



## Department of Psychology and Counseling

### COUN 5340-001: Research and Program Evaluation (3 credits)

#### Spring 2026 Syllabus

**Course Time: Tuesday 2:00 to 4:45 pm**

**Location: Physical & Health Education 110**

**Instructor:** Dr. Zahide Sunal

**Office Location:** HPR 220

**Office Hours:** Wednesday 2:00 pm to 5:00 pm (appointment is encouraged)

**Office Phone:** 903-565-5899

**Email:** [zsunal@uttyler.edu](mailto:zsunal@uttyler.edu) (preferred method of contact)

#### **COURSE CATALOG DESCRIPTION**

Principles, models, and applications of research in counseling, including needs assessment, program evaluation, statistical analyses of data, and the critical appraisal of psychological and counseling research.

#### **COURSE PREREQUISITES**

None.

#### **COURSE OBJECTIVES AND LEARNING OUTCOMES**

Course Objectives and Learning Outcomes	CACREP 2016 Standards	Learning Activities and Assessments
Describe the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice.	2.F.8.a	Lectures
Identify evidence-based counseling practices.	2.F.8.b	Lectures, Final Paper
Describe needs assessments	2.F.8.c	Lectures, Topic Selection Paper
Develop outcome measures for counseling programs.	2.F.8.d	Lectures
Evaluate counseling interventions and programs.	2.F.8.e	Lectures
Identify and describe qualitative, quantitative, and mixed research methods.	2.F.8.f	Lectures, Article Selection Papers
Demonstrate understanding of designs used in research and program evaluation, in both school and clinical contexts.	2.F.8.g	Lectures, Article Selection Papers

Demonstrate understanding of statistical methods used in conducting research and program evaluation.	2.F.8.h	Lectures
Demonstrate understanding of how to analyze and use data in counseling.	2.F.8.i	Lectures
Describe culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation.	2.F.8.j	Lectures, Final Paper

## **REQUIRED TEXTBOOKS AND MATERIALS**

Houser, R. A. (2019). *Counseling and educational research: Evaluation and application*. Sage Publications.

American Psychological Association. (2020). *Publication manual of the American Psychological Association: The official guide to APA style* (7th ed.). ISBN: 9781433832161

\* In addition to the required text, extra readings will be assigned throughout the semester. These readings will be available on CANVAS.

## **TEACHING STRATEGIES**

This class will consist of a collaborative learning community in which all participants share responsibility for the learning process. The instructor will facilitate learning by lecture, guiding students to sources of knowledge, and promoting independent development and discovery of new knowledge. Instructional methods for this course include lecture, discussion, student presentations, individual practice, group practice, exams, and report writing. The course materials will be housed on CANVAS.

As your instructor, I assume the responsibility for structuring both didactic and applied learning opportunities and for providing some of the conditions that allow or encourage your growth as a counselor in training. The degree to which you perceive this experience as enhancing your personal and professional growth will largely be a function of your own goals for this experience and the responsibility and initiative you assume for implementing your choice of goals. I look forward to our time together this semester and I hope you will look back on it as a truly valuable experience in your development as a counseling professional.

### **Canvas (<https://www.uttyler.edu/canvas/>)**

Canvas will serve as the overall structure and launching pad for all our activities in this course. In Canvas, you will find announcements, assignments, course schedule, discussion boards, links to outside activities and so on. Within each module folder, the activities necessary to successfully complete that module are described in great detail. It is students' responsibility to examine each module and get in touch with the instructor immediately if they are not clear about the requirements prior to assignment due dates.

## **COURSE POLICIES AND REQUIREMENTS**

### **TECHNOLOGY REQUIREMENTS**

All students taking this course should have access to a computer with an internet connection that can support the use of Canvas. If you are having trouble logging onto Canvas or uploading assignments, please contact the Canvas helpdesk at (903)566-7439 or email them at [itsupport@patriots.uttyler.edu](mailto:itsupport@patriots.uttyler.edu). You can also receive help by using the Help tab located on the left side of your Canvas screen, using the Canvas guides, or contacting Canvas help at (844)214-6949. If you are having technical

difficulties, please alert the professor as soon as possible.

All submission for this course will be online. Do not wait until the last minute to submit your assignments as this is a sure way to ensure you will have technical difficulties (remember Murphy's law).

Cell phones are to be turned off or put in silent mode during class. Cell phones should not be visible during class, so please keep them in your purse, backpack, etc. Students who chose to use a laptop computer should only do so for taking notes. **Students who use laptop computers are prohibited from (a) surfing the internet, (b) checking email, and (c) working on other assignments during class. Doing so might result with one letter grade deduction from overall class grade.**

### **PATRIOT E-MAIL**

University policy requires that all e-mail correspondence between students and instructor be done via the Patriot account **ONLY**. Check your Patriot E-Mail frequently. Announcements pertaining to class or departmental business will be sent to the student's Patriot account. In accord with university policy your instructor will respond **ONLY** to student correspondence sent via Patriot E-mail. Please do not contact the instructor via the Canvas messaging system. My email address is zsunal@uttyler.edu.

*\*\*Note: make sure that you do not send emails to zsunal@patriots.uttyler.edu, as I will not receive these messages. \*\**

### **ONLINE COMMUNICATION**

All written communication that takes place within this course must adhere to the rules of written etiquette. Please remember that you are in a graduate program and are earning a professional degree, therefore please respond to your instructor and your colleagues in a professional manner. Please refrain from using texting language (i.e. lol, btw, omg) and/or emoticons (i.e. (:- / ,':-)) in your discussion responses and in communication with your instructor and colleagues. Other things to keep in mind:

- Open your email with a salutation (e.g., Hi, Hello, Dear Dr. or Ms. X) and finish with a closing (e.g., Best, Regards, Thank you, your name). Introductory emails should address your instructor more formally (Dr. Sunal).
- Use complete sentences and avoid jargon, especially text-type words (e.g. C U). This is especially important when sending messages from mobile devices.
- Be aware that using capital letters to express yourself is considered SHOUTING.
- Maintain a professional tone.
- Avoid sending email in anger or frustration. Walk away from the computer and wait at least 24 hours.
- Whether in writing or in person, derogatory or prejudiced remarks are still considered bad manners and discussion that contains such comments will be addressed by the instructor.
- Please refrain from sending junk mail, forwards, or advertisements to the class via Canvas.

### **PROFESSIONAL DISPOSITIONS ASSESSMENT**

The counseling program at UT Tyler leads directly to certification, licensure, and professional practice in the field of counseling. All students are required to know and adhere to their respective professional associations (i.e., ACA Code of Ethics, 2014). The systematic assessment of students is required by CACREP (2016) Section 4.G.; 4.H. and ACA Code of Ethics (2014) Section F.9: F.9.a; F.9.b. In this course and throughout the CMHC program, we use the Assessment of Professional Counseling Dispositions (APCD) to assess and score professional dispositions. **A score below 2 in ANY single**

**domain of the APCD may result in the loss of all professionalism and participation points, failure of the course, and possibly dismissal from the program.** Students should refer to this document for a clearer understanding of professionalism expectations in this course and eventually as a professional counselor. It is student's responsibility to seek timely clarification if they have any questions about professional disposition assessment.

Professional Dispositions Indicators	Unacceptable	Acceptable	Optimal
1. Openness to new ideas.	1	2	3
2. Flexibility and adaptability.	1	2	3
3. Cooperativeness with others.	1	2	3
4. Willingness to accept and use feedback.	1	2	3
5. Awareness of own impact on others.	1	2	3
6. Ability to deal with conflict.	1	2	3
7. Ability to deal with personal responsibility.	1	2	3
8. Effective and appropriate expression of feelings.	1	2	3
9. Attention to ethical and legal considerations.	1	2	3
10. Initiative and motivation.	1	2	3
11. Orientation to multiculturalism and social justice advocacy.	1	2	3
12. Professional wellness and self-care.	1	2	3
13. Humility.	1	2	3
14. Professionalism.	1	2	3
15. Willingness to seek help.	1	2	3

## **SUBMITTING ASSIGNMENTS**

**All assignments are due by 1:59 pm Central Time (unless otherwise specified)** as outlined in the class schedule. **All assignments are submitted on CANVAS.** Please DO NOT email or turn in hard copies of your assignments to the instructor, as they will not be accepted as your official submission. You are responsible for uploading the correct version of your assignment to correct location on CANVAS by the due date. If you are having trouble logging onto CANVAS or uploading assignments, please contact the CANVAS helpdesk at (903)566-7439 or email them at [itsupport@patriots.uttyler.edu](mailto:itsupport@patriots.uttyler.edu). You can also receive help by using the Help tab located on the left side of your CANVAS screen, using the CANVAS guides, or contacting CANVAS help at (844)214-6949.

## **LATE ASSIGNMENTS**

Assignments submitted after the due date (as indicated by the CANVAS submission time stamp) will receive a 10% grade deduction for each day up to 3 days. In other words, one day late submitted exemplary assignment (which would have been graded 100%) will be graded as 90%, and so forth. The work can be submitted max three days late in that case might receive max of 70% of the grade. Thus, **work submitted later than the third day will not be accepted and will receive a zero even with an excuse.** I highly recommended that students take a proactive approach and begin assignments well in advance.

## **COURSE ASSIGNMENTS**

1. **ATTENDANCE:** While it is strongly recommended that you do not miss any classes, you are permitted to miss one class with no penalty. If you are going to miss a class, it is expected that you

will notify the professor ahead of time. After the first excused missed class, **along with missing participation and professionalism points, for each missed class students will lose an additional 5 points from their overall grade**. Please make sure to sign the attendance sheet and include your arrival time.

2. **PARTICIPATION AND PROFESSIONALISM:** Learning is a dynamic social process. In-class exercises are designed to provide practice and be a review of the material that will be covered in readings and in class. They include a number of opportunities for the assessment of self and classmates. Active participation is required to gain practice with counseling skills reviewed in class.

- a. Participation in discussion and class activities is an important component of learning. Active, meaningful engagement with your peers is expected. Texting, web surfing, and other activities that preclude the ability to be fully present with the class are strongly discouraged. Please be on time and complete reading assignments by their due date.
- b. Students who are late at the beginning of class will have points deducted from their participation grade. Being on time means arriving at class at least 10 minutes before the scheduled class time and being in your seat and ready for class to begin. Students are expected to attend classes on time, ready to engage in learning at the time class begins. Furthermore, the Assessment of Professional Counseling Dispositions (APCD) is used as a guideline to assess and score professionalism in this course and throughout the CMHC program. **A score below 2 in ANY single domain of the APCD may result in the loss of all professionalism and participation points and failure of the course.** Students should refer to this document for a clearer understanding of professionalism expectations in this course and eventually as a professional counselor. Professionalism represents a way of being made up of appearance, manner, communication, interacting, attitudes, approach, skills, and openness to grow. As part of this class, students are expected to demonstrate professionalism during in person, clinic, and online interactions with their peers and the instructor. You are expected to be fully engaged in the course, invested in your own learning and the learning of others, and eager to participate. Concretely, active participation and professionalism mean but is **NOT** limited to:
  - Reading required materials and being prepared to work
  - Demonstrating knowledge of the reading assignment material
  - Actively taking part in class activities
  - Interacting well with peers
  - Showing respect and courtesy toward peers and the instructor
  - Exhibiting a professional demeanor
  - Actively engaging in learning opportunities
  - Demonstrating critical thinking knowledge and skills
  - Exhibiting growth in content knowledge and skills
  - Contributing to a professional climate

2. **CITI:** As part of this assignment, students are expected to register for CITI training, complete the 11 module Social & Behavioral Research Course with at least 80% success in each module, and submit their CITI Completion Report and Certificate under assignments in CANVAS. Additional details provided in CANVAS.

3. **TOPIC SELECTION PAPER:** This assignment is designed to assess your skills in identifying a topic of interest and articulate why it matters to you. **Choose a topic that genuinely interests you** that you'd like to explore further- you will complete all your remaining assignments in this class on this topic.

Begin your paper by explaining why you are interested in the topic you have selected. This section

should be personal and thoughtful, helping your reader understand your motivation and curiosity. Next, **identify three peer-reviewed articles related to your topic**. Each article must be published in a counseling-related journal (e.g., Journal of Counseling & Development, Counselor Education and Supervision, etc.). Refer to the approved list of counseling journals if needed and be published within the last 10 years (i.e., no earlier than 2016). Write a paragraph summarizing purpose of each article you found. Including one two sentences for each article that summarizes based on the article purpose how the article contributes to your understanding of your chosen topic .The Topic Selection Paper should be 1 to 2 pages (not including the title page and references, no abstract needed) and follow APA 7th edition guidelines (title page, running head, in-text citations, references, formatting, etc.). **As part of this assignment, you will be submitting five documents: PDF version of your paper, and Word document version of your paper, and article PDFs.**

3. **QUANTITATIVE ARTICLE SELECTION:** This assignment is designed to assess your skills in identifying quantitative methodology in your topic of interest.

You are expected to select three quantitative articles that are published within the last 10 years (oldest year accepted 2016) in a peer-reviewed counseling journal (Please refer to the list of counseling journals if you need help identifying journals). The article selection paper should be 1 to 3 pages (not including title page and references) follows APA 7 guidelines (title page, running head, in-text citation, references, formatting, etc.), and should include the information below for each article:

- a. What is the purpose of the study (include the research question/hypothesis, if applicable)?
- b. What are the research design details (i.e., what type of quantitative design did they use, sample, procedures, data collection and analysis method)?

Make sure to select articles on a topic(s) that **are interesting to you or you would like to learn more** about because you will use these articles in your final paper.

**As part of this assignment, you will be submitting five documents: PDF version of your paper, Word document version of your paper, and article PDFs.**

4. **QUALITATIVE ARTICLE SELECTION:** This assignment is designed to assess your skills in identifying qualitative methodology in your topic of interest.

You are expected to select three qualitative articles that are published within the last 10 years (oldest year accepted 2016) in a peer-reviewed counseling journal (Please refer to the list of counseling journals if you need help identifying journals). The article selection paper should be 1 to 3 pages (not including title page and references) follows APA 7 guidelines (title page, running head, in-text citation, references, formatting, etc.), and should include the information below for each article:

- a. What is the purpose of the study (include the research question/hypothesis, if applicable)?
- b. What are the research design details (i.e., what type of qualitative design did the use, sample, procedures, data collection and analysis methods)?

Make sure to select articles on a topic(s) that **are interesting to you or you would like to learn more** about because you will use these articles in your final paper.

**As part of this assignment, you will be submitting five documents: PDF version of your paper, Word document version of your paper, and article PDFs.**

5. **MIXED-METHOD ARTICLE SELECTION:** This assignment is designed to assess your skills in identifying mixed-method methodology in your topic of interest.

You are expected to select three mixed-method articles that are published within the last 10 years (oldest year accepted 2016) in a peer-reviewed counseling journal (Please refer

to the list of counseling journals if you need help identifying journals). The article selection paper should be 1 to 3 pages (not including title page and references) follows APA 7 guidelines (title page, running head, in-text citation, references, formatting, etc.), and should include the information below for each article:

- a. What is the purpose of the study (include the research question/hypothesis, if applicable)?
- b. What are the research design details (i.e., what type of mixed methods design did they use, sample, procedures, data collection and analysis methods)?

Make sure to select articles on a topic(s) that **are interesting to you or you would like to learn more** about because you will use these articles in your final paper.

**As part of this assignment, you will be submitting five documents: PDF version of your paper, Word document version of your paper, and article PDFs.**

6. **FINAL PAPER:** This assignment is designed to assess skill acquisition in regards to being able to read, understand, and critique articles from the counseling field. Review and summarize current research addressing this issue and discuss how the findings could inform ethical and effective counseling practice. The Final Paper should be 2 to 4 pages (not including title page and references) follows APA 7 guidelines (title page, running head, in-text citation, references, formatting, etc.), and should include the information below for each article:

Paper Sections:

- a. Overview of the Clinical Issue
- b. Summary of Research Evidence
- c. Strengths and Limitations of the Literature
- d. Implications for Counselors-in-Training

**As part of this assignment, you will be submitting two documents: a PDF version of your paper, and a Word document version of your paper.**

### **EXTRA CREDIT OPPORTUNITY**

Students have the option to complete the final class evaluation and submit the completion page to CANVAS to receive 0.5 pts extra credit. More details will be discussed in class. I do not round up, so to ensure you are receiving the grade you are hoping for please make sure to utilize the extra credit opportunity.

### **GRADING**

During the semester, you will have opportunities to earn up to 100 points. Grading is on the following scale: 100% - 90% = A; 89% - 80% = B; 79% - 70% = C; 69% or less = F.

The following number of points can be earned throughout this course:

<b>Participation &amp; Professionalism</b>	.....	15 points
<b>CITI Transcript and Certificate</b>	.....	3 points
<b>Topic Selection Paper</b>	.....	12 points
<b>Quantitative Article Selection Paper</b>	.....	15 points
<b>Qualitative Article Selection Paper</b>	.....	15 points
<b>Mixed-Method Article Selection Paper</b>	.....	15 points
<b>Final Paper</b>	.....	25 points

**Total:** 100 points

**TENTATIVE COURSE SCHEDULE\***

\*This syllabus is a guide and outline for the progression of the class. Changes may be made for due dates, assignments, and other items. All changes are the prerogative of the instructor.

Week/Date	Topic	Read Before Class	Assignments due at 1:59 pm	CACREP Standard
Week 1 1/13	Introduction Syllabus Review Science and Research Process Research in Practice	Syllabus, Houser pp.3-11, 16-22, & 313-315		2.F.8. a.
Week 2 1/20	Complete CITI Training			2.F.8. f., g., h., i.
Week 3 1/27	APA Review & Navigating Electronic Resources	Complete the APA Review Navigating Electronic Resources Module	CITI Transcript and Certificate	2.F.8. b.
Week 4 2/3	Quantitative Research Design	Houser Ch. 3,7 & 16	Topic Selection Paper	2.F.8. f., g., h., i.
Week 5 2/10	Quantitative Research Design	Houser Ch. 3,7 & 16		2.F.8. f., g., h., i.
Week 6 2/17	Qualitative Research Design	Houser Ch. 4 & 8	Quantitative Article Selection Paper	2.F.8. f., g., h., i.
Week 7 2/24	Qualitative Research Design	Houser Ch. 4 & 8		2.F.8. f., g., h., i.
Week 8 3/3	Mixed-Methods Research Design	Houser Ch. 5	Qualitative Article Selection Paper	2.F.8. f., g., h., i.
Week 9 3/10	<b>Spring Break</b>			
Week 10 3/17	Evaluating the Introduction (Lit Review, Purpose, Hypotheses)	Houser Ch. 9 &10	Mixed-Method Article Selection Paper	
Week 11 3/24	Evaluating the Method (Procedures, Sampling, Instruments)	Houser Ch. 11, 12 &13		
Week 12 3/31	Evaluating the Results and Discussion	Houser Ch. 14 & 15		
Week 13 4/7	Mixed-Methods Research Design	Houser Ch. 5		2.F.8. f., g., h., i.
Week 14 4/14	Program Evaluation	Houser Ch. 19		2.F.8. c., d., e., j.
Week 15 4/21	Work on Final Paper		Final Paper (Due at 5:00pm)	
Week 16 4/28	Final Exams Week (No Class)			

**PROGRAM AND DEPARTMENTAL POLICIES****CLINICAL MENTAL HEALTH COUNSELING PROGRAM MISSION STATEMENT**

The mission of the CACREP-Accredited Master of Arts in Clinical Mental Health Counseling (CMHC) program at the University of Texas at Tyler (UTT) is to prepare ethical and competent professional

counselors. The CMHC program places a strong emphasis on preparing future counselors to work with a diverse range of client populations. Faculty members collectively aim to provide a rigorous learning environment and supportive atmosphere encouraging personal and professional development to a diverse student body. Throughout their time in the CMHC program, students are supported in developing a deep sense of self-awareness and a strong professional counselor identity integrating mental health, research, service, and advocacy. Upon successful completion of the program, students are eligible for counselor licensure in Texas and are able pursue impactful mental health careers within the community.

**UT Tyler Department of Psychology and Counseling Student Code of Conduct:**

<https://www.uttyler.edu/psychology/policies.php>

**UT Tyler Clinical Mental Health Counseling Student Handbook:**

<https://www.uttyler.edu/psychology/graduate/clinical-mental-health-counseling/>

**UNIVERSITY POLICIES****UT TYLER HONOR**

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](http://www.uttyler.edu/tobacco-free).

**GRADE REPLACEMENT/FORGIVENESS AND CENSUS DATE POLICIES**

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. (For Fall, the Census Date is Sept. 12.) Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar. Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement

Contract.

The Census Date is the deadline for many forms and enrollment actions of which students need to be aware. These include:

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

### **FINANCIAL AID STATE-MANDATED COURSE DROP POLICY**

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

### **ACCOMMODATIONS FOR STUDENTS WITH DISABILITY**

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.

**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. This absence can only be approved as your only allowed absence in this class.

### **SOCIAL SECURITY AND FERPA STATEMENT**

It is the policy of The University of Texas at Tyler to protect the confidential nature of social

security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

## **EMERGENCY EXITS AND EVACUATION**

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

## **STUDENT STANDARDS OF ACADEMIC CONDUCT**

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

- i. "Cheating" includes, but is not limited to:
  - copying from another student's test paper;
  - using, during a test, materials not authorized by the person giving the test;
  - failure to comply with instructions given by the person administering the test;
  - possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes". The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
  - using, buying, stealing, transporting, or soliciting in whole or part the contents of an un-administered test, test key, homework solution, or computer program;
  - collaborating with or seeking aid from another student during a test or other assignment without authority;
  - discussing the contents of an examination with another student who will take the examination;
  - divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
  - substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
  - paying or offering money or other valuable thing to, or coercing another person to obtain an un-administered test, test key, homework solution, or computer program or information about an un-administered test, test key, home solution or computer program;
  - falsifying research data, laboratory reports, and/or other academic work offered for credit;
  - taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
  - misrepresenting facts, including providing false grades or resumes, for the purpose 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.

### **ARTIFICIAL INTELLIGENCE STATEMENT**

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 is considered a breach of academic integrity. Even with the suspicion of AI use, the student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy.

In this course, I expect all work students submit for this course to be their own. I have carefully designed all assignments and class activities to support your learning. Doing your own work, without human or artificial intelligence assistance, is best for your efforts in mastering course learning objectives. For this course, I expressly forbid using ChatGPT or any other artificial intelligence (AI) tools for any stages of the work process, including brainstorming. **Any deviations from these guidelines will be considered a violation of UT Tyler's Honor Code and academic integrity policy, and will result in an automatic failure of the course, regardless of your performance on other assignments or exams.**

### **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)