

**THE UNIVERSITY OF TEXAS AT TYLER**  
**COUN 5313 FAMILY THERAPY. SPRING 2020**  
**Location: On-Line. Day/Time: Asynchronous.**

*Family therapy is useful only when a counselor views people as interdependent; it makes no sense if people are viewed as independent agents. A systems perspective is the foundation for understanding the dynamics of human interdependence (Becvar, D.S. & Becvar, R.J. 1999).*

**Instructor:** Kirk Zinck, Ph.D., LMFT

**Email:** [kzinck@uttyler.edu](mailto:kzinck@uttyler.edu)

**Best Way to Contact Instructor.** E-Mail. Please note that I will respond only to e-mail that includes the sender's name and the topic of the email message in the subject line.

**Office Hours:** E-mail your instructor to schedule an on-line meeting. Please take into consideration that I am on Alaska Standard Time, which is three hours behind Central ST. When questions arise, you are expected to take most course-related questions to your assigned discussion group, before contacting the instructor. Instructor availability via e-mail is limited (by intent) as I teach just one course. I check my e-mail about four days per week, thus students should expect that a response to e-mail inquiries may take up to 48 hours.

**Course Catalogue Description**

Instruction in theoretical approaches and interventions in family therapy that are grounded in human/family systems theory. Course includes process and special aspects of family therapy.

**Student Learning Outcomes and Assessments**

Upon completing this course, students should be able to do the following:

1. Articulate a fundamental understanding of family systems theory.
2. Describe assessment, treatment planning, intervention, and outcome evaluation in family counseling.
3. Describe and contrast varied approaches to family counseling.
4. Describe individual and family developmental processes as they relate to the family lifecycle.
5. Describe how problems develop, are maintained, and are resolved within a family system.
6. Describe the family as a distinct cultural system, embedded in and influenced by other social systems.

**Weekly Activities**

Students are expected to read assigned materials, complete assigned activities, and engage in scholarly discussion with other students (on line or in person). Students are also expected to be "self-starters" and enhance their developing knowledge of family therapy through seeking out publications and other media related to family therapy and through pursuing conversations and opportunities to interact with practicing counselors who are knowledgeable about family therapy.

The following activities are components of your weekly learning activities.

- Complete the assigned learning activities.
- Complete the weekly quiz (or alternate activity as assigned).
- Post a thoughtful question(s) or comment(s) related to the assigned reading by Thursday.
- Read the comments and questions posted by your discussion group classmates. Then, post a thoughtful response to at least two comments made by members of your group by Saturday. \*

\* *Note:* Ongoing and more in-depth discussion is encouraged. The above discussion group requirement states the minimum expectation. Ongoing and more intensive discussion may provide some new and interesting perspectives on family therapy. As you have likely discovered, classmates can be a rich source of new knowledge, ideas, and inspiration.

### **Teaching Strategies**

- Assigned Reading & Videos
- Suggested and Supplemental Reading
- Online Discussion Groups
- Project
- Paper
- Application of Skills & Knowledge

### **Graded Activities**

- |                                   |     |
|-----------------------------------|-----|
| • Quizzes                         | 10% |
| • Discussion Group Participation  | 10% |
| • Genogram Assignment             | 15% |
| • Family Interview                | 25% |
| • Reflections & Reading Responses | 15% |
| • Final Paper                     | 25% |

### **Grades (percentages)**

91-100= A 81-90= B 71-80 = C 61-70 = D < 61 = F

### **Required Textbooks**

Goldenberg, I., Stanton, M., & Goldenberg, H. (2018). Family Therapy: An Overview 9th Edition. ISBN-13: 978-1305092969 ISBN-10: 1305092961

Patterson, J., Lee Williams, L. Grauf-Grounds, C., Charnow, L. (2018). Essential Skills in Family Therapy, Third Edition: From the First Interview to Termination  
ISBN-13: 978-1462533435 ISBN-10: 9781462533435

Becvar, D. S. & Becvar, R. J. (2017). Systems Theory and Family Therapy: A Primer (3<sup>rd</sup> Ed.). Hamilton Books. Print ISBN: 9780761869818, 0761869816. eText ISBN: 9780761869825, 0761869824

*Note: A student at UT-Tyler is not obligated to purchase a textbook from a university-affiliated bookstore. The text may be available from an independent retailer, including an online retailer.*

## Schedule COUN 5313, On Line, Spring 2020

Week of Jan 12	<p><b>FUNDAMENTALS OF FAMILY THERAPY Part 1</b></p> <p><u><b>Assignments</b></u>  Access the COUN 5313 Website in Canvas.</p> <ul style="list-style-type: none"> <li>• Read the <u>Syllabus</u> and <u>Instructor Introduction</u></li> <li>• Read the supplemental packet that describes <u>Activities and Assignments</u></li> <li>• Log into your Discussion Group on Canvas.  Post an introduction of yourself, to your discussion group.</li> <li>• Read “Family Therapy: An Overview” Chapter 1 &amp; 2</li> <li>• <b>Reflection Paper: Family Lifecycle. Due Sunday, Jan 26</b></li> </ul>
Week of Jan 19	<p><b>FUNDAMENTALS OF FAMILY THERAPY Part 2</b>  Quiz on Chapters 1 &amp; 2 - “Family Therapy: An Overview”  <i>** [Note: Quiz is open Monday &amp; Tuesday only]</i></p> <p><u><b>Assignments</b></u></p> <ul style="list-style-type: none"> <li>• Read “Family Therapy: An Overview” Chapters 3 &amp; 4</li> <li>• Discussion Group</li> </ul>
Week of Jan 26	<p><b>HISTORY AND ETHICS OF FAMILY THERAPY</b>  Quiz on Chapters 3 &amp; 4. <i>** [Note: Quiz is open Monday &amp; Tuesday only]</i></p> <p><u><b>Assignments</b></u></p> <ul style="list-style-type: none"> <li>• Read “Family Therapy: An Overview” Chapters 5 &amp; 6  “Virtue, Ethics, and Legality in Family Practice” On Line ....  To access this document on the web ....  Go to: <a href="https://www.slideshare.net">slideshare.net</a>  Enter the title: <b>Virtue, Ethics, and Legality in Family Practice</b></li> <li>• Discussion Group</li> </ul>
Week of Feb 2	<p><b>APPROACHES TO FAMILY THERAPY PART 1</b>  Quiz on Chapters 5 &amp; 6. <i>**</i></p> <p><u><b>Assignments</b></u></p> <ul style="list-style-type: none"> <li>• Read “Family Therapy: An Overview” Chapters 7 &amp; 8</li> <li>• Discussion Group</li> <li>• <b>Genogram Assignment Distributed. Due: Sunday, February 23</b></li> </ul>
Week of Feb 9	<p><b>APPROACHES TO FAMILY THERAPY Part 2</b>  Quiz on Chapters 7 &amp; 8 <i>**</i></p> <p><u><b>Assignments</b></u></p> <ul style="list-style-type: none"> <li>• Read “Family Therapy: An Overview” Chapters 9 &amp; 10</li> <li>• Discussion Group</li> </ul>

Week of Feb 16	<b>APPROACHES TO FAMILY THERAPY</b> Part 3 Quiz on Chapters 9 & 10 **  <u><b>Assignments</b></u> <ul style="list-style-type: none"> <li>• <b>Read</b> “<i>Family Therapy: An Overview</i>” Chapters 11 &amp; 12</li> <li>• <i>Discussion Group</i></li> </ul>
Week of Feb 23  Genogram Assgt. Due by Feb. 23	<b>APPROACHES TO FAMILY THERAPY</b> Part 4 Quiz on Chapters 11 & 12 **  <u><b>Assignments</b></u> <ul style="list-style-type: none"> <li>• <b>Read</b> “<i>Family Therapy: An Overview</i>” Chapters 13 &amp; 14</li> <li>• <i>Discussion Group</i></li> <li>• <b>Family Interview Assignment Distributed Due: Sunday, April 12</b></li> </ul>
Week of March 1	<b>APPROACHES TO FAMILY THERAPY</b> Part 5 Quiz on Chapters 13 & 14 **  <u><b>Assignments</b></u> <ul style="list-style-type: none"> <li>• <b>Read</b> “<i>Family Therapy: An Overview</i>” Chapters 15-18</li> <li>• <i>Discussion Group</i></li> </ul>
<b>March 8 - 15</b>	<b>Spring Break</b>
Week of March 15	<b>SYSTEMS THEORY AND FAMILY THERAPY</b> Part 1. Quiz on Chapters 15 -18 **  <u><b>Assignments</b></u> <ul style="list-style-type: none"> <li>• <b>Read</b> “Systems Theory and Family Therapy” Chapters 1-5.</li> <li>• <i>Discussion Group</i></li> <li>• <b><i>Begin: Reflection Paper: “Systems Theory and Family Therapy”</i></b>  <i>Due: Sunday, March 29</i></li> </ul>
Week of March 22	<b>SYSTEMS THEORY AND FAMILY THERAPY</b> Part 2.  <u><b>Assignments</b></u> <ul style="list-style-type: none"> <li>• <b>Read</b> “Systems Theory and Family Therapy” Chapters 6-10.</li> <li>• <i>Discussion Group Participation</i></li> <li>• <b><i>Complete: Reflection Paper: “Systems Theory and Family Therapy”</i></b>  <i>Due Sun. March 29</i></li> </ul>
Week of March 29  Reflection Paper Due by March 29	<b>ESSENTIAL SKILLS IN FAMILY THERAPY</b> Part 1  <u><b>Assignments</b></u> <ul style="list-style-type: none"> <li>• <b>Read</b> “Essential Skills in Family Therapy” Chapters 1-3</li> <li>• <i>Discussion Group</i></li> </ul>

Week of April 5	<b>ESSENTIAL SKILLS IN FAMILY THERAPY Part 2</b>  <u><b>Assignments</b></u> <ul style="list-style-type: none"> <li>• <b>Read</b> “Essential Skills in Family Therapy” Chapters 4-7</li> <li>• <i>Discussion Group</i></li> </ul>
Week of April 12  Family Interview Due by April 12	<b>ESSENTIAL SKILLS IN FAMILY THERAPY Part 3</b>  <u><b>Assignments</b></u> <ul style="list-style-type: none"> <li>• <b>Read</b> “Essential Skills in Family Therapy” Chapters 8-12</li> <li>• <i>Discussion Group</i></li> <li>• <b>Case Study Assignment Distributed Due: Wednesday, April 29</b></li> </ul>
Week of April 19	<b>SELECTED READINGS</b>  <u><b>Assignments</b></u> <ul style="list-style-type: none"> <li>• Readings and Videos to be Assigned ....</li> <li>• <i>Discussion Group Participation</i></li> </ul> <b>Bonus Opportunity</b> <b>For 8% extra credit (on assignment) - - Submit Case Study by April 22</b>
Week of April 26  Case Study Due by April 29 Wednesday	<b>FINALS WEEK</b>  <ul style="list-style-type: none"> <li>• Complete and Submit Case by Wednesday April 29.</li> <li>• Grade on late papers will be deducted <b>10%</b> per day.</li> <li>• <b>Case Study will <u>not</u> be accepted after May 1.</b></li> </ul> <p>Note: Case Study is the Final Exam for this Course</p>

### Quizzes.

All quizzes are self-grading.

Each Quiz opens on Monday at 12:01 AM and closes on Tuesday at 11:59 PM of the week assigned.

Once you open a quiz you will have 45 minutes to complete it (I don't expect you will require this much time).

### Due Dates for Assignments

- |   |                            |
|---|----------------------------|
| • Reflection: Family Lifecycle                  | Sunday, January 26         |
| • Genogram Assignment                           | Sunday, February 23        |
| • Family Interview Paper                        | Sunday, April 12           |
| • Reflection: Systems Theory and Family Therapy | Sunday, March 29           |
| • Final Paper                                   | <u>Wednesday, April 29</u> |

**Questions:** If you have questions about the course, syllabus, assignments, etc. then contact your discussion group and ask what their understanding is, before you submit a question to Dr. Zinck.

**Note:** This syllabus, including the schedule, is a work in progress. Changes may be made at any time the instructor determines a change is appropriate. Students will receive advance notice of changes.

## SUPPLEMENTAL INFORMATION

**Syllabus.** *This syllabus is a learning guide that may be modified during the semester. Students will be notified in advance, of any modification. Student suggestions for improvement are welcomed.*

**The UT-Tyler Writing Center.** *BUS 202. Provides professional writing assistance for students in all disciplines. If you wish to use the Writing Center, plan for a minimum of two hour-long tutorials per assignment: the first to provide an initial consultation and draft of a plan, and the second to follow up. Be prepared to actively discuss your work during your tutorial. Tutors will provide suggestions and teach effective writing techniques, they will **not** fix, repair, or operate on your paper. Appointments: 903-565-5995. [www.uttyler.edu/writingcenter](http://www.uttyler.edu/writingcenter)*

**E-Mail Accounts.** *Use of Patriot E-Mail is a university requirement. Your instructor sends notices, updates, and other information about class via Patriot E-Mail. Students are expected to monitor their Patriot account. The instructor is not responsible for messages not received due to a failure to monitor patriot e-mail or to address malfunctioning accounts with technological support services on campus.*

### Technical Assistance.

*Educational Technology/Canvas: Office of digital learning [digitallearning@uttyler.edu](mailto:digitallearning@uttyler.edu) 903-566-6200.  
Campus Computing Services: [itsupport@uttyler.edu](mailto:itsupport@uttyler.edu) 903-565-5555*

## IX. Departmental and Classroom Policies

### A. Diversity

Case studies and other examples inherent in this course will approach counseling from a cultural perspective. This course examines many sensitive areas. Because our student population is very diverse, sensitivity to gender/race/age/ethnicity/ability/sexuality is expected and disrespectful language and/or behavior will not be tolerated.

### B. Attendance

Weekly on-line attendance is expected, as established by a student's participation in assigned activities and weekly discussion group activity. CACREP requires particular clock hour standards for each of these settings, and failure to meet them will result in a grade of no credit (NC). Students should be fully present, e.g. child care should be provided for young children, other electronic distractors should be turned off, family members should not be in the room, etc. In addition, federal policy states: "For purposes of financial aid and enrollment, a student will be considered to be in attendance in an online class when the individual 1) participates in online discussions about academic matters; or 2) initiates contact with faculty to ask questions about subject studies; or 3) completes assignments; or 4) takes tests. Logging into an online course without active participation does not constitute attendance." Please contact your instructor if you need to miss.

### C. Late Work

All assignments are due according to the timeline established by the syllabus unless otherwise noted by the instructor. The maximum number of points awarded will decrease by ten percent for each day that the assignment is late. Assignments will be accepted up to two days late. Please note that quizzes may not be attempted, aside from the initial offering.

### D. Informed Consent Statement for Counseling Courses

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

- There will be an emphasis in many courses on self-awareness/exploration, as well as giving feedback to peers. Although uncomfortable at times, we encourage students to be open to self-exploration, since we frequently ask clients to do so.
- At times, class may include experiential and self-awareness exercises. It is important to distinguish between sharing one's emotional reactions to such experiential class activities and revealing information about one's *personal history*. Self-disclosure of personal history is not required in order to successfully pass any course; however, students may be expected to share their reactions to experiential activities.
- Self-disclosures will not be used as a basis for grading in any course. However, should a student disclose information indicating impairment or the potential for harm to clients, the faculty member may take appropriate action in accordance with the *ACA Code of Ethics* (2014).
- Students often experience personal growth as they progress through the program. However, the courses are *not* meant to be a means of personal therapy. The focus in classes is on self-awareness and the enhancement and growth of necessary counselor skills.
- Please be aware that, although all instructors strive to create a safe environment for any personal disclosures, we cannot guarantee that other students will maintain the confidentiality of any such disclosures that are made.
- It is each student's responsibility to determine an appropriate level of self-disclosure (i.e. the content and depth of personal information that you share) in experiential learning activities.

#### E. Psychology and Counseling Retention Policy

Faculty, training staff, supervisors, and administrators of the Psychology and Counseling graduate programs at the University of Texas at Tyler have a professional, ethical, and potentially legal obligation to: (a) establish criteria and methods through which aspects of competence other than, and in addition to, a student-trainee's knowledge or skills may be assessed (including, but not limited to, emotional stability and well-being, interpersonal skills, professional development, and personal fitness for practice); and, (b) ensure, insofar as possible, that the student-trainees who complete our programs are competent to manage future relationships (e.g., client, collegial, professional, public, scholarly, supervisory, teaching) in an effective and appropriate manner. Because of this commitment, and within the parameters of our administrative authority, our faculty, training staff, supervisors, and administrators strive not to advance, recommend, or graduate students or trainees with demonstrable problems (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) that may interfere with professional competence to other programs, the profession, employers, or the public at large.

As such, within a developmental framework, and with due regard for the inherent power difference between students and faculty, students and trainees should know that the faculty, training staff, and supervisors of our programs will evaluate their competence in areas other than, and in addition to, coursework, seminars, scholarship, or related program requirements. These evaluative areas include, but are not limited to, demonstration of sufficient: (a) interpersonal and professional competence (e.g., the ways in which student trainees relate to clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (b) self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and potential impact of one's own beliefs and values on clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (c) openness to processes of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning); and (d) resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by the successful completion of remediation plans; by participating in personal counseling/therapy in order to resolve issues or problems). [Adapted from

the Comprehensive Evaluation of Student-Trainee Competence in Professional Psychology Programs statement developed by the Student Competence Task Force of the APA Council of Chairs of Training Councils (CCTC), approved March 25, 2004. (2012-2014 Graduate Catalog)

## **XI. University Policies**

### **A. 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.

### **B. Student 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>

### **C. 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. For more information see: <http://www.uttyler.edu/about/campus-carry/index.php>

### **D. UT Tyler a Tobacco-Free University**

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors.

Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products.

There are several cessation programs available to students looking to quit smoking, including counseling, quit lines, and group support. For more information see [www.uttyler.edu/tobacco-free](http://www.uttyler.edu/tobacco-free).

### **E. Grade Replacement/Forgiveness and Census Date Policies**

Census Date for Spring 2018: January 29, 2018

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 tCensus Date.)
- Schedule adjustments (section changes, adding a new class, dropping without a "W" grade.)
- Being reinstated or re-enrolled in classes after being dropped for non-payment.
- Completing the process for tuition exemptions or waivers through Financial Aid

### **F. 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 the 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.

#### G. Student Accessibility and Resources

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA), and the ADA Amendments Act (ADAAA), the University offers accommodations to students with learning, physical, and/or psychiatric disabilities. If you have a disability, including non-visible disabilities such as chronic diseases, learning disabilities, head injury, PTSD or ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to contact the Student Accessibility and Resources (SAR) office and schedule an interview with the Accessibility Case Manager/ADA Coordinator, Cynthia Lowery Staples. If you are unsure if the above criteria apply to you but have questions or concerns, please contact the SAR office. For more information or to set up an appointment, please visit the SAR office located in the University Center, Room 3150, or call 903.566.7079. You may also email [estaples@uttyler.edu](mailto:estaples@uttyler.edu).

#### H. 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.

#### I. 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.

#### J. 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 email) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

#### K. 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.

#### L. Student Standards of Academic Conduct

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonest, 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.

a. "Cheating" includes, but is not limited to:

- copying from another student's test paper;
- using during a test, materials not authorized by the person administering 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 test or assignment without authority;
  - discussing the contents of an examination with another student who will take the examination;
  - divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructor has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
  - substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
  - paying or offering money or 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, homework 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.
- b. “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.
- c. “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.
- d. All written work that is submitted will be subject to review by TurnItIn™, available on Canvas.

#### M. UT Tyler Resources for Students

- UT Tyler Writing Center (903.565.5995), [writingcenter@uttyler.edu](mailto:writingcenter@uttyler.edu)
- UT Tyler Tutoring Center (903.565.5964), [tutoring@uttyler.edu](mailto:tutoring@uttyler.edu)
- The Mathematics Learning Center, RBN 4021. This is the open access computer lab for math students with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254)

## **XII. CEP Vision and Mission and Program Standards**

### **Vision**

The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and service. The College prepares leaders to meet the critical challenges of the 21st Century, to make significant contributions to local and global communities, and to work toward individual and cultural equity.

### **Mission**

The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. Additionally, the College is committed to affirming and promoting global perspectives, cultural diversity, and respect for individual differences as a means of enhancing learning, service, and scholarship.