

**THE UNIVERSITY OF TEXAS AT TYLER  
DEPARTMENT OF HEALTH AND KINESIOLOGY  
TENTATIVE COURSE SYLLABUS**

**FALL 2022**

Course Title: Principles of Coaching (Topics in Motor Performance)

Course Number: **KINE 5306.060**

Credits: 3 Hours

Prerequisites: Graduate Admission

Days/Hours of Class: Any time

Room: Not Applicable, as the class is **offered asynchronously online via Canvas**

**INSTRUCTOR INFORMATION**

Name and Title: Njororai W. W. Simiyu, Ph.D., Professor

Office Location & Phone Number: HPC 2200A

**(903) 565-5530**

Email Address: **wnjororai@uttyler.edu**

Emergency Number (Office): (903) 566-7031 (Tina Taylor)

Office Hours: Available online and phone. **Cell 940 595 9190**

**COURSE TEXT**

**Rainer, Martens (2012). Successful Coaching. Champaign, Ill: Human Kinetics. 4<sup>TH</sup> Edition. 13-9781450400510.**

**You may order this book from various sources, including the UT Tyler Bookstore:**

**<http://uttyler.bncollege.com/>**

**Phone: 800-UTTYLER (800-888-9537) or 903-566-7070**

**Fax: 903-566-1435**

**Course Description:**

A study of coaching philosophy, leadership approaches, organization and practice techniques, utilized in coaching sports. Additional consideration is given to challenges and expectations of the coach in the community as well as conditioning for injury prevention.

**DEPARTMENTAL AND PROGRAM LEARNING OUTCOMES**

By the end of your Masters of Science in Kinesiology program, you are expected to accomplish the following learning outcomes at above average levels including:

- ◇ Mastery of Kinesiology related content
- ◇ Application of critical thinking skills
- ◇ Demonstration of communication skills
- ◇ Demonstration of leadership skills
- ◇ Exhibit integrity/ethical behavior in different settings.
- ◇ Demonstrate use of technology

## Course learning objectives

The student should be able to accomplish the following objectives by the end of the semester:

1. **Foundational Knowledge:** Explain concepts, processes and theories of coaching sport.
2. **Application:** Formulate and articulate via a video recording a personal coaching philosophy and objectives.
3. **Integration:** Explain how a coaching philosophy aids the coach in making decisions for training and developing players.
4. **Learning how to learn:** Demonstrate the desire to learn and develop coaching skills and knowledge via reading and researching on various assigned topics.
5. **Care:** Demonstrate an appreciation for character development for athletes and the importance of diversity in coaching.
6. **Human Dimension:** Demonstrate an appreciation for communication as a vital component in coaching and relationship building via identification of team building activities.
7. **Foundational Knowledge:** Justify the importance of teamwork, leadership and sound planning in accomplishing a team's annual goals.
8. **Human Dimension:** Demonstrate an understanding of athletes' physical, psychological, technical and tactical aptitude for a selected sport discipline.
9. **Application:** Generate key class takeaways and articulate them via writing and video.

### Methods of Instruction:

Student learning experiences to include but not limited to: a. observation and analysis of athletic performances including coaching and competitions; personal and team training behaviors b) reading designated textbook and supplementary peer reviewed articles and other material c. online engagement via Canvas through YouTube, audio lessons, PowerPoint presentations, blogs, journals, and discussion board.

### Course Procedures:

#### Offered Online via Canvas

Please read this syllabus carefully and in its entirety before you do anything else in the course. Note important details, but especially take note of the categories of information in this syllabus. The syllabus is intended to provide key information at the outset of the course, as well as throughout the entire semester. I strongly recommend that you refer to the syllabus frequently throughout the course. Note that the course is entirely online so you are required to do your work via canvas. Make sure you finish your tasks in the stipulated times. Please, ensure that after your initial reading of this syllabus, you check the various links in the course (in CANVAS) to start to familiarize yourself with "what is where."

#### COMMUNICATION WITH INSTRUCTOR

Please feel free to contact me throughout the semester, by email, phone, and text message or in person. I don't mind your phoning me on my cell phone but I do ask that you try to be considerate with such calls. All email correspondence associated with this course should be directed to the email above (wnjororai@uttyler.edu). VERY IMPORTANT: Every email you

send to me related to the course should have “KINE 5306.060” in the subject line. This helps with automatic sorting of my email. Always be sure your email includes your name somewhere, so it is obvious to me who the sender is. (The same applies to text messages.) This applies especially if your email address does not include your name.

**VERY IMPORTANT NOTE:** Students are required to use their Patriot email accounts for course work. If all is working properly, your Patriot email address will be automatically loaded into CANVAS for this course. I don’t mind if you send me emails from another account (as long as I can tell who has sent the email!), but I will send email via addresses in the course from time to time. Therefore, it is essential that you check your Patriot account on a regular basis.

### **Course Outline**

Very important information is provided in the “Announcements”, in CANVAS (link located in the navigation bar on the left side of the screen in the course). The “Announcements, Getting Started and Modules” links on your CANVAS page will have most of your learning tasks including information about assigned reading, assignments and other important information. Please familiarize yourself with these links, as well as journals, discussion board, quizzes, examination, and blogs, at the beginning of the course; you will use them a lot throughout the course. All writings should follow the 7<sup>th</sup> edition of the APA manual (<https://www.isu.edu/media/libraries/student-success/tutoring/handouts-writing/using-sources/APA7-Style.pdf> or [https://millikin.edu/sites/default/files/2020/documents/apa7th\\_edstyleguides2020\\_0.pdf](https://millikin.edu/sites/default/files/2020/documents/apa7th_edstyleguides2020_0.pdf)).

### **Discussions**

Online discussions are an essential component of this course. To do well in the course, you must participate regularly and insightfully in the online discussions. To stay abreast of discussions, I strongly recommend that you check the discussion forums at least daily. Participation in discussions is so important that you will receive points toward your course grade based on the quantity, and especially the quality, of your participation. More information related to online discussions, including details of grading of participation, is presented later in this syllabus.

### **Assignments**

- 1. Quizzes:** Every chapter in each module has a quiz at the end. After the completion of a quiz, you will automatically have access to the next chapter of the course and the related assignments.
- 2. Blogs:** This is an opportunity for you to express your thoughts on given issues based on experience, observation and reading in between 400-500 words. This is meant to capture your informed opinion based on knowledge derived from reading and how that knowledge applies in real life situations. Your opinion is important and articulate it here! Use the APA style of citations and referencing to support your arguments on given issues. Make sure to have a minimum of three citations, a reference section and indicate the number of words used in your blog.

3. **GROUP PROJECT:** This course has a group project assignment, which will earn you up to 10% of your overall grade. Group assignments are useful in preparing you for jobs after graduation, when working in a team is often essential for success. Collaborative assignments not only let you get to know your classmates better; they also encourage the exchange of ideas and information. Group projects can help students develop a host of skills that are increasingly important in the professional world (Caruso & Woolley, 2008; Mannix & Neale, 2005). Positive group experiences, moreover, have been shown to contribute to student learning, retention, and overall college success (Astin, 1997; Tinto, 1998; National Survey of Student Engagement, 2006). Through this group project, you will be called upon to autonomously lead yourselves, coordinate your efforts, set up and follow through with intragroup communication, delegate tasks, assume responsibility and be accountable to your group. The first listed on the group will convene the first meeting where you select a team leader and a secretary. **Even if it is a group project, only maximum participation, from the first meeting through compilation and submission of the research report, will earn you maximum points.**
  
4. **Discussion Board:** This is where you comment on given themes (250 - 300 words) and give your reaction to two other posts in the course (100 words each x 2). This is interactive. Let us be as civil with our language as possible. Stick to issues under discussion without use of derogatory language even when disagreeing. Your main post should have references and citations. Indicate the number of words used in your posts.

**Also observe these course Norms for Discussion Boards:** This course includes discussion boards where you respond to fellow course participants about different themes. The DBs offer space for participants to extend their conversations with other course-takers. Maintaining appropriate etiquette for online forms of communication—or netiquette—is crucial to ensuring that these discussion forums offer a rich learning experience for all participants. Participants in the Course are asked to kindly follow six norms for proper netiquette:

- I. **Actively participate.** The Course experience is more enriching when it includes a greater number of voices and perspectives. By actively participating, course-takers have an opportunity to engage in discussions that further their understanding of different topics by broadening their perspectives.
- II. **Read and respond to the discussion threads.** The Course is designed for learners to learn from one another because research shows that learning is enhanced by engaging in meaningful discussions. A discussion does not take place by solely reading and responding to the initial prompts, but rather by reading other course-takers' posts and providing feedback, offering encouragement, and sharing relevant resources.
- III. **Embrace the diversity among course-takers.** In this course, you will be part of a community of learners that benefits from the exchange of diverse perspectives and experiences. We expect that all course-takers are respectful of these differences. We all come to the table with differing experiences and viewpoints, which means that we have so much to learn from each other! In order to get the most out of this opportunity, it is important that we don't shy away from differences. Rather, we should show respect for differences by seeking to understand, asking questions, clarifying our understanding, and/or respectfully explaining our own

perspective. This way, everybody comes away with new perspectives on the issue and respecting others with different values or beliefs. If someone says something that bothers you for any reason, assume that your peer did not mean to be offensive and ask your peer to clarify what he or she meant. Then explain the impact it had on you. If your classmates tell you that something you said or wrote bothered them, assume that they are not attacking you, but rather that they are sharing something that might be important for you to know.

IV. **Be timely.** Research shows that discussions are most beneficial when people respond to one another in a timely manner. We ask that you do your best to stay on the same schedule as your classmates to maximize learning for all course-takers.

V. **Be specific.** We encourage you to offer specific evidence from the posts or your own classroom experiences when posting to the discussion forums. Citing evidence whenever possible not only allows you to effectively support your ideas but also helps paint a picture for your readers, who may have different perspectives or who have had different experiences.

VI. **Use an appropriate tone and language.** Without nonverbal cues, humor and sarcasm can be mistaken as cold or insulting. Please pay special attention to your use of tone and language before submitting posts in the discussion areas.

Feel welcome and enjoy interacting with one another as well as the content.

5. **Journals:** The Journals require you to articulate the key concepts and ideas that have stood out during your reading of a chapter. These are concepts you deem important for you, career and possibly life lessons. Every takeaway should be explained well USING AT LEAST 100 WORDS OR SO ie. Answer the questions “what did I learn? And why is it important?” Use citations, add a reference and indicate number of words used in the post.

#### Citing and reference examples

1. Read examples for a citation in the posts using APA style ([http://student.ucol.ac.nz/library/onlineresources/Documents/APA\\_Guide\\_2017.pdf](http://student.ucol.ac.nz/library/onlineresources/Documents/APA_Guide_2017.pdf)) or [In-Text Citations: The Basics // Purdue Writing Lab or https://millikin.edu/sites/default/files/2020/documents/apa7th\\_edstyleguides2020\\_0.pdf](https://millikin.edu/sites/default/files/2020/documents/apa7th_edstyleguides2020_0.pdf)
2. Referencing course text: **Rainer, Martens (2012). Successful Coaching. Champaign, Ill: Human Kinetics.**
3. Citing course text: According to **Rainer (2012)** or Coaching is defined as.....(Rainer, 2012)

**Note very carefully:** I encourage each student to complete and submit assignments as per the schedule in the syllabus. Doing exactly what is instructed for a given assignment will greatly improve your chances of getting a good grade on the assignment. My courses do not have set deadlines for most CANVAS assignments as each student’s schedule is unique except for Examinations and last day for all assignments. However, the onus is on the student to complete the work as per suggested due dates. This is akin to the work world where it is your choice to report to work and employers love “self-supervised workers”. Supervise yourself, but I will also be watching and alerting you when you fall out of line.

## Exams

There will be a midterm and final examination. Specific dates are in the schedule below.

## Time Requirements

In general, you should expect to spend a similar amount of time completing the requirements of this online course as you would spend on the same course taught in the traditional classroom format. The rule of thumb is that a successful college student should spend two extra hours of study per one credit hour of course work. Thus a 3- hour traditional course leads to 9 hours a week and therefore 135 hours a semester. It is critical that you do not fall behind. The course is set up so the schedule is relatively light and expectations less rigorous early in the course, and they progress to a heavier schedule and more rigorous expectations as the course goes along. Therefore, it is advisable to work ahead on readings, quizzes, blogs, discussion boards and journals when that is possible.

You will have access to all course materials systematically including exams, certain assignments, and certain discussion board forums, from the start of the course to the end, just as you move through a book from start to finish. This is a self-paced course, but with guiding dates as per the syllabus schedule. Assigned discussions, written assignments, exams, and the like will follow a schedule spread over the semester (like a class in the traditional format). There will be quizzes, journal entries, blogs and discussion boards and the week in which they should be done. There are no specific due dates for completing blogs, journal, and discussion boards, but it is better to stick to the weekly expectations.

**LIBRARY SERVICES** UT Tyler's Muntz Library may be accessed via <http://library.uttyler.edu/>. A link to the Muntz Library is also available on UT Tyler's Home Page ([www.uttyler.edu](http://www.uttyler.edu)). You will access research articles via the Library link. To get full access, you will have to log on via your Patriot username and password if you are away from campus.

## TECHNICAL SUPPORT

UT Tyler's IT Support department provides technical support for this online course. Information about technical support for CANVAS and this online course is available on your Canvas login page (<http://ccs.uttyler.edu/?page=canvas>). You are welcome to inform me if you have technical difficulties, but I will not likely be able to assist with such difficulties.

## COURSE CALENDAR

**This semester officially begins on Monday, August 22nd and ends on Saturday, December 10th, 2022. This course is both content-oriented and process-oriented, so you will be called upon to reflect and apply more than in other cases. Because the course is only online, you must be diligent in the way you learn. Strive to be diligent and disciplined in reading and following up on learning tasks on your own. You should refer to this schedule frequently throughout the course. I strongly recommend that at the start of the semester you note key dates and deadlines on your own personal calendar. Occasional announcements and reminders will also come to you via Canvas. Ensure to sign up for notifications via your smart phone or have a way of checking daily.**

### **Course Expectations:**

- 1) Being a graduate class, there is going to be plenty of reading to master knowledge, a lot of writing to enhance your communication skill, plenty of analytical thinking to enhance your critical thinking skills, and application to relevant problem solving situations in life and profession. These skills are critical to your success in the profession and life. These are in line with the learning outcomes outlined including content mastery, communication, leadership, teamwork, ethical behavior, technology use and multicultural behavior.
- 2) As a graduate student, you have plenty of experience and knowledge that you can share even as you strive to improve. You learn best by sharing what you know; interrogating what you read and hear; seeking answers to questions posed and in return asking the relevant questions of your own.
- 3) **Complete all assignments/reports as specified online.**
- 4) **Communicate with the instructor whenever you need assistance or clarification.**
- 5) **Prepare diligently before taking quizzes, examinations, and all assignments.**
- 6) **Cite and reference all sources for discussion board, journal, group project and blog posts.**

### **Grading**

1. Two exams which will be administered at the mid (18%) and end (18%) of semester (total = 36%), 20 Quizzes and posttest (30%), Group Project (10%), Discussion Board (8%), Blog (8%) and Journal entries (8%).
2. Grading  
A= 90-100%  
B=80-89  
C=70-79  
D=60-69  
F=59 and below

**Note: A graduate class requires a minimum of a C to pass so long as your overall GPA remains above a 3.0 for the semester.**

### **NOTE SEMESTER KEY DATES:**

1. Classes Begin – August 22
2. Census Date (11th Class Day) – September 2
3. Labor Day Holiday- September 5
4. Filing for summer 2023 graduation- September 15
5. Last Day to Withdraw from Classes – November 4
6. Thanksgiving break – November 21- 26
7. Study Day – December 5
8. Final Exams for fall semester – December 6 - 10

### **COURSE SCHEDULE**

Time duration	Module and Lesson topic	ACTIVITY	REFERENCE/RE SOURCE/Key Dates
1. August 22 – September 18, 2022	Module 1: Principles of Coaching A. Introduction, syllabus review and class policies and expectations B. Why a coaching philosophy C. Coaching objectives D. Coaching styles and Character E. Coaching diverse Athletes	<p><b>1. Online familiarization with canvas and review of syllabus; pre- test; Listen to Instructor’s Profile and expectations.</b></p> <p><b>2. Discussion Board 1 (300 words):</b> Post your self-introduction capturing who you are in terms of names, place of birth, birthday, leisure time activities and hobbies, favorite sports and sports teams, career interest and favorite motivational quote, your 3 strong attributes and one weakness that you have and desire to change. Also respond to what two other persons have said in their posts in 100 words each. Indicate number of words at the end of each post.</p> <p><b>3. GROUP PROJECT (3000 words): Collaboratively seek data on “diversity and inclusion in coaching NFL Teams or NBA or WNBA (choose only one); analyze the data and provide a 3000 word report including a title, abstract, introduction, problem statement, purpose of study, methodology, findings, discussion, conclusions, recommendations and references.</b></p> <p><b>4. Discussion Board 2 (250 words):</b> Our personal philosophy helps us answer fundamental questions about what, why and how, that we encounter in life. Up to this point, you have gone through a lot in life and you must have developed a philosophy to guide your decision -making. Therefore, share your general philosophy of life and use citations and references to support your narrative. Also respond to what two other persons have said in their posts in 100 words each. Indicate number of words at the end of each post.</p> <p><b>5. Journal 1 (500 words):</b> Explain FIVE takeaways from module 1 (one from each chapter). What did you learn and why is it important to you and career? Indicate number of words at the end of each post</p>	<ul style="list-style-type: none"> <li>• Course Syllabus</li> <li>• Textbook reading</li> <li>• Chapter 1, 2, 3, 4 and 5</li> <li>• Quizzes 1 to 5.</li> <li>• Due dates for Module one assignments : September 18</li> </ul>



		<p><b>6. Blog 1:</b> in 400 words, expound on your personal coaching philosophy. Indicate number of words at the end of each post. Also video record yourself and post in canvas. Make it less than 5 minutes.</p>	
2.September 19 – October 2 <sup>nd</sup>	<p><b>Module 2: Principles of behavior and coaching:</b>  A.Communicating with Athletes  B.Motivating Athletes  C.Managing Athletes' behavior</p>	<p><b>7. Discussion Board 3 (250 words):</b> This is to invite your perspectives on chapter 6 and specifically respond to the question: Why is communication a challenge for coaches in sport? Use any examples that you may know. Also cite and add references to support your argument. Also respond to what two other persons have said in their posts in 100 words each. Indicate number of words at the end of each post.</p> <p><b>8. Discussion Board 4 (250 words):</b> In chapter 7 you read about the inverted U relationship between arousal and performance. Using examples from Athletics, explain the coach's role regarding the inverted U relationship between arousal and performance. Also respond to what two other persons have said in their posts in 100 words each. Indicate number of words at the end of each post.</p> <p><b>9. Discussion Board 5 (250 words):</b> Read two peer reviewed articles on “coaches as role models in sport” and discuss why it is so important that a coach serves as a good example to his/her athletes. How would you personally model the character of your athletes? Also respond to what two other persons have said in their posts in 100 words each. Indicate number of words at the end of each post.</p> <p><b>10. Module Journal 2 (300 words):</b> Explain THREE takeaways, ONE from each chapter, from module two. Indicate number of words at the end of each post.</p>	<ul style="list-style-type: none"> <li>• Chapter 6, 7, and 8</li> <li>• Quizzes 6, 7, and 8</li> <li>• Due dates for Module two assignments : October 1<sup>st</sup></li> </ul>
3.October 3 <sup>rd</sup> to	<p><b>Module 3: Principles of Teaching</b></p>	<p><b>11. Discussion Board 6 (200 words):</b> "You succeed not by chance, but by preparation" and "Failure to plan is</p>	<ul style="list-style-type: none"> <li>• Midterm exam-</li> </ul>

October 30 <sup>th</sup>	<p>A. Coaching the games approach way</p> <p>B. Teaching technical skills</p> <p>C. Teaching tactical skills eg. Soccer, Basketball, baseball</p> <p>D. Planning for teaching</p>	<p>planning to fail" are popular quotes in motivation and leadership forums. Using these statement, expound on how sound planning contributes to the success of a program. Use examples from nationally known and successful programs to illustrate the significance of planning. Make sure you cite and reference your sources. Also respond to what two other persons have said in their posts in 100 words each. Indicate number of words at the end of each post.</p> <p><b>12. Module Journal 3 (400 words):</b> Explain FOUR takeaways, one from each chapter, from module three. Indicate number of words at the end of each post.</p> <p><b>13. Blog 2 (400 words):</b> Watch a sports competition and offer a reflection on a sport officiating decision and how it influenced the outcome of the contest in question. Indicate number of words at the end of each post.</p>	<p><b>October 13 and 14<sup>th</sup></b></p> <ul style="list-style-type: none"> <li>• Chapters 9, 10, 11, and 12</li> <li>• Quizzes 9, 10, 11 and 12.</li> <li>• <b>Due dates for Module three assignments : October 30th</b></li> </ul>
4. October 31- November 13	<p>Module 4: Principles of Physical Training</p> <p>A. Training basics</p> <p>B. Training for energy fitness</p> <p>C. Training for muscular fitness</p> <p>D. Fueling athletes</p> <p>E. Battling Drugs</p>	<p><b>14. Blog 3 (400 words):</b> Using examples, discuss (two points for, two against and your personal opinion) the role of drugs on athletic performance. Indicate number of words at the end of each post.</p> <p><b>15. Module Journal 4 (500 words):</b> Explain FIVE takeaways, one from each chapter, from module FOUR. Indicate number of words at the end of each post.</p>	<ul style="list-style-type: none"> <li>• Chapter 13, 14, 15, 16, and 17</li> <li>• Quizzes 13 to 17</li> <li>• <b>Due dates for Module four assignments : November 13</b></li> <li>•</li> </ul>
5. November 14 to November 30	<p>Module 5: Principles of Management</p> <p>A. Managing your team</p> <p>B. Managing relationships</p>	<p><b>16. Discussion Board 7 (250 words):</b> From your experience as a player/coach/teacher or from reading, share some common routines and activities that may be helpful for a team to enhance team chemistry. Cite and reference your sources. Also respond to what two other</p>	<ul style="list-style-type: none"> <li>• Chapter 18, 19 and 20 and their respective quizzes</li> <li>• <b>Post-test on November</b></li> </ul>

	C. Managing risks	<p>persons have said in their posts in 100 words each. Indicate number of words at the end of each post.</p> <p><b>17. Module Journal 5 (300 words):</b> Explain THREE TAKEAWAYS from module five, one from each chapter. Indicate number of words at the end of each post</p> <p><b>18. Blog 4 (500 words): Compile your 5 key takeaways from this course and record yourself on video as you articulate them in less than three minutes. Post both the write up and the video in Canvas.</b></p>	<p>29 and 30<sup>th</sup> 2022</p> <ul style="list-style-type: none"> <li>• Due dates for Module five assignments : November 30<sup>th</sup></li> <li>• Deadline for all assignments November 30<sup>th</sup> , 11:59 pm</li> </ul>
December 6 and 7 <sup>th</sup> 2022	Final examination 6 and 7 <sup>th</sup> online in canvas	<b>FINAL EXAMINATION ONLINE</b>	Final examination 6 and 7 <sup>th</sup> online in canvas

I RESERVE THE RIGHT TO MODIFY THIS SYLLABUS AT ANY TIME. THEREFORE, YOUR ATTENDANCE AND ATTENTION TO THE ANNOUNCEMENTS IN CANVAS ARE CRUCIAL BECAUSE IT WILL ASSIST YOU REMAIN CURRENT ON THE MATERIAL AND KNOW WHEN THE SYLLABUS MAY BE MODIFIED.

**UNIVERSITY POLICIES:** Visit - <http://www.uttyler.edu/academicaffairs/syllabuspolicies.pdf>

#### UNIVERSITY POLICIES AND ADDITIONAL INFORMATION

**UT Tyler Honor Code** Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do. Students Rights and Responsibilities To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link:

<http://www.uttyler.edu/wellness/rightsresponsibilities.php>

**Campus Carry:** We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at

<http://www.uttyler.edu/about/campus-carry/index.php>

**UT Tyler a Tobacco-Free University** All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors. Forms of tobacco not permitted include cigarettes, cigars, pipes, water

pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products. There are several cessation programs available to students looking to quit smoking, including counseling, quit lines, and group support. For more information on cessation programs please visit [www.uttyler.edu/tobacco-free](http://www.uttyler.edu/tobacco-free).

**Grade Replacement/Forgiveness and Census Date Policies:** Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>.

Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar. Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract. The Census Date is the deadline for many forms and enrollment actions of which students need to be aware. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
  - Being reinstated or re-enrolled in classes after being dropped for non-payment
  - Completing the process for tuition exemptions or waivers through Financial Aid

**State-Mandated Course Drop Policy:** Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date). Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

**Disability/Accessibility Services:** In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Texas at Tyler offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler> and fill out the New Student application. The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director of Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <http://www.uttyler.edu/disabilityservices> the SAR office located in the University Center, # 3150 or call 903.566.7079.

**Student Absence due to Religious Observance:** Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second-class meeting of the semester.

**Student Absence for University-Sponsored Events and Activities:** If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

**Social Security and FERPA Statement:** It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

**Emergency Exits and Evacuation:** Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

**Student Standards of Academic Conduct Disciplinary** proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

i. **“Cheating” includes, but is not limited to:**

- copying from another student's test paper;  using, during a test, materials not authorized by the person giving the test;
- failure to comply with instructions given by the person administering the test;
- possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed “crib notes”. The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
- using, buying, stealing, transporting, or soliciting in whole or part the contents of an 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 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), [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)
- Covid-19 Information and updates: <https://www.uttyler.edu/reboot/>

## BEST WAYS TO LEARN: TIPS FOR SUCCESSFUL SELF-DIRECTED LEARNING

### 1.MAKE THE MOST OF YOUR NOTES

Review your notes as soon as possible after class. Fill in any missing information by consulting your text or asking classmates or your instructor for clarification. Spend time organizing your notes and making connections with content you have previously covered. Create flashcards for key vocabulary, facts, and content.

### 4.PUT IT IN YOUR OWN WORDS

Shortly after completing assigned readings or after reviewing your notes from class, take a few minutes to put the concepts studied in your own words. It can be very helpful to "teach" or explain the content to someone else. You can even pretend to teach others if your friends are not that interested in learning more about physics!

### 5.BE AN ACTIVE READER

Stop every few pages and ask yourself questions about what you just read. Turn section headings into questions and answer them in your own words. Make connections between what you read and what you have already learned. Create quiz questions that may appear on a test and write them on note cards for later use.

### 6.SCHEDULE STUDY SESSIONS

Set aside a few times each week to study for each course. Study your notes from the current class and then restudy notes from prior classes. Use your practice test questions and flash cards. Keep quizzing yourself until you can reliably recall the information, and then take the cards out of weekly rotation. Add them back in prior to any final assessment.

## 7.MIX DIFFERENT TYPES OF PROBLEMS

When you practice two or more concepts at the same time, retrieval is harder but produces longer lasting learning and lets you apply what you are learning. For example, practicing different types of math problems makes you more skilled than working on a set of common problems.

## 8. "A" and "C" Student Distinction: It is your choice

**Generally Observed Student Characteristics** (John H. Williams, *The Teaching Professor*, 7,7, pgs. 1-2, 1993)

### The "A" Student:

**Attendance** - "A" students have nearly perfect attendance.

**Preparation** - "A" students are prepared for class. They always read the material prior to class and their attention to detail is superb.

**Curiosity** - "A" students show a high level of interest in the subject matter. They look up or search out answers to topics that they don't understand. They often ask interesting questions or make insightful comments.

**Retention** - "A" students can retain new material and connect past learning to the present.

**Attitude** - "A" students have an attitude that displays both the determination and self-discipline required for success. They also show initiative and do things without being told.

**Talent** - "A" students possess a special talent. It may be exceptional intelligence and insight, or it may be unusual creativity, organizational skills, commitment, and perseverance - or a combination thereof. These gifts are evident to the professor and usually to the other students as well.

**Results** - "A" students make the highest grades on tests and their work is generally a pleasure to grade.

### The "C" Student:

**Attendance** - "C" students miss class frequently and they put other priorities ahead of academic work

**Preparation** - "C" students prepare their assignments consistently, but in a perfunctory manner. Their work may be sloppy or careless and at times incomplete or late.

**Attitude** - "C" students are not visibly committed to the class. They participate, if at all, without enthusiasm and their body language often expresses boredom.

**Talent** - "C" students vary enormously in talent. Some have exceptional ability but show undeniable signs of poor self-management or bad attitude. Others are committed and diligent but are simply average in academic ability.

**Results** - "C" students obtain mediocre or inconsistent results on tests. They have some concept of the material, but clearly do not show mastery of the subject matter.

## Remember:

1. *Obstacles don't have to stop you. If you run into a wall, don't turn around and give up. Figure out how to climb it, go through it, or work around it. - Michael Jordan*
2. *I hated every minute of training, but I said, 'Don't quit. Suffer now and live the rest of your life a champion'. - Muhammad Ali*
3. *There may be people that have more talent than you, but there's no excuse for anyone to work harder than you do. - Derek Jeter*