



## COUN 5330: Counseling Children and Adolescents (3 credits)

Summer 2025 Syllabus  
Course Time: Asynchronous Online  
Location: BEP 250

**Instructor:** Ross Spears PhD, LPC

**Office Location:** HPR 207

**Office Hours:** Tuesdays from 11 am to 1 pm, Wednesdays from noon to 1:30, or by appointment

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

### COURSE CATALOG DESCRIPTION

Examines the relevant counseling theories and techniques as they apply to children and adolescents. Includes interventions for children with emotional and behavioral disorders. This course examines developmentally appropriate counseling approaches and techniques for children and adolescents. Furthermore, through this course students will review common emotional, developmental, and behavioral issues of childhood adolescence and unique considerations for mental health diagnosis during this time period. This course also covers important aspects of involving parents/guardians in their children's treatment.

### COURSE PREREQUISITES

None.

### COURSE OBJECTIVES AND LEARNING OUTCOMES

#### Course Objectives and Learning Outcomes

Students will be familiar with common emotional and behavioral disorders of children and adolescents.

Students will be familiar with major evidence-based interventions used with children and adolescents.

Students will be able to identify appropriate evidence-based interventions for major disorders.

Students will understand cultural, developmental, and environmental factors that impact treatment.

Students will be familiar with emerging trends in the treatment of children and adolescents with psychological disorders.

### REQUIRED TEXTBOOKS AND MATERIALS

Kress, V. E., Paylo, M. J., & Stargell, N. A. (2019). Counseling children and adolescents. Pearson: NY.

- Additional readings and resources will be posted in Canvas.

### TEACHING STRATEGIES

This course is delivered in an asynchronous online format, designed to offer flexibility while maintaining a structured and engaging learning experience. Each week, a new module will be released every **Wednesday** and will include the following components:

- **Lecture Videos:** Pre-recorded lectures will guide you through the week's key topics and concepts. These can be watched at your own pace and revisited as needed.
- **Assigned Readings and Resources:** Curated materials such as scholarly articles, multimedia resources, and supplemental documents will deepen your understanding and support your learning.
- **Discussion Board Prompts:** Students will be expected to engage in conversation with their peers regarding the affiliated material.

Although there are no scheduled live sessions, the course is structured to support consistent progress. You are encouraged to engage with the content early in the week, participate in any discussion boards or reflective activities, and reach out with questions via email or discussion forums. Staying on pace with the weekly modules will help you successfully complete the course and retain the material more effectively. The quality of students' learning experience depends on their motivation to: (a) prepare thoroughly, (b) be inquisitive, (c) think reflectively, and (d) engage in online-class learning experiences.

**Canvas** (<https://www.utt Tyler.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**

### **INFORMED CONSENT STATEMENT**

Faculty members are dedicated to the educational, personal, and professional growth and development of our students. Faculty are in a unique position as instructors who assess students' academic skills and members of the counseling profession with an ethical obligation to the profession. In both roles, it is the faculty's responsibility to evaluate student competencies within the realm of professional counseling and to address any concerns regarding students' professional competence. As such, please be aware of the following information regarding this course:

- The counseling profession encourages counselors to 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, the 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 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.

### **ATTENDANCE AND PARTICIPATION POLICY**

Because this course is conducted asynchronously, attendance will be measured through **consistent and timely participation** rather than physical presence. To be considered "present" each week, students must **complete the weekly module** by the assigned deadline, which includes:

- Viewing lecture materials
- Engaging with assigned readings and resources
- **Posting to the weekly discussion board** and responding as required

Regular participation is essential for success in this course. Students are expected to complete each module during the week it is released (modules open every **Wednesday**) and submit all required components on time. Failure to complete the discussion post for a given week will be recorded as an absence for that module. If you encounter circumstances that may impact your ability to participate on time, please reach out in advance to discuss options. Repeated non-participation may negatively affect your grade and standing in the course.

### **LATE WORK**

All assignments are due according to the timeline established by the syllabus, unless otherwise noted by the instructor. **In the case of extenuating circumstances, students will be expected to communicate proactively with the faculty member.** Without communicating and receiving approval from your instructor, all assignments coming in any time after their due date/time will be reduced by 10% per day they are late. Assignments will no longer be accepted after three days and will result in a 0%.

### **ETHICAL BEHAVIOR AND PROFESSIONAL CONDUCT**

Professional conduct is expected of all students in the performance of counseling and related activities. Students must adhere to the ACA code of ethics, the laws governing counselors (LPCs) in Texas, and the policies of the UTT psychology and counseling department. It is assumed that you have completed the ethics course prior to this class and that you know the ACA code of ethics, understand the concept of "standard of care/practice", and are familiar with Texas laws governing your obligation as a mandated reporter. **If you are unfamiliar with these basics, inform the instructor during the first class session.** Required remedial activities, a grade of incomplete, a failing grade, or dismissal from the class are potential consequences for engaging in unprofessional behavior. Students are expected to have read and be familiar with the UT Tyler CMHC program Practicum & Internship Manual.

### **ZOOM PROFESSIONAL BEHAVIORS**

Students should attend online zoom meetings in the same manner that they would attend in-person or online classes. Students should be professionally dressed and sitting in an appropriate position for learning. Students must keep their video cameras on for the entirety of class. Students are not permitted to be engaging in other activities while attending class (e.g., driving a car, working a job, attending an appointment, etc.). Students will need to find a quiet and private location in which to attend class. It is also essential that students are able to secure a good internet connection.

### **COMMUNICATION POLICY**

University policy requires that all e-mail correspondence between students and instructor be done via the Patriot account. Check your Patriot E-Mail frequently. Announcements pertaining to class or departmental business will be sent to the student's Patriot account. In accordance 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 [jspears@uttyler.edu](mailto:jspears@uttyler.edu). Do not send emails to any other email address, as I will not receive them.

## **ONLINE COMMUNICATION**

Part of your preparation as a professional counselor is the ability to communicate with future colleagues and clients clearly and professionally. All written communication (e.g., emails, discussion board postings, etc.) 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 (e.g., Dear Dr. Spears).
- 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. Threats or attacks towards faculty or peers, even via written communication, will not be tolerated.
- 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.

## **DIVERSITY STATEMENT**

Students are expected to be sensitive to individual and cultural differences and to treat one another with respect during their experience in this course. Sensitivity to gender, race, ethnicity, ability, and sexuality is expected and disrespectful language and/or behavior will not be tolerated.

The American Counseling Association has explicit policies, standards, and ethical guidelines regarding diversity issues. In this class, you will be expected to reflect the standards and ethics of the counseling profession, especially in the area of diversity. Any use of written or verbal language should be consistent with the respect and tolerance that are the cornerstone of the counseling profession and should reflect the ACA Human Rights Committee's 1987 statement on tolerance, which states:

*In order to guarantee that each individual is free to pursue his/her potential, each member of ACA is charged to (a) engage in ongoing examination of his/her own attitudes, feelings, stereotypic views, perceptions and behaviors that might have prejudicial or limiting impact on others; (b) contribute to an increased sensitivity on the part of other individuals, groups or institutions to the barriers to opportunity imposed by discrimination; (c) advocate equal rights for all individuals through concerted personal, professional, and political activity.*

## **PROFESSIONALISM STATEMENT**

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). Ethical violations may result in failure of the course and possibly dismissal from the program.

## **COURSE FEEDBACK AND EVALUATION**

Your constructive assessment of this course plays an indispensable role in shaping education at University of Texas at Tyler. Upon completing the course, please take time to fill out the online course evaluation.

## **PROFESSIONAL DISPOSITIONS**

Professional disposition is an integral component of the course. 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. The assessment is completed by the instructor based on the criteria in the table below. The Professional Dispositions component **will be used when calculating students' participation/professionalism points.** Additionally, the assessment is (1) part of the CMHC Committee's systematic student review and (2) will be included in the student's academic file.

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

## **COURSE ASSIGNMENTS**

### **Participation and Professionalism (10 points)**

Learning is a dynamic social process. They include a number of opportunities for the assessment of self and classmates. Active participation is required to gain practice with assessment and skills related to assessments reviewed in class. Specific to an asynchronous course, participation in discussion and assignments is an important component of learning. Active, meaningful engagement with your peers is expected. Participation and professionalism will be measured through **consistent and timely participation** rather than physical presence. To be considered "present" each week, students must **complete the weekly module** by the assigned deadline and work appropriately within group project settings. 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 online communication and interactions with their peers and the instructor. You are expected to be fully engaged in the topic of assessment, invested in your own learning and the learning of others, and eager to participate. Concretely, active participation and professionalism means:

- Reading required materials and being prepared to work
- Demonstrating knowledge of reading assignment material
- Interacting well with peers
- Showing respect and courtesy toward peers and instructor
- Exhibiting a professional demeanor
- Actively engaging in learning opportunities
- Demonstrating critical thinking
- Exhibiting growth in content knowledge and skills
- Contributing to a professional climate

### **Weekly Discussion Posts (20 points [2 each])**

Students will complete ten discussion posts throughout this course. Posts will be congruent with covered weekly material. The discussion posts should be a minimum of two paragraphs, with each paragraph having at least five sentences. Students are not required to comment on their peer's discussion posts, but are encouraged to enhance perspective-taking and the learning experience.

### **Midterm and Final Exams (20 points each)**

The class includes a midterm and final exam. Exams include multiple choice, true/false, matching, and short answer response questions. Material will derive from the required reading (Kress et al., 2019).

### **Special Topic Project: Counseling Theory Application in Child & Adolescent Counseling (30 points)**

This project is a unique opportunity for you to deepen your understanding of counseling theories as presented in PSYC 5330: Counseling Children and Adolescents. Throughout this project, you'll gain practical experience by creating a counseling intake form, preparing a parent consultation, and developing a child therapy session. Each group will receive a case scenario involving a child or adolescent whose parents are seeking counseling, which will guide your project. This collaborative experience will culminate in a presentation and role play, giving you a chance to showcase your chosen counseling theory in action.

Project Overview: Students will be divided into groups and will be assigned a counseling theory from the course text. Each group will follow these steps:

#### **1. Theory Selection**

- a. A theoretical approach to counseling children and adolescents will be assigned from the theories explored in class. Examples of theories may include Cognitive Behavioral Therapy, Person-Centered Therapy, Gestalt Therapy, Adlerian Therapy, Solution-Focused Therapy, etc.

#### **2. Case Scenario**

- a. Each group will receive a case scenario describing a child or adolescent facing specific challenges, prompting the parents to seek counseling. Use this scenario as a foundation for designing a customized intake form, parent consultation, and child therapy session plan tailored to the child's needs.

#### **3. Developing a Counseling Intake Form**

- a. Design an intake form specifically for parents seeking counseling for their child. Your intake form should include:
  - o The child's developmental and family background
  - o Presenting concerns and goals for therapy (based on the case scenario)
  - o An assessment of the child's strengths and areas of concern in line with the selected theory
  - o Additional intake questions that reflect the theoretical approach or level of directiveness discussed in class.

#### **4. Parent Consultation Preparation**

- a. Prepare a mock parent consultation session using the case scenario. Outline how you'd introduce the counseling process to the parents, discuss your theoretical approach, and set therapeutic goals. Include key talking points on how this approach can uniquely benefit the child's needs.

#### **5. Child Therapy Session Plan**

- a. Design a 20-minute session plan for the hypothetical child client, integrating theory-specific techniques and activities. Create any materials, handouts, or visual aids to demonstrate the theory's application in child counseling.

#### **6. Presentation**

- a. Each group will record and upload a presentation of their project to Canvas. This recording will be made available to your classmates. This recording should include :
  - o A brief overview of the chosen theory, emphasizing its relevance for children and adolescents

- An Explanation of you intake form and consultation process
- A class activity that parallels how you might engage the child.

Additional assignment expectations (rubric, documentation, etc.) is available on Canvas.

### GRADING

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

Course Assignment	Points	Due Date
Participation and Professionalism	10 Points	Ongoing
Weekly Discussion Posts	20 Points	Weekly
Midterm Exam	20 Points	6/18/25
Special Topics Project	30 Points	7/24/25 or 7/31/25
Final Exam	20 Points	8/7/25

### TENTATIVE SCHEDULE AND TOPICS

*\*Instructor reserves the right to make changes as needed.*

Week	Lecture Topics	Assignments
<b>1</b> <b>(5/15)</b>	Intro and Overview of the Course Developmentally Informed Youth Counseling; Systemically Informed Youth Counseling	<b>READ:</b> Chapters 1 & 2 <b>Due:</b> Discussion Post #1 (5/21 at 11:59 PM)
<b>2</b> <b>(5/22)</b>	Individual Counseling Foundations; Ethical and Legal Foundations	<b>READ:</b> Chapters 3 & 4 <b>Due:</b> Discussion Post # 2 (5/28 at 11:59 PM)
<b>3</b> <b>(5/29)</b>	Abuse and Trauma; Substance Abuse	<b>READ:</b> Chapter 15 & 16 <b>Due:</b> Discussion Post # 3 (6/4 at 11:59 PM)
<b>4</b> <b>(6/5)</b>	Counseling Theories with Youth	<b>READ:</b> Chapters 5, 6, and 7 <b>Due:</b> Discussion Post # 4 (6/11 at 11:59 PM) <b>Midterm Exam Opens</b>
<b>5</b> <b>(6/12)</b>	Conceptualizing Young Clients' Situations & Directing Counseling	<b>READ:</b> Chapter 9 <b>Due:</b> Discussion Post # 5 (6/18 at 11:59 PM)
<b>6</b> <b>(6/19)</b>	<b>National Holiday (Juneteenth): No Class</b>	<b>DUE:</b> Mid Term Exams Due 6/18 at 11:59 PM
<b>7</b> <b>(6/26)</b>	Use of Play and Creative Arts in Counseling	<b>READ:</b> Chapter 8 <b>Due:</b> Discussion Post # 6 (7/2 at 11:59 PM)
<b>8</b> <b>(7/3)</b>	<b>Mental Health Day: No Class</b>	
<b>9</b> <b>(7/10)</b>	Academic and Social Emotional Transitions and Struggles; Disruptive Behavior Problems	<b>READ:</b> Chapters 12 & 14 <b>Due:</b> Discussion Post # 7 (7/16 at 11:59 PM)
<b>10</b> <b>(7/17)</b>	Neurodevelopmental and Intellectual Impairments; Anxiety,	<b>READ:</b> Chapters 13 & 17 <b>Due:</b> Discussion Post # 8 (7/23 at 11:59 PM)



	Obsessive-Compulsive, and Related Disorders	
<b>11 (7/24)</b>	Special Topics Presentation	<b>DUE: Special Topics Groups One and Two Documents Due by noon</b> Due: Discussion Post # 9 (7/30 at 11:59 PM) <b>Final Exam Opens</b>
<b>12 (7/31)</b>	Special Topics Presentations	<b>DUE: Special Topics Group Three and Four Documents Due by noon</b> Due: Discussion Post # 10 (8/6 at 11:59 PM)
<b>13 (8/7)</b>	<b>Finals Week: No Class</b> <b>DUE: Final Exam due 8/7 at 11:59 pm</b>	

### Program and Departmental Policies

#### COVID-19

Students who are feeling ill or experiencing symptoms such as sneezing, coughing, or a higher than normal temperature should stay at home and notify their faculty. Students are also encouraged to use the UT Tyler COVID-19 Information and Procedures website. This website also provides information about our Vaccination Mobile Clinic. Students needing additional accommodations may contact the Office of Student Accessibility and Resources at University Center 3150, or call (903) 566-7079 or email saroffice@uttyler.edu.

#### 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.

#### CEP Mission Statement:

The mission of the CEP is to prepare competent and passionate professionals in the fields of education, psychology, and counseling; to advance knowledge and expertise; and to impact these fields locally, regionally, nationally, and internationally.

#### CEP Vision:

The CEP will be a global leader in responding to needs in the fields of education, psychology, and counseling, with a focus on the East Texas region, by creating innovative academic and scholarly pathways and partnerships.

#### 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

#### Artificial Intelligence in 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.

For this course, you can use AI programs (ChatGPT, Copilot, etc.). 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. Students are strictly forbidden to pass off work generated by AI as their own. 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.

### **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.utt Tyler.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.utt Tyler.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 <http://www.utt Tyler.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.utt Tyler.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.

### **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.utt Tyler.edu/disability-services>, 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](mailto:writingcenter@uttyler.edu)
- [UT Tyler Tutoring Center](mailto:tutoring@uttyler.edu) (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)

