WELCOME

Welcome to HECC 5370: Ethics in the Health Professions. The faculty of the Department of Health and Kinesiology of The University of Texas at Tyler and the College of Nursing and Health Science are pleased to provide a graduate course in ethics for students in the cognate fields of the College.

A cursory glance at a newspaper or TV news suggests that the words "ethics" or "morality" are socially ubiquitous; they are all about us. Contrary to the thinking of a few ethics is not like a set of rules or laws that a person can carry around on a 3x5 card. While virtually all institutions and enterprises have a code of ethics there is no universally recognized code of ethics, including religion, that can serve the diverse requirements of the students enrolled in this course. At the same time there is a recognized need to introduce the historical thinking regarding the effect of ethical thinking on human interaction and unity of purpose; what one should do in human interactions. This course was designed to: 1) facilitate a common language for discussing ethical conversations, 2) provide a model for communication about ethical dilemmas in the workplace, and 3) provide a process for creating unity between the workplace and human relationships.

The course was designed to emphasize the process of ethical thinking with a focus on professional applications to leadership experiences. No single theory of ethics is dominant; rather there is an attempt to interweave the unifying elements of ethical thought situational scenarios.

COURSE AUTHOR

KEITH MCCOY, ED.D., PROFESSOR EMERITUS

Welcome to Ethics in Health Professions. I confess a high degree of interest in the subject of ethics. I am excited about this opportunity to collaborate with you for the next few weeks to understand and apply leadership skills to developing communities of integrity in the fields of health, kinesiology and sport.

A few bits of information about my background: I was a college and high school coach for football, wrestling and swimming. I taught physical education classes in high school and college settings and developed two college/university physical education i.e., kinesiology, activity programs from the "ground floor up" as well as undergraduate and graduate degree programs in health and kinesiology. These experiences occurred at a variety of sites in California, Colorado, Wyoming and Texas where I have been since 1968. (O.K. don't start working the age figures on me!) I was Department Chairman at The University of Texas at Tyler from "conception." As an Emeritus Professor my responsibilities are limited now to on-line teaching, The Center for Ethics and writing.

My professional sport passions are the Denver Broncos, Dallas Mavericks, Texas Rangers and the developing world of soccer. It is important to me that you recognize the difference between "wrestling" and "rasl'n." The latter is conducted Saturday night at the coliseum and in the back seat of a car. Wrestling is a sport and rasl'n is entertainment. I remind you that it took a Wyoming boy to beat the Russian in the Australian Olympics, and that Texas is only a "child" in the world of wrestling.

I enjoy bicycle touring, backpacking and golf. It is a stretch to say that I enjoy golf, but I enjoy playing; that is walking the course and practicing emotional control.

I have a wife of 57 years who is very special. I hope that all of you have the opportunity to meet her one day. We have four children; three sons and a daughter. In addition, we have seven grandchildren in various
levels of higher education and professional development: They are all awesome. (Have you ever met a grandparent who has grandchildren who are anything but awesome anything?)

My teaching and research interests, in addition to ethics, are directed to health and exercise behavior. I am retired now and confine my teaching to ethics. In the past I taught undergraduate and graduate ethics, sport psychology, motor learning, motor control, exercise psychology, stress management, curriculum, and related courses. My research was directed to understanding cardiac rehabilitation program adoption, but in recent years this has changed to questions of academic integrity.

I was the holder of the Bart Brooks Professorship in Ethics at the University of Texas at Tyler. In this capacity I was instrumental in developing the University of Texas at Tyler Center for Ethics. I continue to maintain involvement in the Center for Ethics with a particular focus on developing communities of integrity with a focus on high schools. Recent community service activities have included chairing the Northeast Public Health District Board, industrial and school consulting, and board membership on a regional Christian camp and conference center.

COURSE INFORMATION

COURSE PURPOSE

Study of leadership in guiding ethical discussion encountered in health professions practice including development and evaluation of ethical viewpoints based on theory and fundamental principles.

COURSE GOALS

The instructional goals for the Ethics in Health Professions course focus on preparing the student to practice leadership in applying his/her knowledge and skills to value conflicts that occur in health and kinesiology. At the conclusion of the course student will:

- Experience stimulation of their moral imagination.
- Recognize Ethical Issues, and
- Develop a sense of moral obligation,
- Develop analytical skills for assessing and evaluating ethical dilemmas,
- Increase tolerance and reduction of disagreement and ambiguity, and
- Apply ethical reasoning to clinical/field practice and research in related areas of health and kinesiology.

PREREQUISITES EXPAND

The only specific prerequisite for this course is graduate status approval. There are several technical prerequisites that you must meet:

- capability to send and receive email correspondence that include attachments
- an aptitude for conducting internet searches,
- a willingness to develop skill in internet conferencing,
- a capacity for learning through interpersonal engagement.

INTENDED AUDIENCE
This course is intended for scholastic and collegiate physical educators and coaches, and a broad range of health professionals. It might also be noted that the format for instructional has a broader application that may be suitable for a number of professional tracks.

This course is intended for three groups of people based on academic status:

- Individuals pursuing the complete Online Master's Degree in Kinesiology. This course will count toward degree requirements for most of these students.
- Individuals who take this course as a required or elective course towards a master's degree other than the complete Online Master's Degree in Kinesiology
- Individuals who are not pursuing a degree and who want a master's level course in ethics.

NOTE: If you are a degree-seeking student, you should consult with your advisor to be sure this course meets requirements of the degree.

CONTACT INFORMATION

If you have an emergency that affects your ability to meet any of the course requirements please call any of the following:

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<tr>
<th>Contact</th>
<th>Telephone</th>
<th>FAX</th>
<th>email</th>
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<tbody>
<tr>
<td>Keith McCoy</td>
<td>903-566-0095 (h)</td>
<td>903-566-7065</td>
<td><a href="mailto:kmccoy@uttyler.edu">kmccoy@uttyler.edu</a></td>
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<tr>
<td>David Criswell, Ph.D.</td>
<td>903-566-7178</td>
<td>903-566-7065</td>
<td><a href="mailto:dcriswell@uttyler.edu">dcriswell@uttyler.edu</a></td>
</tr>
<tr>
<td>Department Secretary</td>
<td>903-566-7031</td>
<td>903 566-7065</td>
<td><a href="mailto:scowan@uttyler.edu">scowan@uttyler.edu</a></td>
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<td>(Sarah Cowan)</td>
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TECHNICAL SUPPORT

If you experience technical problems or have a technical question about this course, you can obtain assistance by emailing itsupport@patriots.uttyler.edu.

When you email IT Support, be sure to include a complete description of your question or problem including:

- The title and number of the course
- The page in question
- If you get an error message, a description and message number
- What you were doing at the time you received the error message

You may also visit Distance Education FAQs for helpful information.

PLUG-INS AND HELPER APPLICATIONS
UT Tyler online courses use Java, JavaScript, browser plug-ins, helper application and cookies. It is essential that you have these elements installed and enabled in your web browser for optimal viewing of the content and functions of your online course.

You may check to see if your web browser is properly configured to use Blackboard by clicking on the **Student Resources** tab within Blackboard and selecting "Test Browser." Links for browser plug-ins and helper applications are provided below.

- **Adobe Reader** allows you to view, save, and print Portable Document Format (PDF) files.
- **Java Runtime Environment** (JRE) allows you to use interactive tools on the web.
- **Adobe Flash Player** allows you to view content created with Flash such as interactive web applications and animations.
- **QuickTime** allows users to play back audio and video files.
- **Windows Media Player** allows you to view, listen and download streaming video and audio.
- **RealPlayer** allows you to view and listen to streaming video and audio.
- **Zoom** is synchronous audio/video software that allows up to 25 persons to communicate simultaneously. Sessions can be recorded. The resource is available for all University students. It allows for student-student and faculty-student interaction. Zoom will be an important part of this course.

**COURSE DELIVERY**

This course will have many of the features of a traditional course in an on-campus, classroom setting, concluding instructor comments and overviews, textbook readings, discussions, written assignments, internet audio/video streaming, and exams. Not surprisingly, the primary difference between this course and a traditional course will be the internet-based delivery of information from instructor to student, from student to instructor, and from student(s) to student(s). The course is designed so that you can complete all of the course requirements "asynchronously." However, there will be scheduled Zoom meetings and collaborative activities throughout the semester. With selected exceptions, particularly related to exams (discussed later), you can access online course content, participate in online conferences, and do assignments within designated time constraints.

*Ethics is a very robust discipline.* Much of the content is found in the readings of Philosophy, but the fields of religion, science, political science, business and the applied areas of health and kinesiology have contributed to the body of knowledge in recent years, particularly as it relates to professional duties. The point is that the student should consider the various fields as a resource for discussions. The reality is that the subject of ethics is very dynamic and the readings extensive. It may be difficult to find clear conclusions initially, but this will come as the student allows him/herself to become emerged in the ideas and thoughts of the field of study.

The focus of the course is the application of leadership in developing communities of integrity with a specific orientation to the broad domain of health and related fields of kinesiology including physical education and sport. Before the application can be made, however, it is necessary to learn the concepts that form the body of knowledge.

The content of the course is divided into four broad subject areas based, in part, on the assumption that there may need to be some background preparation:
The Discussion Board (Db) the Zoom session will be important element of class interaction/communication.

The primary resource for discussions will be Case Studies and Discussion Board Forums posted by the instructor in the form of a scenario and leading questions. These are designed to develop an understanding of a specific relevant concept. This is where the importance of reasoning becomes relevant: the expectation is that students will respond to the question in the form of a CONCLUSION with supporting reasons to support the conclusion. The answer or conclusion is an independent thread if you use the Db. THIS ASPECT OF THE CLASS WILL SERVE AS A PRIMARY SOURCE OF EVALUATION AT THE CONCLUSION OF THE SEMESTER.

The term "Threaded" is used in the Discussion Board. It refers to continuation of a discussion of a specific topic or question (the "thread"). "Asynchronous" means that individuals are not communicating at the same time, as in a face-to-face conversation—you can participate in the discussion when the time is convenient for you. Discussion within a thread should focus on the stated conclusion/topic. DO NOT offer a new conclusion; rather discuss the conclusion within the specific thread. A new thread should be posted when the individual is proposing a new conclusion. PLEASE practice discipline in the continuity of the threads – it enhances the quality of the discussion. THE POINT is that discussions should focus on the conclusion and the supporting evidence. (More about this as we continue)

Zoom is a mechanism for face to face electronic discussions. Zoom sessions have been scheduled weekly throughout the course. Additional sessions can be arranged for individuals or groups as needed or desired. One of the advantages of this technology is the ability to record a discussion for later review.

Other resources like Wiki may be used as appropriate. When new technology is introduced, there will be an instructional presentation of some form to ease the student into the application.

Exams may be either objective and/or subjective items. Objective assessments will be administered online. Responses to subjective exam items and all assignments will be submitted to the instructor electronically unless noted otherwise. Details about the technical aspects of taking exams and submitting materials electronically are presented later.

INSTRUCTIONAL MATERIALS

Textbook(s) NOTE: INSTRUCTIONAL MATERIALS ARE RECOMMENDED ONLY.


*Required texts

SUPPLEMENTARY RESOURCES


**Instructor**

The instructor will post information and instructional resources throughout the course of study. Links will be provided for additional reading sites and questions will be presented to provide a continuous stream of learning.

**NOTE:** Evidence of student involvement is generally demonstrated in Blogs, Discussion Board postings, Assignments, Zoom participation, and other interactive sessions.

**INSTRUCTOR RESOURCES**

The instructor will post information and instructional resources throughout the course of study. Links will be provided for additional reading sites and questions will be presented to *provide a continuous stream of learning experiences*. In other words, I am going to do everything I can to capture your minds and imagination regarding the process and the obstacles that a professional person encounters in deciding “*the right things to do*”. Meaningful participation in the discussions is part of the basic requirement for a grade of B. Evidence of student involvement is generally found in Blogs and Discussion Board postings, Assignments, and discussions in the Zoom sessions.

**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. You will probably need less time to go over the online lecture material than would be spent listening to lectures in the classroom. An advantage of the online format is that the lecture material is there for you to review at your convenience. In this experience a significant part of the time allocated to the learning experience will be devoted to participation in conference discussions. An advantage of the online experience is that there is greater opportunity for everyone to contribute as community collaboration. Time for completing projects and other assignments, reading the textbook and other materials, reviewing for comprehension, and preparing for exams should be similar in this online course as in any other course. As a rough guide, you should plan to spend 10-12 hours per week on this course. The actual amount of time will, of course, vary from one person to another. **NOTE:** It is of the utmost importance that you maintain daily involvement in the class.

**This is not a self-paced course.** There is a progression of thought that works toward an ending. The introduction of new questions/learning will proceed at a pace determined by the members of the class. Some of the content may take only a couple of days and other several weeks, it all depends on the progress of the collective group and, I might add, the individual interest of the student. This places considerable emphasis on collaborative learning. The process is called guided discover where the instructor and the class work as a unit to progress toward understanding and synthesis. The operative focus is that we will achieve a sense of connection (synthesis) by the time we are finished.

**THIS MAY BE CONSIDERABLY DIFFERENT THAN OTHER LEARNING EXPERIENCES.** The instructor, through the syllabus, sets the goals for the class and monitors the pace of the instruction through
scenarios/case studies and guiding questions. Within that context students and the instructor collaborate on instructional decisions. Exams, assignments and other instructional activities may be part of the experience, but they will be based on the collective need for feedback and reinforcement of learning experiences.

Assignments and examination deadlines are due at **Midnight Central Time** on the assigned due date, unless specifically noted otherwise.

**EVALUATION**

Evaluation criteria for the basic component of the course will be determined from six sources:

1. Self-Test questions
2. Assigned discussions forums on the Discussion Board and Blogs.
3. Written assignments – evaluation will be made on the bases of the quality of reasoning.
4. Active participation in group activities, analyses or assignments, when appropriate
5. Analysis of assigned readings

The **Self-Test** questions may be provided to enhance reading and evaluate content understanding.

**Discussion Board** evaluation is based on the evidence of student reasoning. Individual postings will be evaluated based on compliance with the rules of reasoning and the evidence of reading/research on the topic, application of moral reasoning, i.e., the "tightness" of the argument supporting the response, organization of thought, and the quality of the critique in evaluating other student responses. The instructor will be interactive with the students during the Db activity.

A word of advice: write your answer on a separate paper, read it aloud, and correct it before you type and enter your posting on the Db. "I agree," "good job," etc., are not considered meritorious postings. Sorry!

A **Written Essay** is a student’s response to a scenario or assignment presented by the instructor. It is designed to assess the student's ability to apply the principles and process of moral reasoning to develop an ethical resolution to the scenario dilemma. Evaluation will be subjectively determined by the instructor based on the student's analysis, compliance with the process and reasoning in support of the decision.

**Essay assignments** will be evaluated on a scale of one to 10 with 10 being excellent. Excellence or a score of 10 will indicate that the individual complied with the assignment and exceeded expectations for a graduate student response as determined by the instructor. A normal score will be in the 5 – 8 range, which indicates that the individual has complied with the general requirements of the assignment.

**Group Projects** entail the identification or analysis of an ethical issue in a common field of the study group. For this course of study the group project will be presented as a culminating experience at the end of the twelfth Session. The final document will be made available on Discussion Board for class evaluation.

**Zoom sessions** are planned throughout the course of study. The sessions are recorded for later viewing. Zoom sessions are not evaluated for grade purposes, but participation is expected and noted in the final evaluation by the instructor. Students will be provided a ‘link’ for accessing the session prior to the schedule time for the discussion. The session has audio and video capability to enhance the conversation.
Study questions are provided throughout the course to help the student expand his/her understanding of the meaning and implication of the concepts that are presented during the course of study. Questions are generally attached to a scenario.

Numerical Evaluations, when appropriate, will be presented as scores in the Blackboard gradebook for student review. Numerical feedback does not accumulate to determine the final grade.

A Db forum is provided for students to post questions for the instructor or other students. This provides the instructor opportunity to answer questions that may be on the mind of other students. Students are encouraged to use this format. Otherwise, the instructor is available by e-mail, telephone or fax at the addresses listed in the syllabus.

EVALUATION: Grade Determination –

A PHILOSOPHY OF GRADUATE EDUCATION

Whereas undergraduate programs focus on the acquisition of knowledge, concepts and skill, it is assumed in this class that the focus of graduate education is the application of the basic content to making decisions; specifically professional decisions involving ethical situations. To the point, I assume that the primary focus of a graduate level class is the cognitive synthesis of knowledge, concepts and skills in resolving/solving situations specific to the areas of health and kinesiology.

Instructors are required to provide a syllabus, a course of study. I developed and organized the learning experiences described in the syllabus, I make all of the decisions about the questions on exams, determined the assignments, and the pace of instruction as well as the scenarios and the topics of discussion etc. This serves as a base for us to collectively engage in developing leadership skills for developing communities of integrity.

If you complete only that which I created, you have met the minimal expectation for the course of study.

THIS SHOULD BE UNDERSTOOD AS A BEGINNING – A GUIDE.

In this class students are encouraged to propose alternative assignments, use technology to interact at will with the instructor and other students, collaborate with other students seek advisement from professionals, research on-line and in the library, and look for alternative learning experiences. If this fits your learning style my experience in other similar classes suggests that you will have an enjoyable liberating learning experience. On the other hand, if all you want is to ‘get a grade’ then, you may experience some frustration – I hope the former describes the situation for all of those enrolled in the class.

In short, I view myself as a collaborator in a learning experience with you! I do not view myself as a teller.

This focus implies that the student agrees to become a co-actor with the instructor in the conduct of the class. By co-actor I mean that the student is active in identifying pertinent issues, researching the questions relating to these issues, working with the instructor in developing solutions and in general, taking a primary responsibility for learning.

In this model of instruction, the instructor sets the course of study as a primary guide, but the student is primarily responsible for using this foundation to develop ‘meat on the bones’. In addition, all of the members of the class are assumed to be co-actors throughout the duration of the course of study.

Ideally, I would like nothing better than to award everyone in the class an ‘A’ recognizing that everyone made a significant unique contribution to synthesizing the material to solve a problem or develop a new
understanding that applies to the fields of health, kinesiology and in particular sport. However, based on my teaching experience many students approach a class as an obstacle to overcome. In this situation the student expects to complete the ‘guide’ provided by the instructor and for reaching this objective to be recognized as an exceptional student. That may be your experience and desire, but I am changing the rules of engagement.

My home is open for student ‘drop-ins’ or scheduled visits and I am available for a ‘cup of coffee’ on my bill any time.

All students begin the class with a grade of C – It is your responsibility to provide evidence throughout the course of instruction that supports a grade change. These experiences are manifest in the Bb grade book.

Students will provide a formal written argument by Sunday night @ 12 midnight April 19 that argues the grade that she/he believes is appropriate for her/his performance for the semester. The site for submitting this report will be in the final assignment. A note of caution: Do not wait to the last minute to either develop the exceptional experience or make your argument.

NOTE: Although points will be recorded in the Bb gradebook they are only significant in determining the assignment of the grade of B. As stated previously, the average for the semester must be a seven (6) or higher for all areas.

The judge of the final grade is the instructor.

The argument supporting a change to a grade B must include evidence of completion of the ‘road-map’ that is provided in the syllabus – according to the following criteria:

- All of the assigned tasks, including those in the Syllabus and those given at other times are satisfactorily completed within the allocated time.
- Regular, consistent involvement in the Discussion Board and Blogs in a fashion that facilitates a positive learning environment and demonstrates evidence of research and thoughtful reasoned preparation.
- An average of 60% or above correct answers on self-reading examinations,
- Evidence of external reading and synthesis of relevant research.
- Evidence of leadership that includes respect for members of the class through facilitating responses and active involvement in any group work
- Presentation of thoughtful ideas through reasoned argument.
- Written assignments that demonstrate conclusions with reasoned arguments.

The written argument supporting a grade of A must demonstrate persuasive evidence for exceptionality.

In addition to the criteria previously stated for meritng a grade of ‘B’ a student must present an argument for exceptionality; performance throughout the semester that consistently exceeds the criteria for a grade of B – doing more than indicated in the ‘road map’ an independent student designed project that demonstrates synthesis. (This is one of the experiences that is intended to encourage a specific professional application) The evidence may be quantitative and/or qualitative. There are no specific criteria because there are many ways that this may be satisfied. It is more than working hard, although this may be an element. It is doing something that exceeds the normal expectation.

A word about exceptionality: The key evaluation criterion is evidence of the student’s ability to synthesize the knowledge and concepts of ethics to create a solution or develop a new
The Hawk- Strength, Foresight, Truth

understanding that is central to the field of study, or by combining information to form a unique product. Verbs associated with this process include those of designing, constructing, planning, producing, inventing, devising, making, programming, filming, animating, mixing, remixing, wikiing, publishing, video casting, podcasting, directing/producing. Blooms taxonomy can be viewed at; http://www.bing.com/images/search?q=blooms+taxonomy&id=A14842DBD49B3916FC1F54B8D2FD78FA8C4E6BD5&FORM=IQFRBA#

Evidence of exceptional activities should be evidence in the body of work provided by the student throughout the semester. This resource should be, in addition to the written presentation, the primary source for the student’s conclusion.

Again, the burden of proof rests on your body of evidence and your ability to present evidence of exceptionality. Criteria for exceptionality may include, but are not limited, to the areas of
- Presentation and development of ideas,
- Respect for others,
- Individual research projects that study a question of personal interest,
- Writing an exploratory essay,
- Developing, implementing, and reporting the results of personal strategies that extend the knowledge gleaned from the class to improve one’s effectiveness in meeting the coaching needs of athletes, and
- Providing external information and resources that supplement the content of the course of study during the semester.

The instructor is the final evaluator of the project, although the student will be provided opportunity to discuss the merits of the presentation.

Students will provide a written argument by April 27 supporting the grade that she/he believes is appropriate for their work during the semester. The site for submitting this report will be a final assignment.

COLLABORATION POLICY!

Permission is given for students to collaborate with any human resource to meet the requirements of the course of study. In fact the course mandates collaboration within the following context:

- You do not have the permission of the instructor to hire or have another person complete an assignment or prepare a presentation that is presented under the name of the student as author.
  - Presentations must be written and completed by the Person who receives credit for the content of the document.
- Any collaborator or resource, including library resources, must be noted in an acceptable formate in the appropriate location in the document. (See APA Form and Style).
- Failure to comply with the intent and specifics of all aspects of this policy will result in a grade “F” for the class and submission of the name of the offender to the appropriate University authorities under the University Honor Code and the University of Texas System Policies and Standards.
COURSE POLICIES

EMERGENCY

If an accident or emergency occurs on campus, which requires first aid or emergency assistance, call the University Police Department at 566-7300

ASSIGNMENTS

Assignments are understood to include Discussion postings, scheduled Assignments, email or fax reports, examinations or other learning activities included in the course syllabus.

Assignments, Discussions, Examinations, and relevant course materials must be presented at the scheduled time unless prior arrangements have been made with the instructor. The deadline for submitting assignments is midnight the day the assignment is due. Exceptions must be approved at least 48 hours in advance of the scheduled time that the assignment is due. Exceptions to this policy will be at the discretion of the instructor.

Determination of assignment postings is the date and time listed on Bb. Feedback for Bb postings will be provided on the assignment feedback space provided within the assignment. A grade for an assignment is entered automatically into the grade book after the instructor completes his review. A green figure is visible in the grade book until the review is completed and the grade is entered. Students can track the status of the assignment by referring to the grade book. If the green figure is present in the grade book cell you will know that the instructor has not finished reviewing the assignment. If there is no figure in the grade report box, the assignment has not been posted.

Once the assignment area has been entered or the assignment is posted the student will not be able to open the assignment area. You cannot make changes in a posted document once it is submitted.

Normal University policies for religious and secular holidays are not applicable to online courses.

Failure to meet a deadline without prior approval from the instructor will result in a “0” for the assignments.

EXAMINATIONS

Examinations include self-examinations, module examinations and course examinations.

A scheduled examination must be taken at the scheduled time for the examination, unless prior arrangements have been made with the instructor. Exceptions must be approved at least 48 hours in advance of the scheduled time of the examination. Instructor approval is discretionary.

Petitions for an exception must include a new, proposed time for taking the examination. Failure to comply with this policy will result in an automatic “F,” or “0 points” for the examination.

Electronic examinations will not be reset for any reason. Students will receive credit for questions that are correctly answered.

GRADE REPORTS
University policy specifies that the secretary cannot report student grades in person or over the telephone. Grades will be available in the “Blackboard Gradebook” when they are completed by the instructor.

Informing students about grades before the Office of the Registrar mails grades to the student is a decision of the course instructor.

UNIVERSITY POLICIES

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.utt Tyler.edu/wellness/StudentRightsandResponsibilities.html

GRADE REPLACEMENT / FORGIVENESS

If you are repeating this course for a grade replacement, you must file intent to receive grade forgiveness with the registrar by the 12th day of class. Failure to do so will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates will receive grade forgiveness (grade replacement) for only three course repeats; graduates, for two course repeats during his/her career at UT Tyler.

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 12th day of class (See Schedule of Classes for the specific date).

Exceptions to the 6-drop rule include, but are not limited to, the following: totally withdrawing from the university; being administratively dropped from a course; dropping a course for a personal emergency; dropping a course for documented change of work schedule; or dropping a course for active duty service with the U.S. armed forces or Texas National Guard.

Petitions for exemptions must be submitted to the Registrar's Office and must be accompanied by documentation of the extenuating circumstance. Please contact the Registrar's Office if you have any questions.

DISABILITY SERVICES

In accordance with federal law, a student requesting accommodation must provide documentation of his/her disability to the Disability Support Services counselor. If you have a disability, including a learning disability, for which you request an accommodation, please contact Ida MacDonald in the Disability Support Services office in UC 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.

**ACADEMIC DISHONESTY**

At The University of Texas at Tyler students and faculty are responsible for maintaining an environment that encourages academic integrity. Students and faculty members are required to report an observed or suspected case of academic dishonesty immediately to the faculty member in charge of an examination, classroom or laboratory research project, or other academic exercise.

Since the value of an academic degree depends on the absolute integrity of the work done by the student for the degree, it is imperative that a student maintain a high standard of individual honor in scholastic work. Scholastic dishonesty includes but is not limited to, cheating, plagiarism, and collusion.

**Forms of Academic Dishonesty**

"Cheating" includes:

- Copying from the paper of another student, engaging in written, oral or any other means of communication with another student, or giving aid to or seeking aid from another student when not permitted by the instructor; using material during an examination or when completing an assignment that is not authorized by the person giving the examination or making the work assignment;

- Taking or attempting to take an examination for another student, or allowing another student to take an examination for oneself; using, obtaining, or attempting to obtain by any means, the whole or any part of an un-administered examination or work assignment.

"Plagiarism" includes:

- The unacknowledged incorporation of the work of another person in work that a student offers for credit.

"Collusion" includes:

- The unauthorized collaboration with another person in preparing written work that a student offers for credit.

**GRADING APPEAL PROCEDURE**
A student who wishes to contest a grade given by an instructor must initiate the procedure by contacting the instructor who assigned the grade. The instructor and the student should informally review the criteria for assignment of grades and the student's performance. The instructor may affirm the grade or revise the grade.

If the student is not satisfied after the informal discussion with the instructor, then the student may initiate a formal grade appeal by completing a Grade Appeal Form which may be obtained from the Office of Student Records. Normal grade appeals should be filed at the earliest date possible, but no later than six months from the final date of assignment. The instructor and the student should complete the appropriate parts of the form clearly indicating the instructor's rationale for the grade given and the student's basis for the grade appeal.

Each administrative level of the appeal process, an attempt will be made to resolve the issue. If the instructor holds one of the administrative positions used in the appeal process, then that level is noted. If no resolution is reached at a particular level, then the appeal is forwarded with the recommendation of the administrator at that level with all documentation.

The Office of the President is the final step in the appeal process at The University of Texas at Tyler

**LIBRARY RESOURCES**

You have access to a wealth of library resources through both the UT Tyler Library ([http://library.uttyler.edu](http://library.uttyler.edu)), which includes access to a broad range of libraries. Several excellent literature databases are accessible via these libraries. Two of these are SPORTDiscus and Medline. I urge you to explore the library resources available to you at your earliest convenience. The UT Tyler Library website includes email links to librarians who will gladly assist you, or you can access the UT Tyler technical assistance resources.

**DATABASE RESOURCES**

Students are encouraged to familiarize themselves with the entire database resources listed below.

- Sport Discus
- Psychological Abstracts
- Lexus Nexus
- JSTOR
- Religion and Philosophy
- World Cat
- Medline
- PsycINFO

**SELECTED REFERENCES**


**GETTING STARTED**

Refer back to the information contained in this syllabus anytime you have a question regarding the basic course information. You can access a printable version of this Syllabus by clicking on the print all link located on the right side of each page.
Please begin this course by clicking on the Outline button in the left-hand navigation bar and choose Session 1.