



UT Tyler COLLEGE OF EDUCATION & PSYCHOLOGY

Department of Psychology and Counseling

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

Summer 2025 Syllabus

Course Time: Tuesday & Thursday 2:00 to 4:45 pm

Location: HPR 135

Instructor: Dr. Zahide Sunal

Office Location: HPR 220

Office Hours: Tuesdays 12:00 pm to 2:00 pm by appointment

Email: zsunal@uttyler.edu

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, Article Selection, Article Review |
| Describe needs assessments | 2.F.8.c | Lectures |
| 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, Article Review |
| Demonstrate understanding of designs used in research and program evaluation, in both school and clinical contexts. | 2.F.8.g | Lectures, Article Selection, Article Review |
| 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, Article Selection, Article Review |

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.utttyler.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.utttyler.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.

DIVERSITY STATEMENT

Students are expected to be sensitive to individual and multicultural differences and to treat one another with respect during their experience in this course. Sensitivity to gender/race/ethnicity/ability/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 their 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.

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. 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 (2.5 hours) 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 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.

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.

Students who are consistently 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 means but is **NOT** limited to:

- Reading required materials and being prepared to work
 - Demonstrating knowledge of reading assignment material
 - Actively taking part in class activities
 - Interacting well with peers
 - Showing respect and courtesy toward peers and 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
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 five 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 2015). For each article, include one paragraph (including at least three full sentences) that summarizes how the article contributes to your understanding of your chosen topic, using the article's purpose and key findings. The Topic Selection Paper should be 1 to 2 pages (not including title page and references), and follow APA 7 guidelines (title page, running head, in-text citation, references, formatting, etc.).

As part of this assignment, you will be submitting seven documents: a PDF version of your paper, a Word document version of your paper, and a PDF version of each article you have identified.

4. **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.
5. **ARTICLE SELECTION PAPER**: This assignment is designed to assess your ability to locate articles related to your topic using different research methodologies. **You are required to identify three peer-reviewed articles** on the topic you selected in the Topic Selection assignment. Each article must represent one of the following research designs: **one qualitative, one quantitative, and one mixed-methods design**. These articles should have been published within the last 10 years (the earliest acceptable publication year is 2015) in a counseling journal (e.g., Journal of Counselor Development, Counselor Education and Supervision). Please refer to the provided list of counseling journals if you need assistance identifying appropriate journals. The Article Selection paper should be 2–3 pages long (excluding the title page and references), follow APA 7 guidelines (including title page, running head, in-text citations, references, and overall formatting), and include the following information for each article:

For each article, address the following:

- What is the purpose of the study?
- What research design was used?
- Describe the components of the research design (procedures, data collection, and analysis steps).

Be sure to select articles that interest you, as you will later complete your Article Review Paper based on one of these articles. If any articles used in your Topic Selection assignment meet these criteria, you have the option to use them, provided you have one article representing each research design. **As part of this assignment, you will be submitting five documents: a PDF version of your paper, a Word document version of your paper, and a PDF version of each article you have selected.**

Addresses CACREP Standards: 2.F.8.b, 2.F.8.f, 2.F.8.g, 2.F.8.j.

6. **ARTICLE REVIEW PAPER**: This assignment is designed to assess your skills in reading, understanding, and critiquing scholarly articles. You will evaluate one scholarly research article in a 3–8-page critique (not including the title page and references). The article you choose may utilize any research methodology (i.e., quantitative, qualitative, or mixed-methods design). You are expected to evaluate all sections of the article: introduction/literature review, method, results, and discussion/conclusion.

Your paper should follow the APA 7 professional paper format (except the abstract section). **As**

part of this assignment, you will be submitting three documents: a PDF version of your final paper, a Word document version of your final paper, and a PDF of the article you reviewed.

Addresses CACREP Standards: 2.F.8.b, 2.F.8.f, 2.F.8.g, 2.F.8.j.

EXTRA CREDIT OPPORTUNITY

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. The final class evaluation is the extra credit opportunity for this class. When student submits the completion page into CANVAS by the due, they will receive 0.5 points. More details will be discussed in class. I do not round up grades, so to ensure you are receiving the grade you are hoping for please make sure to utilize the opportunity for extra credit.

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:

| | |
|---------------------------------------|-----------|
| Participation & Professionalism | 16 points |
| CITI Certificate | 4 points |
| Topic Selection..... | 20 points |
| Article Selection..... | 25 points |
| Article Review | 35 points |
| <hr/> 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.

| Class/Date | Topic | Read Before Class | Assignments due at 1:59 pm | CACREP Standard |
|---------------------|--|---|--|---|
| Class 1 T (6/3) | Introduction Syllabus Review Science and Research Process Research in Practice | Syllabus, Houser Ch. 2, pp.3- 11, 16-22, & 313-315 | | 2.F.8.a |
| Class 2 R (6/5) | APA Review Navigating Electronic Resources | Houser pp.11-13, & APA Manual | Review the APA Module | 2.F.8.b |
| Class 3 T (6/10) | Basics of Statistical Concepts Quantitative Research Design | Houser Ch. 3 & 7 | CITI Completion Report and Certificate Topic Selection Paper | 2.F.8.f.; 2.F.8.g; 2.F.8.h; 2. F.8.i |
| Class 4 R (6/12) | Qualitative Research Design Mixed-Method Research Design | Houser Ch. 4, 5, & 8 | | 2.F.8.f.; 2.F.8.g; 2.F.8.h; 2.F.8.i |
| Class 5 T (6/17) | Evaluating the Introduction (Lit Review, Purpose, Hypotheses) | Houser Ch. 9 &10 | Article Selection Paper | |
| Class 6 R (6/19) | Juneteenth-No Class | | | |
| Class 7 T (6/24) | Evaluating the Method (Procedures, Sampling, Instruments) | Houser Ch. 11, 12, & 13 | | |

| | | | | |
|---------------------|--|---|---|---|
| Class 8 R (6/26) | Evaluating the Results and Discussion | Houser Ch. 14 & 15 | | |
| Class 9 T (7/1) | Program Evaluation Needs Assessment Outcome Measures for Counseling Programs Conducting Research: Cultural Issues | Houser Ch.17 & 19 Awad et al. (2016) | Article Review Due on 7/3 at 1:59 pm | 2.F.8.c; 2.F.8.d; 2.F.8.e.; 2. F.8. j. |

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.

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.

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