



SOCW 3303: Human Behavior in the Social Environment I

Fall 2022

Instructor Information

Instructor:

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Lecturer in Social Work

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Office Hours: Mon: 12-2 PM; Thurs: 10-12 PM (Other appointment times available by appointment or via video conferencing)

Covid Precautions

It is important to take the necessary precautions to ensure a healthy and successful year. UT Tyler continues to urge you to protect yourselves against the flu, COVID and any new threats that may be developing. Be diligent about preventive measures such as washing hands, covering sneezes/coughs, social distancing and vaccinations, which have proven to be successful in slowing the spread of viruses. Encourage those who don't feel well to stay home, and if they show symptoms, ask them to get tested for the flu or COVID. Self-isolation is important to reduce exposure ([CDC quarantine/isolation guidelines](#)). Please work with your faculty members to maintain coursework and please consult [existing campus resources](#) for support.

Course Information

Credit Hours: 3 Credit Hours

Course Format: Face-to-Face (Hybrid during Covid period)

Time and Place of Class Meetings: Thursdays, 12:30pm – 1:50pm

Description of Course Content: This course examines numerous theories associated with human behavior including systems theory, conflict theory, empowerment theory, feminist theory, Erikson's Psychosocial Stages, and other relevant theories that enhance one's understanding of human behavior associated with the professional, organizational, and personal environments. This course provides students with a framework for assessing behaviors that will ultimately support the development of empathic and empowering relationships with others.

Prerequisite: SOCW 2361, SOCW 2362, SOCW 2371

Course Overview: The purpose of this course is to introduce students to human behavior in the social environment. The course examines theories of human development from prenatal to old age using a multidimensional, multicultural perspective that includes bio-physical, psychological, social, economic, and spiritual. Students apply developmental knowledge to understand person and environment and demonstrate introductory level practice behaviors in observation and interviewing. The course content will reflect the Council on Social Work Education's (CSWE) requirements for accreditation.

Student Learning Outcomes

Below are the Nine CSWE Core Competencies established by the Council on Social Work Education. Each of the competencies is included as an objective to understand and be met as appropriate for each course learning objective.

Competency 1: Demonstrate Ethical and Professional Behavior

Competency 2: Engage Diversity and Difference in Practice

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Competency 4: Engage in Practice-informed Research and Research-informed Practice

Competency 5: Engage in Policy Practice

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

The Nine CSWE Core Competencies are the basis for the Learning Outcomes that follow.

Student Learning Outcomes for SOCW 3303:

Upon successful completion of this course, students will be able to demonstrate the following outcomes as progression in the noted areas of the Nine Core Competencies established by the Council on Social Work Education (EPAS 2015):

1. Identify as a professional social worker with knowledge of the history of the profession. Demonstrate this identity development through integrity, collaboration and conduct with colleagues, interviewees, and the community. Reflect on personal history, values, behaviors, and attitudes towards bio-psycho-social hazards and populations at risk. Describe the professional roles, boundaries, appearance and communication appropriate to a social work professional. Discuss the various professional roles of the social worker in defending the rights of individuals, families, and groups to experience equal economic status, environmental and social stability. **Competency 1**
2. Relate personal values, behaviors, and attitudes toward the human diversity found in individuals, families, social groups. Identify personal attitudes toward bio-psycho-social hazards and apply professional ethical standards of the NASW Code of Ethics in deliberation regarding a course of action. **Competency 1**
3. Describe the nature of human diversity with respect to religion/spirituality, gender, class, race, sexual preferences and ethnicity. Discuss the interaction of bio-psycho-social factors and spiritual/belief orientations on life span development. Describe ways the environment or membership in a particular group impacts multiple aspects of individual physical,

psychological and social development, life choices, resilience and strengths. **Competency 2**

4. Describe how oppression, discrimination and sources of inequality in human development are experienced by populations-at-risk as individuals and families. Describe the relationship between human development across the lifespan and individuals' access to biological, psychological and social resources. Identify principles of social justice, distributive justice and economic status among populations at risk. **Competency 3**
5. Access and apply professional literature and research to the understanding of human behavior in social environments. Discuss the relevance of scientific inquiry and evidence-based research findings to improve practice and service delivery. **Competency 4**
6. Describe how individuals, families, and groups experience discrimination and the impact of public policy decisions that impair or prohibit opportunities to experience social and economic justice. Demonstrate knowledge of ways policies can advance or hinder social well-being for individuals and populations. Provide examples of ways to develop effective policy action through collaborations and community action. **Competency 5**
7. Demonstrate the ability to collect, organize and interpret client information, strengths, limitations in the social and environmental context of their lives through interviewing and application of the frameworks of "person in environment", strength-based practice, and life stage development. Identify preventative interventions and planned change that will enhance clients' capacities and empower them to reach their goals. Describe how a one-dimensional approach to assessment of human behavior risks unfairly labeling individuals or groups, making inadequate or inappropriate interventions and reinforces social and economic stereotyping. **Competencies 6-9**
8. Describe how human behaviors of individuals, families, and groups are multi-causal and mutually influenced by interactions and transactions among the various social systems that may promote or deter human well-being. Apply knowledge of social systems, life span theory, and strength approaches to understanding human development and behavior in individuals, families and groups. Describe the tenets of several human development and behavioral theories related to individuals in the context of families and group. Apply this knowledge through assessments/reflections on data obtained through interviews and observations with individuals (self, a child, a young adult, an elderly person). **Competencies 6-9**
9. Apply critical thinking, logic, scientific inquiry, and discernment. Demonstrate creativity and ability to communicate relevant information to others. Demonstrate critical thinking skills through discussion of and the application of bio-psycho-social theories, models and variables that affect human development and behavior. Articulate and defend personal values, behaviors, and attitudes towards bio-psycho-social hazards based on logic. Utilize logic, critical thinking, and the Planned Change Model to apply knowledge of multi-causal interactions and transactions among social systems through multi-dimensional assessments. **Competencies 6-9**
10. Demonstrate the ability to discover how location, social and demographic trends, and technological change impact professional practice. Identify ways to develop relevant services in the dynamic context of social work practice with particular attention to rural environments. **Competencies 6-9**

SPECIFIC COUNCIL ON SOCIAL WORK EDUCATION CORE COMPETENCIES EMPHASIZED IN THIS CLASS: Competencies 6, 7, 8, and 9 - Understand and apply theories of human behavior and the social environment.

Methods of Instruction: This class involves lectures, guest speakers, films, casework on electronic media, research of current events, student-initiated discussions, active learning (interviews and information seeking in the community), and student experiential learning.

Required Textbook & Course Materials: Ashford, Jose B, Lecroy, Craig W., & Lortie, Kathy L. (2018). Human behavior in the social environment: a multidimensional perspective. 6th Edition. Brooks & Cole Publishing Company: Belmont, CA. ISBN: 978-1305860308

Additional readings and videos will be posted on Canvas.

Descriptions of Major Assignments and Examinations:

Course Requirements/Assignments

- 1) **Weekly Discussion:** There will be 10 online discussions worth 50 points for a total of 500 points.
- 2) **Written Assignments:** There will be three written assignments for a total of 300 points (each worth 100 points). Students will write the following:
 - Application of Erik Erikson's Psychosocial Theory to One's Life
 - Observation of a Toddler
 - Older Adult Interview

*(Specific details for each written assignment can be found in the *syllabus as well as in the Assignment tool.)*
- 3) **Theorist Presentation:** Students will present to the class an overview of a particular theorist and focus on their contribution to the field of social work. Sign-ups will be the first week of class. (worth 100 points)
- 4) **Participation:** Instructor will consider the extent of student involvement in discussions. This is a subjective evaluation by the instructor of your overall participation and engagement. (worth 100 points)

***Major Written Assignments (3):** (Worth 100 points each) Descriptions follow:

**Written Assignment #1 – Life Tasks:
Application of Erikson's Theory to One's Own Life
Due: 9/22/22**

Apply Erik Erikson's Psychosocial Theory to your own life. Please be specific with regard to the developmental tasks that were addressed or not addressed during each developmental stage. You will need to explore in more detail the indicators, processes, and descriptors of the tasks in order to complete this assignment. In doing so, be descriptive and avoid judgments about yourself or others. You are to demonstrate a solid knowledge of Erikson's Theory and the ability to apply this theory. *In addition to information you use from our textbook, please include **one other source** (not Wikipedia) with a Reference Page at the end. The Reference Page does not count in the total number of pages. **5 full pages minimum, Times New Roman, 12-point, double-spaced. Please use headings.**

**Written Assignment #2 – Child Development:
Observation of a Toddler
Due: 10/13/22**

This assignment involves an observation of a child between the ages of 1.5 and 3 years of age. Identify a child. She/he can be your own child, a relative, child of a friend, etc. Plan a time when you can observe the child either with other children, with a parent, or alone. Over a period of 45 minutes write down any and all observations you make about the child's behavior. In your write-up, provide a context for the observation session by describing where and when the observations were made, gender, age, height, weight, and how the child was dressed.

- A.** Describe the child's behavior in relation to others. Be specific about vocalizations, actions, and incidents. Describe these in a series of events so as to demonstrate interaction and cognitive response patterns. For example, Timmy ran at his playmate yelling, "Ahhhh!"
- B.** Describe the child's behaviors that appear to reflect various emotional expressions. Describe these in the context of the series of events listed in "A".
- C.** Describe auditory sounds or words and relate this to what may be going on with the child or around the child.
- D.** Describe the child's patterns of play. Be specific in your descriptions.
- E.** Describe the child's physical activity level and changes in energy levels.
- F.** Describe the child's balance, walking, ways of getting up, and getting down.
- G.** Include a summary statement of what you learned from this assignment, incorporating material from your textbook.

*In addition to information you use from our textbook, please include **one other source** (not Wikipedia) with a Reference Page at the end. The Reference Page does not count in the total number of pages. **5 full pages minimum, Times New Roman, 12-point, double-spaced. Please use headings.**

**Written Assignment #3 – Life Stories
Interview with an Elderly Person
Due: 12/1/22**

Select someone over age 70 to interview. That person may be a family member, friend, or someone who you've just met. Arrange a time for an interview (1 hour). The purpose of the interview is to gain a perspective on life: what the person has learned, how she/he reflects on life, and what she/he would advise to someone younger like you. Sample questions follow, but remember to follow up on comments, probe as necessary, and clarify if there is something that you don't understand. Please be patient and respectful.

Possible Questions

- a. Ask age (only if he/she feels comfortable answering); birthplace.
- b. Ask what she/he did for a living.
- c. Ask how old she/he feels, younger/older than chronological age.
- d. Talk about what his/her plans are for the coming months and years – what would she/he like to do or accomplish.
- e. Would she/he still like to learn about something entirely new: a new job, hobby, or something she/he always wanted to learn about?
- f. In looking back on life, what are some things she/he feels she/he has learned that younger people should know about? (Give them a while to think about this.)
- g. Are there things she/he would like to go back and do over again?
- h. Ask about friends and family—what has she/he learned about relationships that are important?
- i. What about his/her views as to the major social problems confronting people who are elderly in our society?
- j. Does she/he think she/he grew up in a manner that his/her parent hoped? This is, does she/he think her own parents would be satisfied with how she/he turned out? Why or why not?

- k. If she/he could advise you about life, what is the most important thing she/he could say to you?
- l. How does this person's values compare with your values?
- m. For the final section, include a summary statement of what you learned from this assignment.

*In addition to information you use from our textbook, please include **one other source** (not Wikipedia) with a Reference Page at the end. The Reference Page does not count in the total number of pages. **5 full pages minimum, Times New Roman, 12-point, double-spaced. Please use headings.**

Grading Procedures:

Graded Course Activities and Letter Grade Assignment

Calculation of Final Grade

Online Discussion (500 Points) + Written Assignments (300 Points) + Theorist presentation (100 Points) + Participation (100 points)

Total Points Available for Course=1000

Final Grades

1000-900 Points = A (100%-90%)

899 - 800 Points = B (89%- 80%)

799 - 700 Points = C (79%-70%)

699 - 600 Points = D (69%-60%)

599 or less = F (59% or less)

Make-Up Exams:

Late assignments (including exams) are strongly discouraged. There will be 10 points (total) deducted for each late assignment and exam. No assignment or exam will be accepted after 5 days following the due date. It is the student's responsibility to ensure that his/her work is completed on time and submitted correctly.

Late Work Policy

Students are responsible for submitting all assignments on time. Students must notify the instructor if there is an excusable reason (i.e. illness, death of loved one, etc.) for why their assignment will be late. Late assignments will not be accepted if the student does not contact the instructor with an excusable reason prior to the submission.

Expectations for Out-of-Class Study:

Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional 9 hours per week of their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, etc.

Expectations for Class Readiness:

Students should come to class prepared to discuss the topics and chapters identified in the Course Schedule. Reading assignments should be completed prior to coming to class. Students are expected to participate in class discussions regarding assigned readings and topics.

Attendance:

Engaged and timely participation in all assignments, which includes attending class, constitutes "attendance" for purposes of this course. Preparation for COVID-19 compliance will be addressed via UT Tyler email and in Canvas prior to the first day of class to determine synchronistic online and/or face-to-face format of this lab.

The **Census Date for the semester is 9/3/22.** This is the last day students may withdraw from the course without penalty.

Course Schedule

Schedule

Week One: 8/25/22

Learning Outcomes: 1, 2, 8, 9 (see full description of learning outcomes on pages 2-3)

Class Discussion: Review SOCW 3303 syllabus including learning outcomes and course assignments; Review Planned Change Model/Case Management Process.

OA: Please visit the Modules tool in Canvas. Read the three sections entitled, *Think About It*, *Read About It*, and *Write About It*. Then proceed to the Assignments tool for specific assignment.

Week Two: 9/1/22

Learning Outcomes: 1, 2, 3, 4 (see full description of learning outcomes on pages 2-3)

Reading Due Today: Ashford – Chapter 1, “Introduction to Human Behavior in the Social Environment.”

Discussion: Strengths Perspective; Person in Environment System; Diverse Society

OA: Please visit the Modules tool in Canvas. Read the three sections entitled, *Think About It*, *Read About It*, and *Write About It*. Then proceed to the Assignments tool for specific assignment.

Week Three: 9/8/21

Learning Outcomes: 4, 5, 10 (see full description of learning outcomes on pages 2-3)

Reading Due Today: Ashford – Chapter 2, “Multidimensional Framework.”

Discussion: Implementing Critical Inquiry Process, Limiting approaches

OA: Please visit the Modules tool in Canvas. Read the three sections entitled, *Think About It*, *Read About It*, and *Write About It*. Then proceed to the Assignments tool for specific assignment.

Week Four: 9/15/22

Learning Outcomes: 3, 7, 8 (see full description of learning outcomes on pages 2-3)

Reading Due Today: Ashford – Chapter 3, “Pregnancy, Birth, and the Newborn.”

Discussion: Psychological Dimensions; Attitudes and Emotions; Families & Support Systems

For Next Week: Written Assignment #1 – Erikson Paper

OA: Please visit the Modules tool in Canvas. Read the three sections entitled, *Think About It*, *Read About It*, and *Write About It*. Then proceed to the Assignments tool for specific assignment.

Week Five: 9/22/22

Learning Outcomes: 2-8, 10 (see full description of learning outcomes on pages 2-3)

Review – Chapters 1-3

Reading Due Today: Ashford – Chapter 4, “Infancy.”
Written Assignment #1 Erikson Paper Due

Discussion: Communication; Development; Social Cognition; Multicultural consideration

Week Six: 9/29/22

Learning Outcomes: 2-8, 10 (see full description of learning outcomes on pages 2-3)

Reading Due Today: Ashford – Chapter 5, “Early Childhood.”

Discussion: Attitudes & Emotions; Social Systems for Children, Families, Groups, Communities

OA: Please visit the Modules tool in Canvas. Read the three sections entitled, *Think About It*, *Read About It*, and *Write About It*. Then proceed to the Assignments tool for specific assignment.

Week Seven: 10/6/21

Learning Outcomes: 6-8 (see full description of learning outcomes on pages 2-3)

Reading Due Today: Ashford – Chapter 6, “Middle Childhood.”

Discussion: Families, Groups, and Support Systems, Social Justice—Roles of SWs.

Due Next Week: Written Assignment #2 – Toddler Observation

OA: Please visit the Modules tool in Canvas. Read the three sections entitled, *Think About It*, *Read About It*, and *Write About It*. Then proceed to the Assignments tool for specific assignment.

Week Eight: 10/13/22

Learning Outcomes: 6-8 (see full description of learning outcomes on pages 2-3)

Midterm Review

Reading Due Today: Ashford – Chapter 7, “Adolescence.”

Discussion: Moral Development; Delinquent Youth; Parenting Skills; Adolescent Perspectives

Written Assignment # 2 Due: – Toddler Paper

OA: Please visit the Modules tool in Canvas. Read the three sections entitled, *Think About It*, *Read About It*, and *Write About It*. Then proceed to the Assignments tool for specific assignment.

Week Nine: 10/20/22

Learning Outcomes: 1-8 (see full description of learning outcomes on pages 2-3)

Reading Due Today: Ashford – Chapter 7, “Adolescent”-continued

Discussion: Parenting, Delinquent behavior, developing autonomy

Week Ten: 10/27/22

Learning Outcomes: 1, 6-9 (see full description of learning outcomes on pages 2-3)

Reading Due Today: Ashford – Chapter 8, “Emerging and Young Adulthood.”

Discussion: Emerging Adulthood, Coping with Loneliness, Mental Illness

OA: Please visit the Modules tool in Canvas. Read the three sections entitled, *Think About It*, *Read About It*, and *Write About It*. Then proceed to the Assignments tool for specific assignment.

Week Eleven: 11/3/22

Learning Outcomes: 1, 5, 7 10 (see full description of learning outcomes on pages 2-3)

Reading Due Today: Ashford – Chapter 9, “Middle Adulthood”.

Discussion: Family Systems; Middle Age Parents, Homeless Individuals

OA: Please visit the Modules tool in Canvas. Read the three sections entitled, *Think About It*, *Read About It*, and *Write About It*. Then proceed to the Assignments tool for specific assignment.

Week Twelve: 11/10/22

Learning Outcomes: 5-8 (see full description of learning outcomes on pages 2-3)

Reading Due Today: Ashford – Chapter 9, “Middle Adulthood”-continued

Discussion: Family Systems, Middle Age Parents, Homeless Individuals

Week Thirteen: 11/17/22

Learning Outcomes: 5-8 (see full description of learning outcomes on pages 2-3)

Reading Due Today: Ashford – Chapter 10, “Late Adulthood and Very Late Adulthood”

Discussion: Depression, End of Life care, Role Changes

Thanksgiving Break – November 21-27

Week Fourteen: 12/1/22

Learning Outcomes: 1, 2, 6-8 (see full description of learning outcomes on pages 2-3)

Reading Due Today: Ashford - Chapter 10, “Late Adulthood”-continued

Due Today: Written Assignment #3 – Interview with Older Adult

Week Fifteen: Final Exam Week – December 7-11 (No class)

I RESERVE THE RIGHT TO MODIFY THIS SYLLABUS AT ANY TIME. PLEASE ATTEND CLASS REGULARLY AND PAY ATTENTION TO THE ANNOUNCEMENTS IN CANVAS TO KEEP CURRENT WITH ANY SYLLABUS MODIFICATIONS.

Institutional 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, quitlines, and group support. For more information on cessation programs please visit 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 waiver 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 unadministered test, test key, homework solution, or computer program;
 - collaborating with or seeking aid from another student during a test or other assignment without authority;
 - discussing the contents of an examination with another student who will take the examination;
 - divulging the contents of an examination, for the purpose of preserving questions for use by another, when the 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 unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
 - falsifying research data, laboratory reports, and/or other academic work offered for credit;
 - taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
 - misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.
- ii. “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.
- iii. “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.
- iv. All written work that is submitted will be subject to review by plagiarism software.

UT Tyler Resources for Students

- [UT Tyler Writing Center](#) (903.565.5995), writingcenter@uttyler.edu
- [UT Tyler Tutoring Center](#) (903.565.5964), 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)