



SOCW 4334: Advocacy and Policy Analysis

Fall 2025

Instructor Information

Instructor:

Rich Kenney, LMSW
Professor of Practice in Social Work

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Faculty Profile:

Office Hours: Mon: 9-10 AM & 4-5 PM; Wed: 9-10 AM & 4-5 PM (Other appointment times available by appointment or via video conferencing)

Course Information

Credit Hours: 3 Credit Hours

Course Format: Hybrid

Time and Place of Class Meetings: Tuesdays, 2:00pm – 3:20pm

Description of Course Content: The course will examine theories on the development of public social welfare policy in the United States and explore the mechanisms and methods that sustain discrimination and oppression within policy processes. Competencies for advocacy including power differentials, negotiation and coalition building will also be addressed.

Prerequisites: SOCW 2361, SOCW 2362, SOCW 2371, SOCW 3303, SOCW 3304, SOCW 3308, SOCW 3108, SOCW 3409 SOCW 4132, SOCW 4331.

Corequisite: None

Course Overview: The purpose of this course is to provide students with experiential opportunities to develop an advocacy campaign for a social issue in which they have an interest. Students will demonstrate competencies through a policy analysis of a national, state, or local policy, recommend proposed changes as well as identify strategies for changing social welfare policies and practices. 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 based on the 2022 Educational Policy and Accreditation Standards (2022 EPAS) 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: Advance Human Rights and Social, Economic, and Environmental Justice

Competency 3: Engage in Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in practice

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 4334:

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 2022):

1. Understand the historical context of contemporary policy decisions, and the context of the mission, philosophy, methods and roles of the Social Work Profession. Demonstrate personal reflection, self-modulation and professional communication and demeanor in the professional role of advocate and policy practitioner. Show commitment to personal professional development, effective use of supervision and consultation and constructive feedback from clients and colleagues. **Competencies 1, 5**
2. Demonstrate use of ethical reasoning inherent in the policy analysis process through application of ethical decision making and policy analysis techniques that examine the normative values of society, the ambiguity and ambivalence with regard to social policies intended to address human problems. Be capable of identification of ethical dilemmas in policy practice and practice within the Code of Ethics of the National Association of Social Workers, and relevant laws, and allow professional values to guide practice. **Competencies 1, 5**
3. Apply critical thinking, logic, scientific inquiry, and discernment. Demonstrate creativity and ability to communicate relevant information to others. Understand how policy analysis impacts and enhances the social worker's ability to critically analyze and problem solve in social work practice. Demonstrate critical thinking and logic inherent in the policy analysis process ability to locate, appraise and synthesize relevant information from multiple sources of knowledge. **Competencies 5, 7**
4. Recognize the value of human diversity and describe how social policies, economic and socio-cultural forces such as race, ethnicity, class, gender, sexual orientation, immigration status, religious and political ideology and rural context of practice influence policy imperatives. Demonstrate the ability to assume leadership roles in policy level intervention, demonstrate multicultural competence through plans for inclusion of those excluded from policy making processes based on difference. Demonstrate self-awareness

to eliminate influence of personal biases in work with diverse populations. Understand the impact of economic, religious, political, and cultural value systems on social policy analysis, and identify potential opposition to advocacy efforts. **Competencies 3, 5**

5. Discuss how policy decisions are made in the American system scrutinizing the role of administrative, legislative, executive, and judicial policy-making activities. Understand unique information requirements of different decision-making entities at local, state, or national levels. Engage in practice that enhances human and civil rights, social and economic justice and mitigates the impact of oppression. Develop planned interventions leading to empowerment of members to seek their own development and optimize their human capabilities. Advocate for equitable treatment of all in organizations and social institutions. **Competencies 2, 5**
6. Describe the mutual relationship between scientific inquiry and practice experience and the importance of valid data and empirically based research in evaluation of social problems and social policy development. Demonstrate beginning generalist level skill in analyzing research and data, application of information literacy, research and technical expertise. Demonstrate the ability to apply research to the generation of policy alternatives. **Competencies 4, 5**
7. Apply knowledge of human behavior in social environments to the prioritizing of policy actions and advocacy. Understand contemporary policy in the areas of income maintenance, child welfare, health and mental health, and housing. Make application of that understanding to identify areas for advocacy on behalf of client systems at all levels. Describe several models for policy analysis and the theoretical and philosophical basis of those models. **Competencies 5-9**
8. Articulate the impact of social and economic policies on individual, family and community health and well-being. Understand the impact of particular events on policy advocacy that create windows of opportunity. Understand contemporary policy relative to vulnerable and at-risk populations, (children, elderly, those considered poor, women, victims of violence, those with significant physical and mental illnesses, physically challenged, sexual, ethnic and racial minorities). **Competencies 5-9**
9. Identify the importance of context in contemporary policy relative to changing demographics, rural locations, state and federal statutes. Understand contemporary policy relative to urban, rural, frontier environments and how US social policy impacts global populations and environmental sustainability. Demonstrate ability to identify targets for advocacy intervention on behalf of rural populations, the rationales for advocacy and different levels of advocacy activity. **Competencies 5, 7**
10. Demonstrate generalist social work practice level of information literacy, research and technical expertise to make application of practice knowledge to assess and empower all client groups using interpersonal skills, policy analysis and advocacy. Demonstrate skill in analyzing research and data, understanding of provision of ethical leadership, developing written descriptive policy analyses, generating social policy alternatives, identifying mutual goals with client groups. Recognize opportunities and initiate service as claims makers. Demonstrate ability to develop a plan of action utilizing appropriate levels of advocacy intervention for macro level practice and beginning level of skill in development of community alliances and collaborations to promote social, legal and economic justice. **Competencies 5-9**

Required Textbook: Libby, P. (2021) 2nd Ed. The lobbying strategy handbook. New York, NY: Sage, ISBN-13: 978-0197530191.

Additional readings and videos will be posted on Canvas.

About This Course

UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools' ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler's Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course (see below) is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy.

You can use AI programs (ChatGPT, Copilot, etc.) in this course (**See AI Statement on Page 8**). These programs can be powerful tools for learning and other productive pursuits, including completing assignments in less time, helping you generate new ideas, or serving as a personalized learning tool. However, your ethical responsibilities as a student remain the same. You must follow UT Tyler's Honor Code and uphold the highest standards of academic honesty. This applies to all uncited or improperly cited content, whether created by a human or in collaboration with an AI tool. If you use an AI tool to develop content for an assignment, you must cite the tool's contribution to your work. You will not earn full credit if inaccurate, invalid, or inappropriate information is found in your work.

Descriptions of Major Assignments and Examinations:

Participation: Instructor will consider the extent of student attendance, participation in discussions, and overall engagement. (Worth 100 points)

Discussion Posts: complete 10 assignments. These will be posted online. (Worth 300 Points)

Advocacy Campaign (***)We will discuss fully in class). Each section is worth 100 points for a total of 500 points. The five sections for the campaign are:

Section 1 – Identify and Research an Issue - Due: 9/23/25

Identify/research a major social welfare policy issue about which student is concerned.
Minimum 4 pages.

Section 2 – Create a Fact Sheet and Brand the Issue - Due: 10/7/25

Provide a summary of the issue and develop a brand for the campaign.
Fact Sheet is 2 pages. Brand is 2 pages.

Section 3 – Identify Stakeholders and Form a Coalition - Due: 10/28/25

Map out possible supporters and detractors. Recruit campaign supporters.
Minimum 4 pages.

Section 4 – Develop Educational Materials - Due: 11/11/25

Mobilize and educate people. Provide direction for people to participate in campaign.
Minimum 4 pages.

Section 5 – Launch a Media Campaign - Due: 12/2/25

Develop complete media plan.
Minimum 4 pages.

*Specific details for the Advocacy Campaign will be available in Canvas.
I will also provide you with a handout in class.*

Final Exam: The exam will be a take-home exam that focuses on Approaching a Decision-Maker for your campaign. More details will be discussed in class. It will be due 12/10/25.
(Worth 100 points)

Grading Information and Letter Grade Assignment

Discussion Posts:	300 Points or 30%
Advocacy Campaign	500 Points or 50%
Final Exam:	100 Points or 10%
Participation:	100 Points or 10%

All written assignments must be grammatically correct using APA style. Assignments with many grammatical errors, misspellings, and/or evidence of plagiarism will not receive a satisfactory grade. All written assignments will be due on the date listed on the course schedule.

Assignments: Scores will be assigned to written materials, based on the following criteria:

- Thoroughness & Breadth** (Provides sufficient responses so as to provide coverage of the topic or in order to demonstrate a level of mastery of the skills)
- Depth & Integration** (Demonstrates an integration of readings and understanding of the concepts through submitted assignments, portfolio and discussion forums on Sakai.)
- Clarity & Understanding** (The submitted materials are easily readable or viewable and correct grammar and spelling are used on forums.)
- Accuracy** (Extent to which the written responses are focused on the question and provide reliable information to colleagues.)
- Critical Analysis** (The written materials demonstrate a critical analysis of the research literature studied.)

Grading Procedures:

Each exam and assignment will be graded on a point system used to calculate the final grade for the course.

Calculation of Final Grade

Weekly Online Discussion (300 Points) + Written Assignments (500 Points) + Final Exam (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 quizzes and exams) are strongly discouraged. There will be 5 points per day deducted for each late assignment and quiz. No assignment or quiz 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.

Attendance:

Engaged and timely participation in all assignments constitutes "attendance" for purposes of this course. This course is taught in a hybrid format, meaning some course time will be spent in the classroom while other time will be spent online.

The **Census Date for the semester is 9/8/25**. This is the last day students may withdraw from the course without penalty.

Course Schedule

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. Any changes will be communicated in a timely manner through UT Tyler email and announcement(s) in Canvas. (See Canvas tools for specific weekly online activities/assignments.)

Week One: Date: 8/26/2025

Course Overview; Lobbying and Advocacy

Learning Outcomes: 1, 5 (see full description of learning outcomes on pages 2-4)

Read chapters 1 and 2.

For Next Week: Begin to research "core issues" of importance to you.

Online Assignment 1 Due: 9/2/25

Week Two: Date: 9/2/25

Government Spending

Learning Outcomes: 1, 4, 5, 6, 9 (see full description of learning outcomes on pages 2-4)

Reading Due Today: Libby – Chapters 1 and 2

Online Assignment 2 Due: 9/9/25

Week Three: Date: 9/9/25

Identifying and Researching the Issue

Learning Outcomes: 1, 3, 6, 8, 9 (see full description of learning outcomes on pages 2-4)

Reading Due Today: Libby – Chapters 3 and 4

Online Assignment 3 Due: 9/16/25

Week Four: Date: 09/16/25

Identifying and Researching the Issue

Learning Outcomes: 2, 3, 4, 5, 6 (see full description of learning outcomes on pages 2-4)

Reading Due Today: Libby – Ch 5, pages 95-108; Ch 8, pages 157-160, Ch 9, pages 185-188

Assignment: Advocacy Campaign – Section 1 Due: 9/23/25

Week Five: Date 09/23/25

Class Presentations

Learning Outcomes: 1, 2, 3, 5, 9 (see full description of learning outcomes on pages 2-4)

Due Today: Advocacy Campaign – Identify and Research an Issue (Section 1)

Online Assignment 4 Due: 9/30/25

Week Six: Date: 5/30/25

Fact Sheets and Branding the Issue; Mission Statements

Learning Outcomes: 3, 5, 7, 8 (see full description of learning outcomes on pages 2-4)

Reading Due Today: Libby – Ch 5, pages 108-118; Ch 6, pages 119-122, Ch 8, pages 160-163; Ch 9, pages 188-190

Advocacy Campaign – Section 2 Due: 10/7/25
Online Assignment 5 Due: 10/7/25

Week Seven: Date: 10/7/25

Fact Sheets and Branding the Issue; Compelling Stories

Class Presentations

Learning Outcomes: 1, 2, 3, 8, 9 (see full description of learning outcomes on pages 2-4)

Advocacy Campaign – Section 2 Due Today

Week Eight: Date: 10/14/25

Supporters and Detractors

Learning Outcomes: 1, 3, 5, 7, 8 (see full description of learning outcomes on pages 2-4)

Reading Due Today: Libby – Chapter 5, pages 122-129; Ch 8, pages 164-168; Ch 9, pages 191-193

Online Assignment 6 Due: 10/21/25

Week Nine: Date: 10/21/25

Supporters and Detractors

Learning Outcomes: 1, 2, 3, 8, 9 (see full description of learning outcomes on pages 2-4)

Online Assignment 7 Due: 10/29/24

Advocacy Campaign – Section 3 Due: 10/28/25

Week Ten: Date: 10/28/25

Leadership Skills

Class Presentations

Learning Outcomes: 1, 3, 5, 8, 10 (see full description of learning outcomes on pages 2-4)

Due Today: Advocacy Campaign – Identify Stakeholders/Form Coalition (Section 3)

Online Assignment 8 Due: 11/4/25

Week Eleven: Date: 11/4/25

Developing Educational Materials

Learning Outcomes: 1, 5, 6, 10 (see full description of learning outcomes on pages 2-4)

Reading Due Today: Libby Ch 6, pages 129-135; Ch 8, pages 168-172; Ch 9, pages 193-200

Week Twelve: Date: 11/11/25

Media Campaign

Class Presentations

Learning Outcomes: 1, 3, 5, 8, 10 (see full description of learning outcomes on pages 2-4)

Due Today: Advocacy Campaign – Section 4

Online Assignment 9 Due: 11/18/25

Week Thirteen: Date: 11/18/25

Successful Lobbying Examples

Learning Outcomes: 1, 5, 6, 7, 8, 9 (see full description of learning outcomes on pages 2-4)

Reading Due Today: Libby Ch 7, pages 137-155; Ch 8, pages 172-184; Ch 9, pages 222-232

Advocacy Campaign- Section 5 Due: 12/2/25

Online Assignment 10 Due 12/2/25

Week Fourteen - NO CLASS: 11/25/25 – No Class Thanksgiving Break

Week Fifteen: Date: 12/2/25

Conclusion

Class Presentations

Learning Outcomes: 1, 5, 7, 8, 9 (see full description of learning outcomes on pages 2-4)

Advocacy Campaign – Section 5 Due Today

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>

Artificial Intelligence (AI)

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Format for using AI in SOCW 4334

If you use AI tools in this course for any assignment, paper, or weekly discussion post, you must address each of the following bullet points:

- What generative AI tool(s) did you use for this assignment? Be sure to cite this information in your References section.
- What was your initial prompt?
- How did you refine your initial prompt to improve your AI generated output?

- How did you evaluate the quality and effectiveness of the AI-generated content before using its output for this assignment? In other words, when you evaluated the output, what types of factors did you consider (i.e. accuracy, bias, relevancy, consistency, etc.)? For example, if you determined the output to be accurate, what steps did you take to determine the output was accurate?

AI Glossary

- Prompt: text input that provides instructions to the AI model on how to generate output. (Google, n.d.)
- Input: the prompt and/or content that the user enters into the AI model. (University of Texas at Austin, & Grammarly, (2023)
- Output: the content that the AI model creates in response to the user input. (University of Texas at Austin, & Grammarly, 2023)
- Iteration: the process of refining your prompt based on the AI's output. (Google, n.d.)

References

Google. (n.d.). *Google AI Essentials*. [Online course]. Coursera.

<https://www.coursera.org/learn/google-ai-essentials>

University of Texas at Austin, & Grammarly. (2023). *The faculty guide to getting started with generative AI*. University of Texas at Austin.

<https://campustechnology.com/Whitepapers/2024/11/Grammarly-Guide-to-Getting-Started-with-Gen-AI.aspx#:~:text=Created%20in%20collaboration%20between%20UT,and%20adaptable%20to%20various%20subjects>.

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](mailto:writingcenter@uttyler.edu) (903.565.5995), writingcenter@uttyler.edu
- [UT Tyler Tutoring Center](mailto:tutoring@uttyler.edu) (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)