

University of Texas at Tyler
 Department of Psychology and Counseling
COUN 5368.069 Assessment in Counseling
Summer 2025 Course Syllabus
Course Format: Asynchronous Online
Location: Online

Instructor: Marianna L. Branch, PhD, LPC (NJ)

Instructor Office Location: Virtual

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Virtual Office Hours: Please email me for an appointment

Course Catalog Description

Examines the principles of educational, psychological, and vocational assessment in a counseling context, including concepts necessary for the selection, administration, scoring, and interpretation of individual and group tests.

Course Prerequisites

No course prerequisites are required for this course.

Rationale

Assessment is an essential part of counseling. Counselors regularly assess their clients through informal information-gathering, standardized testing, and as part of the diagnostic process. To effectively select, administer, and interpret formal and informal instruments, counselors must understand both ethical and cultural factors and fundamental concepts of reliability, validity, and applicability.

Learning Objectives

Students will describe, explain, discuss, and competently apply the use of assessment methods in counseling, including individual appraisal and diagnosis of emotional and psychological disorders in accordance with standards from the Council for the Accreditation of Counseling and Related Educational Programs and the State of Texas.

SLO 7.0 Assessment and Testing

Students will demonstrate knowledge and skills to competently apply the use of assessment in counseling including the diagnosis of mental and emotional disorders

Proficiencies for Counselors

Proficiencies that counselors-in-training must master are derived from two sources: the Council for the Accreditation of Counseling and Related Educational Programs (CACREP), and the State of Texas, including the Texas Administrative Code (TAC) and Texas Education Code (TEC).

2016 CACREP STANDARDS ADDRESSED	
Standard	Outcome
Professional Counseling Orientation and Ethical Practice	
2.F.1.i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling	Quizzes, Discussion Board Posts
Assessment and Testing	
2.F.7.a. historical perspectives concerning the nature and	Quizzes, Discussion Board Posts

meaning of assessment and testing in counseling	
2.F.7.b. methods of effectively preparing for and conducting initial assessment meetings	Quizzes, Discussion Board Posts
2.F.7.c. procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide	Quizzes, Discussion Board Posts
2.F.7.d. procedures for identifying trauma and abuse and for reporting abuse	Quizzes, Discussion Board Posts
2.F.7.e. use of assessments for diagnostic and intervention planning purposes	Quizzes, Discussion Board Posts
2.F.7.f. basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments	Quizzes, Instrument Critique Presentation
2.F.7.g. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations	Quizzes
2.F.7.h. reliability and validity in the use of assessments	Quizzes, Instrument Critique Presentation
2.F.7.i. use of assessments relevant to academic/educational, career, personal, and social development	Quizzes, Discussion Board Posts
2.F.7.j. use of environmental assessments and systematic behavioral observations	Quizzes, Discussion Board Posts
2.F.7.k. use of symptom checklists, and personality and psychological testing	Quizzes, Discussion Board Posts
2.F.7.l. use of assessment results to diagnose developmental, behavioral, and mental disorders	Quizzes, Discussion Board Posts
2.F.7.m. ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results	Quizzes, Discussion Board Posts
Clinical Mental Health Counseling	
5.C.1.e. psychological tests and assessments specific to clinical mental health counseling	Quizzes, Discussion Board Posts, Instrument Critique Presentation

Texas Administrative Code: Texas State Board of Examiners of Professional Counselors (TAC, Title 22, §681.83 Academic Requirements for Licensure)	
(a) An applicant must complete at least one course in each of the following areas: (3) appraisal or assessment techniques - the principles, concepts, and procedures of systematic appraisal or assessment of an individual's attitudes, aptitudes, achievements, interests, and personal characteristics, which may include the use of both non-testing approaches and test instruments;	Quizzes, Discussion Board Posts, Instrument Critique Presentation

Texas Administrative Code: State Board for Educator Certification: School Counselor Certification (TAC, Title 19, §239.15 Standards Required for School Counselor Certificate)	
b.5 assessment principles and procedures, including the appropriate use of tests, test interpretation, and test results;	Quizzes, Discussion Board Posts, Instrument Critique Presentation
c. 7 participate in the selection, use, and interpretation of assessments and assessment results;	Quizzes, Discussion Board Posts, Instrument Critique Presentation

Texas Education Code: State Board for Educator Certification: Service Program and Extracurriculars

(TEC, Title 19, §33.006, School Counselor and Counseling Programs)

b. The school counselor shall: (5) with the assistance of school staff, interpret standardized test results and other assessment data that help a student make educational and career plans;	Quizzes, Discussion Board Posts, Instrument Critique Presentation
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Required Texts and Readings

Whiston, S. C. (2017). *Principles and applications of assessment in counseling* (5th ed.). Belmont, CA: Brooks/Cole.

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 texts, extra readings will be assigned throughout the semester. These readings will be available on CANVAS.

** A student at UT Tyler is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

Methods of Instruction

This is an asynchronous online course. It is expected that you will spend an average of 14+ hours working on the modules for this course each week. The course materials will be housed on Canvas. 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 guiding students to sources of knowledge and promoting independent development and discovery of new knowledge. Online learning requires participation and leadership from each student. Lectures, videos, assigned readings, and online activities will provide a basis for discussion. Academic integrity is expected from each student and plagiarism from any source will not be tolerated.

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, 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 the students' responsibility to examine each module and get in touch with the instructor immediately if they are not clear about the requirements before the assignment due dates.

Course Policies

There are 5 modules (1 for each week) to be completed for this class. Each module contains class content videos, additional readings, a quiz, and different activities (e.g., discussion posts, videos, reflections, ethical dilemmas, skills recordings) which should be completed that week.

Due to the online nature of this course, it is essential that you remain acutely aware of the due dates for assignments and modules. **All modules (which includes module activities, assignments, and quizzes) are due by 11:59 pm Central Time on the respective due dates below. Because of this flexibility, late assignments or late completion of modules and quizzes will not be accepted.** The instructor will do her best to attend to all questions submitted via email in a timely manner, but anything received after 5:00 pm on the Friday may not be responded to in time. I encourage you to be proactive in starting your assignments.

All assignments are submitted on CANVAS. Please DO NOT email or turn in hard copies of your assignments to the instructor. You are responsible for uploading the correct version of your assignment to the correct location on 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.

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. 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.

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 all 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
- 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
- Exhibiting growth in content knowledge and skills
- Contributing to a professional climate

Course Assignments/ Requirements

Quizzes (25 points)

You will complete a quiz each week for a total of five (5) quizzes that will cover lecture material and reading assignments. The quizzes will review topics, vocabulary, and basic understanding and will be multiple choice, matching, and true/false in format. The quizzes will be available all week and you can choose anytime to take the quizzes until Saturday at 11:59 pm of the week. Make sure to give yourself enough time to complete quizzes as all quizzes will stop at 11:59 pm regardless of completion or not.

You can take each quiz only once. Make sure to complete all the module materials before starting your quizzes each week. There are no proctoring systems being used for the quizzes in this course, as such, I'm aware that you will have access to your class materials. Therefore, I'm limiting the time you have to complete each quiz. It will, therefore, be advantageous of you to complete all the module materials before taking the quizzes, because you will not have enough time to use your resources to help you with all items.

Please know, if I hear of students working together on the quizzes, sharing exam information, or being in contact with each other while taking the exam, you will earn an F in this course and not be permitted to take it for grade replacement.

Discussion Board Posts (15 pts)

You will complete one discussion board each week for a total of five (5) discussion board posts in this course. You are expected to post and respond to discussion board topics under the "Discussions" in CANVAS. You will be expected to respond to at least one posts for a total of two responses to posts for the class. Remember, you can choose the additional post you respond to.

Criteria 1 - Post an Original Response (350 word minimum) by Wednesday at 11:59 pm each week. The discussion posts are an opportunity to reflect in more detail about the topic for the week. When appropriate, be sure to support your postings and responses with specific references to the reading(s) or outside resources and use APA 7 format.

Criteria 2 - Read a selection of your colleagues' postings. Each week, respond by Friday at 11:59 pm to at least one of your colleagues' postings (150 word minimum) in one or more of the following ways:

- Ask a probing question.
- Share an insight from having read your colleague's posting.
- Offer and support an opinion.
- Validate an idea with your own experience.
- Make a suggestion.
- Expand on your colleague's posting.

Please return to this Discussion in a few days to read the responses to your initial posting to note what you may have learned and/or any insights you have gained.

Instrument Critique Presentation (55 points)

Locating an appropriate instrument is an important part of the assessment process. For this assignment, you will work in teams of 2 or 3 to complete an oral presentation reviewing one test designed to measure one of the following constructs/topic areas: intelligence and general ability, achievement and aptitude, assessment in career discernment, personality, and behavioral assessment.

For this assignment, you will choose an instrument to assess your topic and submit the selection in CANVAS under Instrument Selection section in week 2 (see Canvas for more details). Sources for information should include the *Mental Measurement Yearbook*, *Tests in Print*, or the official test manual from the assessment's publisher. Be sure follow APA 7 guidelines closely when citing sources, using direct quotes, and listing your references.

The presentation recording is expected to last **30 minutes**. You will record your presentation and submit this presentation into CANVAS for your peers to review. Make sure to leave the comments section available in your presentations for further questions and interactions. As part of your presentation, you are expected to follow the outline below and prepare one page handout highlighting your findings:

The instrument critique presentations should follow the following outline:

1. Test information
 - a. Test name
 - b. Test author
 - c. Publication
 - ï Publisher
 - ï Date of initial publication and most recent revision
 - ï Current total cost of examination
 - ï Individual costs of examination (booklets, answer sheets, manuals, etc.)
2. Test description and use

- a. Purpose
 - b. Target population **and** groups for which the test is not applicable
 - c. Age groups
 - d. Available forms
 - e. Item types
3. Test/scale development
 - a. Development history
 - b. Version changes
4. Administration details
 - a. Time required
 - b. Training required
 - c. Standardization procedure and administration format (e.g., large group, small group, individual, quiet environment, lighting, spacing, etc.)
 - d. Special materials needed
 - e. Other administrative details
5. Scoring procedures
 - a. Normative data
 - ï Initial norming group
 - ï Subsequent norming groups
 - b. Reliability
 - ï Test-retest
 - ï Alternate form
 - ï Internal consistency
 - ï Reviewer's comments on reliability
 - c. Validity
 - ï Content, concurrent, predictive, and/or construct validity
 - ï Reviewer's comments on validity
6. Peer interaction and application of the instrument (i.e., demonstrate application, scoring, interpretation of results, show sample items; submit additional handouts for your peers to review and use)
7. General evaluation
 - a. Ethical and multicultural considerations
 - b. Special merits and strengths of the test
 - c. Criticisms and limitations of the test
 - d. Personal recommendation – do you think you would use this test in your future work? Why or why not?
8. References

Requirements/Grading

During the semester you will have opportunities to earn up to 95 points for your final grade. Grading is on the following scale: 100%-90% = A; 89%-80% = B; 79%-70% = C; 69% or less = F. You must receive an **A or B to receive credit for passing this course.**

Assignment	Points	Due Date
Quizzes (5*5)	25 points	Weekly on Saturdays by 11:59 pm
Discussion Board Posts (5*3)	15 points	Original Response due weekly on Wednesdays by 11:59 pm Peer Responses due weekly on Fridays by 11:59 pm
Instruction Critique Selection	10 points	Due Saturday, June 14 th by 11:59 pm
Instrument Critique Presentation	35 points	Due Saturday, June 28 th by 11:59 pm
Instrument Critique Feedback	10 points	Due Saturday, July 5 th by 11:59 pm
Total Points Possible	95 points	

Course and Departmental Policies

Diversity

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

Informed Consent Statement for Counseling Courses

Faculty members are dedicated to the educational, personal, and professional growth and development of our students. Faculty members are in a unique position as both instructors who assess students' academic skills and members of the counseling profession with an ethical obligation to the profession. In both of these 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 that counselors fully integrate their own personal attributes and identity, as well as their strengths and weaknesses, into therapeutic processes. Therefore, self-awareness is critical because this knowledge relates to being an effective therapist.
- There will be an emphasis in many courses on self-awareness/exploration, as well as giving feedback to peers. Although uncomfortable at times, we encourage students to be open to self-exploration, since we frequently ask clients to do so.

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

Psychology and Counseling Retention Policy

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

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

Competence Task Force of the APA Council of Chairs of Training Councils (CCTC),
(<http://www.apa.org/ed/graduate/cctc.html>), approved March 25, 2004. (2012-

2014 Graduate Catalog)

Evaluating Student Fitness and Performance

Members of the faculty, using professional judgment, continuously evaluate each student's fitness and performance. Students receive information related to their fitness and performance from faculty members, their advisors, and their supervisors. The criteria used by the faculty to make such judgments include instructor's observations of course performance, evaluations of students' performances in simulated practice situations, supervisors' evaluations of students' performances in practice situations, and the disciplines' codes of ethics. Students are formally evaluated at least annually by the program faculty.

Detailed information about procedures for student evaluations, progress review, retention, and for addressing concerns about student progress are available at the department website: <http://www.uttyler.edu/psychology/>.

Students who are not making satisfactory progress or who are not meeting program standards should consider withdrawing from the program. In this context, the term "unsatisfactory progress in the program" refers to an academic judgment made regarding the student's fitness and performance. It is a determination that the student has failed to meet academic and/or professional standards.

Other

Students are strongly encouraged to read The University of Texas at Tyler's Graduate Catalog especially regarding issues such as academic grievance, plagiarism and cheating, etc. The policies stipulated in the catalog will be strictly enforced.

Please turn all cell phones, pagers, and other electronic equipment to off, silent, or vibrate during face-to-face and synchronous classes. To create a respectful class environment, please refrain from texting, checking messages, etc. In the case of an emergency, please alert the instructor prior to class.

Papers and presentations are expected to follow APA 7 format. If you do not have a copy of the APA 7 Manual, *purchase one*.

Many assignments for this course will be electronically submitted through a plagiarism checker. It is strongly suggested that students check their papers for plagiarism and grammatical errors and make any necessary adjustments before submitting them. For help writing papers without plagiarism, please consult the *APA Publication Manual, 7th edition*, or visit the Writing Center. If you need more help on formatting, please review the additional videos on APA formatting and if you still need more help reach out to the instructor for clarification in at least a week ahead of the assignment due date.

Tentative Course Schedule*

Module	<u>Scheduled Topic</u>	<u>Due Assignments</u>	<u>Readings</u>	<u>CACREP Standard</u>
Module 1 (6/2)	Course Review Assessment in Counseling Basic Assessment Principles	DB 1 Quiz 1	Ch 1 & 2	2.F.7.a, f, g

Module 2 (6/9)	Psychometrics: Reliability, Validity, & Item Analysis	DB 2 Quiz 2 Instrument Selection Due	Ch 3 & 4	2.F.7.f, g, h
Module 3 (6/16)	Selecting, Administering, Scoring, & Communicating Assessment Results Initial Assessment in Counseling	DB 3 Quiz 3	Ch 7 & 8	2.F.1.i; 2.F.7.b, c, d, m; 5.C.1.e
Module 4 (6/23)	Ethical and Legal Issues in Assessment Issues Related to Assessment with Diverse Populations Behavioral Assessment with Children & Adolescents	DB 4 Quiz 4 Instrument Critique Presentations	Ch 5, 6 & 13	2.F.1.i; 2.F.7.c, d, m; 5.C.1.e
Module 5 (6/30)	Intelligence and General Ability Testing Achievement and Aptitude Assessment in Career Counseling Appraisal of Personality	DB 5 Quiz 5 Instrument Critique Feedback	Ch 9 - 12	2.F.7.i, j; 5.C.1.e; 5.C.2.j

*The instructor reserves the right to make adjustments in the syllabus, assignments, activities, and the grading schedule as needed to meet course objectives and needs.

University Policies

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.

Student Rights and Responsibilities

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: <http://www.uttyler.edu/wellness/rightsresponsibilities.php>

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. 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 the Academic Calendar for the specific date.)

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Student Accessibility and Resources

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

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 email) 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 dishonest, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

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

- copying from another student's test paper;
- using during a test materials not authorized by the person administering the test;
- failure to comply with instructions given by the person administering the test;

- possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed “crib notes”. The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
 - using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
 - collaborating with or seeking aid from another student during 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 instructor has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
 - substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
 - paying or offering money or other valuable thing to or coercing another person to obtain an unadministered test, test key, homework solution, or computer program, or information about an unadministered test, test key, homework solution, or computer program;
 - falsifying research data, laboratory reports, and/or other academic work offered for credit;
 - taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler or of another if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
 - misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.
- b. “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.
- c. “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.
- d. All written work that is submitted will be subject to review by SafeAssign™, available on Blackboard.

UT Tyler Resources for Students

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

CEP Vision and Mission and Program Standards**Vision**

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

Mission

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