to give students the freedom of expression in meeting this course requirement if your completed project **demonstrates your acquisition of competency in one trauma specialty area**. You are **strongly** encouraged to choose a marginalized population that you work with/want to work with in the future. **I highly encourage the students to take risks and have fun while approaching this part of the course**. I also highly encourage students to **talk with the instructor prior to the beginning of the project**.

### Evaluation/Grading

The due dates for all assignments are listed in the Syllabus and 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 4 days past the due date.

Often time students wonder what constitutes a particular grade in the courses I teach. From my perspective, if a student has completed standard, average work on an assignment, then the work will receive a "B". A grade of "A" denotes exceptional work beyond the basic and/or minimal expectations.

Since this is graduate-level work, it is expected that students will hand in papers that are grammatically correct, have the correct spelling, and conform to the [APA 7<sup>th</sup>](#) edition guidelines. Do not, repeat, do not write papers as if talking to me, using common figures of speech. Writing is NOT talking and it takes practice, patience, and intentionality to break this habit. On each written assignment I will deduct points from the final score based on writing and composition skills, and APA formatting. If you believe there are weak areas for you, please utilize the [University Writing Center](#) as they are more than prepared to help you with writing, composition, and research skills.

A grade of I (incomplete) is discouraged and 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.

Week	Assignment	Points
1	Class Introduction Video	5 points
1, 12	Self-Care Plan and Journal (10 points each)	20 points
4, 10	Two Small Group Discussion Board (15 points each)	30 points
11	Online Trauma Training & Paper	10 points
5, 9, 12	Trauma Specialty Project	35 points
		<b>Total: 100</b>
A → 100-90	B → 89-80	C → 79-70
		*D → 69-60
		*F → 59-0 points

\*A grade lower than "C" 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.*

### Professional Disposition Assessment

Professional disposition is an integral component of the course. The **systematic assessment** of students is required by CACREP (2016) Section 4.G; 4.H and ACA Code of Ethics (2014) Section F.9: F.9.a; F.9.b. The assessment is completed by the instructor based on the criteria in the table below and shown on the Final Grade Sheet. The Professional Dispositions component **is not calculated in the final grade**; however, the assessment is (1) part of the CMHC Committee's systematic student review and (2) will be included in the student's academic file.

Professional Disposition Assessment						
1.Pertinence and relevance of questions and comments	1	2	3	4	5	NA
2.Respect for ideas and integrity of others	1	2	3	4	5	NA
3.Collaborative professional relationship with peers	1	2	3	4	5	NA
4.Intercation with Faculty	1	2	3	4	5	NA
5.Self-Awareness	1	2	3	4	5	NA
6.Self-confident when working with others/Leadership	1	2	3	4	5	NA
7.Commitment/Dedication/Enthusiasm/Curiosity	1	2	3	4	5	NA
8.Level of engagement in the learning process	1	2	3	4	5	NA
9.Diversity/Cultural Sensitivity- knowledge and application	1	2	3	4	5	NA
10.Responsiveness to feedback/supervision	1	2	3	4	5	NA

**Professionalism.** The counseling program at UT Tyler leads directly to certification, licensure, and professional practice in the field of counseling. All students are required to know and adhere to their respective professional associations (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 instructors.**

Dates	Topic	Readings/Assignments
<b>Week 1</b> 5/8 - 5/14	Introduction and Orientation Brief Course Overview	Syllabus <b>Class Intro Video</b> <b>Self-Care Plan</b>
<b>Week 2</b> 5/15 – 5/21	Introduction to Traumatology What is T/trauma?	Briere & Scott: 1,2 Herman: 1

<b>Week 3</b> 5/22 – 5/28	Diversity Issues in Trauma  Vicarious Trauma and The Importance of Self Care	Levers: 1, 2 Bemak et al. (2017) Refugee Trauma  Levers: 31, 32, 33
<b>Week 4</b> 5/29 – 6/4	Assessment and Diagnosis in Trauma Counseling  Ethical Issues in Trauma	Briere & Scott: 3 Herman: 2, 3, 4, 6  Levers: 27, 30 <b>Small Group Discussion Part I</b>
<b>Week 5</b> 6/5 – 6/11	Overview of Trauma Informed Clinical Interventions	Briere & Scott: 4 Levers: 28, 29
<b>Week 6</b> 6/12 – 6/18	Overview of Trauma Informed Clinical Interventions  Group Counseling	Briere & Scott: 5, 6, 7, 8, 9, 10  Herman: 11
<b>Week 7</b> 6/19 – 6/25	The Role of the Therapeutic Relationship in Trauma Treatment	Herman: 7
<b>Week 8</b> 6/26 – 7/2	Phases of Treatment: Stage 1	Herman: 8
<b>Week 9</b> 7/3 – 7/9	Phases of Treatment: Stage 2	Herman: 9
<b>Week 10</b> 7/10 – 7/16	Phases of Treatment: Stage 3	Herman: 10  <b>Small Group Discussion Part II</b>
<b>Week 11</b> 7/17 – 7/23	Treating Acute Trauma Interpersonal Violence	Briere & Scott: 11 Lee et al. (2014) <b>Online Trauma Training &amp; Paper</b>
<b>Week 12</b> 7/24 – 7/30	Developmental Trauma. Attachment Related Trauma	Herman: 5 Levers: 8, 9  <b>Self-Care Journal &amp; Reflection Trauma Specialty Project</b>
<b>Week 13</b> 7/31 – 8/5	Finals	

### 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 to 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 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. 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 (**May 22<sup>nd</sup>, 2023**) 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, and 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 here <https://hood.accessiblelearning.com/UTTyler/ApplicationStudent.aspx>. 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 <https://www.uttyler.edu/disability-services/> 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.

### **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 an 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 that 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 instructor has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
  - substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
  - paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
  - falsifying research data, laboratory reports, and/or other academic work offered for credit;
  - taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
  - misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.
- ii. “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.
- iii. “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.
- iv. All written work that is submitted will be subject to review by plagiarism software.

#### **UT Tyler Resources For Students**

- [UT Tyler Writing Center](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)