THE UNIVERSITY OF TEXAS AT TYLER

COUN 5368-001: Assessment in Counseling (3 credits)

Fall 2026 Syllabus
Course Time: Thursdays 11:00 am to 1:45 pm
Location: COB 227

Instructor: Ross Spears, PhD, LPC
Office Location: HPR 220
Office Hours: Mondays from 9 am to 11 am, Thursdays from 9 am to 11 am, or by appointment
Email: jspears@uttyler.edu

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

None.

COURSE OBJECTIVES AND LEARNING OUTCOMES

Course Objectives and Learning Outcomes	CACREP 2016 Standards	Learning Activities and Assessments
Understands historical perspectives concerning the nature and meaning of assessment and testing in counseling	2.F.7. a.	Lectures, Quizzes
Understands methods of effectively preparing for and conducting initial assessment meetings	2.F.7.b	Lectures, Quizzes, Comprehensive Assessment Report
Understands procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide	2.F.7.c	Lectures, Quizzes
Understands procedures for identifying trauma and abuse and for reporting abuse	2.F.7.d	Lectures, Quizzes
Uses assessments for diagnostic and intervention planning purposes	2.F.7.e	Lectures, Quizzes, Comprehensive Assessment Report
Understands and implements the basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments	2.F.7.f	Lectures, Quizzes, Instrument Critique Presentation
Understands and utilizes statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations	2.F.7.g	Lectures, Quizzes, Instrument Critique Presentation
Understands and utilizes the reliability and validity in the use of assessments	2.F.7.h	Lectures, Quizzes, Instrument Critique Presentation
Understands use of assessments relevant to academic/educational, career, personal, and social	2.F.7.i	Lectures, Quizzes

development		
Understands the use of environmental assessments and systematic behavioral observations	2.F.7. j.	Lectures, Quizzes
Understands and uses the symptom checklists, and personality and psychological testing	2.F.7. k.	Lectures, Quizzes, Comprehensive Assessment Report
Understands and interprets the assessment results to diagnose developmental, behavioral, and mental disorders	2.F.7. l.	Lectures, Quizzes, Comprehensive Assessment Report
Understands ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results	2.F.7. m.	Lectures, Quizzes, Comprehensive Assessment Report
Understands measurable outcomes for clients	2.F.5.i.	Lectures, Quizzes
Understands and uses psychological tests and assessments specific to clinical mental health counseling	5.C.1.e	Lectures, Quizzes, Comprehensive Assessment Report, 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, Participation, Comprehensive Assessment Report, 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, Participation, Comprehensive Assessment Report, Instrument Critique Presentation
c. 7 participate in the selection, use, and interpretation of assessments and assessment results;	Quizzes, Participation, Comprehensive Assessment Report, 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, Participation, Comprehensive Assessment Report, Instrument Critique Presentation

REQUIRED TEXTBOOKS AND MATERIALS

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 **(Optional)**

* 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.

TEACHING STRATEGIES

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

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

Canvas (https://www.uttyler.edu/canvas/)

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

COURSE POLICIES AND REQUIREMENTS

TECHNOLOGY REQUIREMENTS

All students taking this course should have access to a computer with an internet connection that can support the use of Canvas. If you are having trouble logging onto Canvas or uploading assignments, please contact the Canvas helpdesk at (903)566-7439 or email them at itsupport@patriots.uttyler.edu. 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.

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.** If there is an emergency in which you need to use your phone, please excuse yourself into the hallway.

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 jspears@uttyler.edu.

Note: make sure that you do not send emails to jspears@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.) and finish with a closing (e.g., Best, Regards, Thank you, your name). Introductory emails should address your instructor more formally (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.
- 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.

USE OF ARTIFICIAL INTELLIGENCE IN CLASS

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, I encourage you to explore using artificial intelligence (AI) tools, such as ChatGPT, for your assignments and assessments. Any such use must be appropriately acknowledged and cited, following the guidelines established by the APA 7th Edition Style Guide, including the specific version of the tool used. The submitted work should include the exact prompt you used to generate the content and the AI's complete response as an appendix. Because AI-generate content is not necessarily accurate or appropriate, you must assess the validity and applicability of any submitted AI output. You will not earn full credit if inaccurate, invalid, or inappropriate information is found in your work. Additionally, students are at risk for point deductions if structure of assignment(s) is autogenerated without user edits/revisions.

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.

COURSE ASSIGNMENTS

1. ***Participation and Professionalism (20 points)***

   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 assessment and skills related to assessments 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 which 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.

   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 and online 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

2. ***Quizzes (5 points each)***

   This class will include five quizzes. Each quiz will cover the required readings for that week and will be due the following Sunday (11:59 pm). Quizzes will include multiple choice and/or true and false questions. Student will have one attempt (60 minutes) for each quiz. Students are permitted to using their course text and other resources. Points will be deducted for late submission.

   Addresses CACREP Standards: 2.F.7.a, 2.F.7.b, 2.F.7.c, 2.F.7.d, 2.F.7.e, 2.F.7.f, 2.F.7.g, 2.F.7.h, 2.F.7.i. , 2.F.7.j. , 2.F.7.k., 2.F.7.l. , 2.F.7.m, 2.F.5.i., 5.C.1.e.

3. ***Instrument Critique Presentation (30 points)***

   Locating an appropriate instrument is an important part of the assessment process. Each student will 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, behavioral assessment, marriage and family related issues, and diagnosis. Groups will be formed based on student interest in topics. Topic selection and group forming process will be completed early in the semester.

   As a group you will choose and present on one of the specific scheduled lecture topics listed in the course syllabus. Additionally, your group will select and relay one instrument that coincides with the selected topic. The demographic group being measured is up to you. Additionally, the instrument reviewed should pertain to your specific training emphasis (i.e., Clinical Mental Health Counseling). 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 class presentation is expected to last at least one hour (50-minute presentation, 10 minutes for questions). As part of your PowerPoint presentation, you are expected to follow the outline below and prepare one page handout highlighting your findings (not the ppt):

- An comprehensive overview of your selected course topic (please use the class required text).
- The instrument critique presentations should follow the following outline:

1. Test information
    a. Test name
    b. Test author
    c. Purpose
    d. Test/scale development
        - Development history
        - Version changes
        - Normative data
            - Initial norming group
            - Subsequent norming groups
        - Reliability
            - Test-retest
            - Alternate form
            - Internal consistency
            - Reviewer's comments on reliability
        - Validity
            - Content, concurrent, predictive, and/or construct validity
            - Reviewer's comments on validity
    e. Target population **and** groups for which the test is not applicable
    f. Available forms
    g. Item types
    h. Publication
        - Publisher
        - Date of initial publication and most recent revision
        - Current total cost of examination
        - Individual costs of examination (booklets, answer sheets, manuals, etc.)
2. Administration details
    a. Materials needed
    b. Time requirements
    c. Training requirements
    d. Standardization procedure and administration format (e.g., large group, small group, individual, quiet environment, lighting, spacing, etc.)
    e. Other administrative details
3. Scoring and interpretation procedures
4. Peer interaction and application of the instrument (i.e., demonstrate application, scoring, interpretation of results, show sample items, have all peers take the instrument)
5. 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?
6. References

Addresses CACREP Standards: 2.F.7.f, 2.F.7.h, 5.C.1.e.

4. ***Comprehensive Assessment Report (25 points)***

You will administer one instrument to yourself, interpret it, and write up (first-person narrative) an assessment report in APA 7th Edition format. The assessment report should be between 3-6 pages (not including title page and references) and include the following sections:

- Title page
- Client background and need for assessment. May include sub-sections on childhood, parenthood, living situation, relationships (romantic, friendships, and family), recreational activities/hobbies, general life satisfaction, medical/counseling background, substance use/abuse, educational history, vocational history, current employment, and other pertinent information
- Selected assessment and reasoning (based on the client background provided)
- Procedures and administration: Detailed description of how the administration steps followed based on the assessment guidelines
- Results: Provide overview of assessments and detail the corresponding results. Behavioral observations, including mental status examination
- Recommendations (based on the assessment results)
- References (must include at least two references)

Additional details are provided in CANVAS and will be discussed in class.
Addresses CACREP Standards: 2.F.7.b, 2.F.7.e, 2.F.7.k., 2.F.7.l., , 2.F.7.m, 5.C.1.e.

Requirements/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; 69% or less = F.

Course Assignment(s)	Points	Due Date	CACREP Standard
Participation/Attendance	20 points	Ongoing	
Quizzes (5)	25 points (5 each)	Ongoing	2.F.7.a, b, c, f, g, h, m CMHC 5.C.1.e; 5.C.3.a
Instrument Critique	30 points	Dependent on Group Presentation Date	2.F.7.f, g, h, k CMHC 5.C.1.e
Comprehensive Assessment	25 points	12/11/25	2.F.7.b, c, e, i, k, l, m CMHC 5.C.1.e; 5.C.3.a

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.

Date	Scheduled Topic	Due Assignments	Readings	CACREP Standard
Week 1 (8/27)	Syllabus Review & Introductions		Syllabus	
Week 2 (9/3)	Assessment in Counseling; Finding Assessment Resources: Electronic Resources; APA Review Selecting, Administering, Scoring, & Communicating Assessment Results	**Instrument groups formed**	Ch 1 and 7	2.F.7. a. 5.C.1. e.

Week 3 (9/10)	Ethical and Legal Issues in Assessment Issues Related to Assessment with Diverse Populations	Quiz 1 (Ch.1 &7) (9/9 at 11:59 PM)	Ch 5&6 ACA Code of Ethics RUST	2.F.7. m
Week 4 (9/17)	**No Class: Mental Health Self-Care Day or Meet with Group**	Quiz 2 (Ch. 5&6) (9/16 at 11:59 PM)		
Week 5 (9/24)	Basic Assessment and Statistical Principles		Ch. 2 Bardhoshi & Erford (2017)	2.F.7. f; 2.F.7.g 2.F.7. h
Week 6 (10/1)	Psychometrics: Reliability	Quiz 3 (Ch. 2) (9/30 at 11:59 PM)	Ch. 3	2.F.7. f; 2.F.7.g 2.F.7. h
Week 7 (10/8)	Psychometrics: Validity, & Item Analysis	Quiz 4 (Ch. 3) (10/7 at 11:59 PM)	Ch 4 Lenz & Wester (2017)	2.F.7.h
Week 8 (10/15)	**Mental Health/Self-care Day – No Class** Please use this time to work with Instrument Critique Groups	Quiz 5 (Ch. 4) (10/14 at 11:59 PM)		
Week 9 (10/22)	Initial Assessment in Counseling Risk and Trauma Assessment **Instrument Critique Presentations**		Ch 8	2.F.7.b.; 2.F.7.c.; 2.F.7. d.
Week 10 (10/29)	Behavioral Assessment **Instrument Critique Presentations**		Ch 13	2.F.7. j.
Week 11 (11/5)	Assessment in Career Counseling Appraisal of Personality **Instrument Critique Presentations**		Ch 11 & 12	2.F.7.i.; 2.F.7. k.
Week 12 (11/12)	Assessment in Marriage and Family Counseling **Instrument Critique Presentations**		Ch 14	2.F.7. j.
Week 13 (11/19)	**No Class: Mental Health/Self-Care Day**			
Week 14 (12/3)	Assessment for Diagnosis & Measurable/Monitoring Client Outcomes **Instrument Critique Presentations** Review Comprehensive Assessment Report Assignment Details		Ch 15 &16	2.F.7.e; 2.F.5.i.
Week 15 (12/10)	**Finals Week – No Class** **Comprehensive Assessment Report Due (12/10 at 11:59 PM)**			

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 call903.566.7079.

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 limitedto:

- 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 thestudent;
- substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-relatedassignment;
- 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.

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

- UT Tyler Counseling Center(903.566.7254)