



# UT Tyler COLLEGE OF EDUCATION & PSYCHOLOGY

## Department of Psychology and Counseling

COUN 5370-060: Trauma-Informed Counseling (3 credits)

### Summer 2024 Syllabus

Course Time: Tuesday 8:00 AM-10:45 AM

Location: Online Synchronous

**Instructor:** Ramona I. Grad, Ph.D., LPC, NCC

**Office Location:** HPR 213

**Office Hours:** Monday 9:00 am to 12:00 pm (by appointment)

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

**Office Phone:** 903-566-6269

### 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

Course Objectives and Learning Outcomes	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
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.	Lectures, Midterm, 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.	Lectures, Midterm, Trauma Specialty Project
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, 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, Midterm, Self-Care Plan and Journal

**REQUIRED TEXTS**

- 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 READINGS**

- 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 readings and resources will be posted in 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.

**TEACHING STRATEGIES**

This course will be conducted completely online. There are weekly mandatory online meetings with the instructor. I will communicate and collaborate using various technologies that will be discussed below. 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 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, links to outside activities, and so on. Within each module folder, the activities necessary to successfully complete that module are described in detail. Take care to examine the module and get in touch with me 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 roles, it is the faculty's responsibility to evaluate student competencies within the realm of professional counseling and to address any concerns regarding students' professional competence. As such, please be aware of the following information regarding this course:

- The counseling profession encourages counselors to fully integrate their own personal attributes and identity, as well as their strengths and weaknesses, into therapeutic processes. Therefore, self-awareness is critical because this knowledge relates to being an effective 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 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**

Student attendance in this class is critical. It is expected that students *will attend all classes*. If there is an extenuating circumstance or emergency that will require you to miss a class, you should notify the professor ahead of time. You may then be asked to write a letter, and/or provide documentation that substantiates the extenuating circumstances which prevented you from coming to class. The instructor will then decide if the absence is excusable. In case of missed class students will lose participation and professionalism points. After the first excused missed class, along with missing participation and professionalism points, for each missed class students will lose an additional 10 points from their overall grade. All absences must be discussed with the instructor prior to the class missed. Missing more than one class may result in an "IP" or "NC" for the class unless otherwise determined by the instructor.

#### **CLASS PUNCTUALITY**

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 more than one class will result in a drop in attendance and participation points for each incident.

#### **CLASS PARTICIPATION ON ZOOM POLICY**

Participation is an essential component of this class. Students are expected to come to class fully prepared to actively participate in class activities and discussions. During class students will be provided with opportunities for dialogue, and questions, and to engage in activities related to course content. In order to receive full participation points for this course, students will need to stay engaged during class time and regularly participate in class discussions and activities. The expectations for students attending synchronous Zoom classes are similar to the expectations for students attending an in-person class.

- Students will fully attend each class from the start time to the end time of class. Being in attendance for a Zoom class means that a student has their camera turned on for the entire duration of the class. Being in attendance for class also means that students are not concurrently engaged in other activities while attending online synchronous Zoom classes (e.g., driving a car, working, attending an appointment, or sitting in a waiting room).
- Students exhibit the same professional behaviors during class time that would be expected in an in-person class. That includes sitting upright (i.e., not laying down), being awake and alert, and participating during class.

Students can find an appropriate environment to participate in class. An appropriate environment is one that is free from distraction and has privacy from other individuals (i.e., friends, family members, and children). This is essential in clinical courses and courses with large group discussion components, as confidential information is discussed that is not appropriate for others to hear.

### **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.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**. If you are having technical difficulties, please alert the professor as soon as possible.

All submissions for this course will be online via Canvas. **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 who choose to use a laptop computer should only do so for taking notes. **Students who use laptop computers are prohibited from (a) surfing the internet, (b) checking email, and (c) working on other assignments during class.**

### **PATRIOT E-MAIL**

University policy requires that all e-mail correspondence between students and instructor be done via the Patriot account **ONLY**. Check your Patriot E-Mail frequently. Announcements pertaining to class or departmental business will be sent to the student's Patriot account. In accord with university policy your instructor will respond **ONLY** to student correspondence sent via Patriot E-mail. Please do not contact the instructor via the Canvas messaging system. My email address is [rgrad@uttyler.edu](mailto:rgrad@uttyler.edu)

*\*\*Note: make sure that you do not send emails to [rgradl@patriots.uttyler.edu](mailto:rgradl@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. 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 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**

The University of Texas at Tyler strongly encourages our campus community to take the necessary preventative measures to ensure health and safety. In addition to wearing a mask when appropriate, social distancing when possible, covering coughs and sneezes, and practicing good hand hygiene, the COVID-19 vaccine is a protective measure to prevent severe illness due to COVID-19. You can contact your healthcare provider or local pharmacy to schedule a COVID-19 vaccine.

Stay home and contact your professors or supervisors if you do not feel well or have symptoms so that you do not risk exposing others. As a student, you are responsible for informing your faculty of absences due to COVID-19. Regardless of your vaccination status, stay home and follow the [CDC guidelines](#).

### **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.

## **COURSE ASSIGNMENTS**

- **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 a self-care journal.

- **Midterm Exam** (25 points)

This exam will include multiple-choice questions. Content for the exam will be drawn from the in-class PowerPoint presentations as well as the assigned readings.

- **Trauma Training & Paper** (15 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 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** (40 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 below. You have 2 weeks to make your decision. Email me at [rgrad@uttyler.edu](mailto:rgrad@uttyler.edu) by **5/28/2024** and mention which project you are choosing to do.

- **Conference Proposal/Presentation**. You will propose and prepare a conference-level education session that is to be of professional conference caliber. Your proposal/session will focus on the effects of trauma and a specialized population of your choice. The assignment will be divided into three parts: (1) the proposal, (2) the presentation, and (3) a resource handout for conference participants.
- **Trauma Research Paper**. A 12-15 page research paper reviewing the clinical and research literature on a specialty area of trauma counseling (see the above-listed topics). Your paper will focus on the effects of this specific trauma topic and the specialized population of your choice. You must include a minimum of 10 references related to your topic (journal articles, books, etc.). Your paper will follow APA guidelines and will consist of a title page, abstract/keywords, body (10-12 pages of the body), and references. Students will provide a comprehensive literature review on the specific trauma and/or stressor-related event. The literature review will include reports of contemporary treatment strategies with a presentation of the effectiveness of these strategies, and it should describe the current practices that have been shown to have efficacy in dealing with the trauma experience being described.
- **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 either work with or 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.**

### **LATE ASSIGNMENT POLICY**

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 3 days past the due date. It is the student's responsibility to communicate with the instructor to re-open the assignment for a late submission. **CANVAS is the only method assignments are accepted (Email and hard copy are not accepted).**

Oftentimes 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 grammatically correct papers, 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 coursework 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 before 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, 11	Self-Care Plan and Journal (10 points each)	20		
7	Midterm	25		
9	Trauma Training and Paper	15		
12	Trauma Specialty Project	40		
		<b>Total: 100</b>		
A ® 100-90	B ® 89-80	*C ® 79-70	*D ® 69-60	*F ® 59-0 points

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

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

### **PROFESSIONAL DISPOSITIONS 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. 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 Dispositions Indicators	Unacceptable	Acceptable	Optimal
1. Openness to new ideas.	1	2	3
2. Flexibility and adaptability.	1	2	3
3. Cooperativeness with others.	1	2	3
4. Willingness to accept and use feedback.	1	2	3
5. Awareness of own impact on others.	1	2	3
6. Ability to deal with conflict.	1	2	3
7. Ability to deal with personal responsibility.	1	2	3
8. Effective and appropriate expression of feelings.	1	2	3
9. Attention to ethical and legal considerations.	1	2	3
10. Initiative and motivation.	1	2	3
11. Orientation to multiculturalism and social justice advocacy.	1	2	3
12. Professional wellness and self-care.	1	2	3
13. Humility.	1	2	3
14. Professionalism.	1	2	3
15. Willingness to seek help.	1	2	3

**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 instructor.

Dates	Topic	Readings	Assignments
<b>Week 1</b> 5/14	Introduction and Orientation Brief Course Overview	Syllabus	Trauma Course Survey & Self-Care Plan due on 5/19 by 11:59PM
<b>Week 2</b> 5/21	Introduction to Traumatology What is T/trauma?	Briere & Scott: 1,2 Herman: 1	Choose your Trauma Specialty Project due on 5/26 by 11:59PM
<b>Week 3</b> 5/28	Diversity/Spirituality Issues in Trauma  Vicarious Trauma – The Importance of Self Care	Levers: 1, 2 Bemak et al. (2017) Refugee Trauma  Levers: 31, 32, 33	
<b>Week 4</b> 6/4	Assessment and Diagnosis in Trauma Counseling  Ethical Issues in Trauma	Briere & Scott: 3 Herman: 2, 3, 4, 6  Levers: 27, 30	Conference Proposal Due on 6/9 by 11:59PM
<b>Week 5</b> 6/11	Overview of Trauma Informed Clinical Interventions  Group Counseling	Briere & Scott: 4, 5, 6, 7, 8, 9, 10 Levers: 28, 29  Herman: 11	
<b>Week 6</b> 6/18	The Role of the Therapeutic Relationship in Trauma Treatment	Herman: 7	

<b>Week 7</b> 6/25	<b>Midterm</b> <b>No class meeting</b>		
<b>Week 8</b> 7/2	Phases of Treatment: Stage 1	Herman: 8	Conference Presentation Due on 7/7 by 11:59PM
<b>Week 9</b> 7/9	Phases of Treatment: Stage 2	Herman: 9	Trauma Training Paper Due on 7/14 by 11:59PM
<b>Week 10</b> 7/16	Phases of Treatment: Stage 3	Herman: 10	
<b>Week 11</b> 7/23	Developmental Trauma. Attachment Related Trauma	Herman: 5 Levers: 8, 9	Self-Care Journal Due on 7/28 by 11:59PM
<b>Week 12</b> 7/30	Intergenerational Trauma	Grayshield et al. (2015)	Trauma Specialty Project Due on 8/4 by 11:59 PM
<b>Week 13</b> 8/6	<b>No class meeting – Finals week</b>		

## PROGRAM AND DEPARTMENTAL POLICIES

### CLINICAL MENTAL HEALTH COUNSELING PROGRAM MISSION STATEMENT

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

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

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

### **UT Tyler Clinical Mental Health Counseling Student Handbook:**

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

## UNIVERSITY POLICIES

### UT TYLER HONOR

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

### **UT TYLER RESOURCES FOR STUDENTS**

- [UT Tyler Writing Center \(903.565.5995\)](mailto:writingcenter@uttyler.edu), [writingcenter@uttyler.edu](mailto:writingcenter@uttyler.edu)
- [UT Tyler Tutoring Center \(903.565.5964\)](mailto:tutoring@uttyler.edu), [tutoring@uttyler.edu](mailto:tutoring@uttyler.edu)
- The Mathematics Learning Center, RBN 4021, 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 \(903.566.5746\)](mailto:uttyler@uttyler.edu).