POSITIVE PSYCHOLOGY

Fall 2026 , August 24, 2026 - December 12, 2026

"Positive psychology is not a spectator sport, but a participatory sport that we can all take part in and it's only when we do that we see what it has to offer."

Bruce W. Smith, Author's Preface, Move From Surviving to Thriving

PSYC 3315 Positive Psychology

Fall 2026 / [Online]

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(Emails are typically answered within 24 hours. If I have not responded within 36 hours, please send the email again. It is never my intention to ignore an email. However, they sometimes get buried, or there is a lag time in an email actually being delivered to my mailbox.)

Course Description

An introduction to Positive Psychology, the scientific study of optimal human functioning. Positive emotions, engagement, relationships, meaning, and accomplishments will be related to well-being. The course emphasizes learning through self-application, structured reflection, behavioral practice, and analysis of evidence-informed positive psychology interventions.

Course Purpose and Learning Approach

This course treats positive psychology as something students do, observe, evaluate, and refine. Each week pairs two workbook chapters with the corresponding author videos, short attention and participation quizzes, and an applied exercise. Students will build a personal portfolio of practices while also learning to interpret them critically and ethically.

- Read and view before applying: complete two chapters and their author videos each week.
- Practice with intention: carry out a structured worksheet, exercise, or positive psychology intervention.
- Reflect without forced disclosure: analyze process, observations, and course concepts rather than revealing private or traumatic information.
- Evaluate scientifically: distinguish personal experience from evidence and avoid treating one person's experience as proof of universal effectiveness.

Student Learning Outcomes

1. Explain the scope and development of positive psychology and describe how its focus on happiness, strengths, well-being, and thriving differs from an exclusive focus on distress and psychological problems.
2. Identify, describe, and apply the five elements of PERMA: positive emotion, engagement, relationships, meaning, and accomplishment.
3. Analyze cognitive, behavioral, personal, relational, and community factors that may contribute to or interfere with happiness, well-being, resilience, and thriving.

4. Explain and apply major positive psychology constructs presented in the workbook, including positive reappraisal, mindfulness and acceptance, resilience and stress-related growth, VIA character strengths, grit and growth mindset, self-efficacy, self-control, empathy, optimism and hope, and gratitude.
5. Apply positive psychology exercises to personal goals and experiences and reflect critically on their perceived usefulness, relevance, and limitations.

Required Textbook, an Open Educational Resource

Smith, B. W. (2020). Move From Surviving to Thriving: The Positive Psychology Workbook for Challenging Times (1st ed.). Free PDF provided in the course. ISBN 9798571856447.

https://shac.unm.edu/documents/positive-psych-workbook.pdf

The workbook contains 24 chapters arranged in four sequential parts, dedicated author videos, supplementary videos, reflection questions, applied activities, a well-being survey, and practical planning tools. There is no required textbook purchase.

Typical Weekly Learning Cycle

1. Read	Two workbook chapters, including the lesson and task explanations.
2. Watch	The corresponding Author's Video for each chapter. Supplementary videos may be assigned when central to the exercise.
3. Check attention	A brief Canvas quiz focused on the two author videos and essential chapter concepts.
4. Apply	Complete one integrated practical worksheet, exercise, or intervention drawn from the paired chapters.
5. Reflect and submit	Describe what was attempted, connect observations to course concepts, discuss limitations or context, and identify a next step.

Assessment and Grading

Assessment	Structure	Points	Weight
12 Applied Module Assignments	12 × 40	480	48%
12 Author Video Quizzes	12 × 10	120	12%
Midterm Examination	Multiple choice, short answer, application	200	20%
Final Essay / Case Study Analysis	Integrative analysis and application	200	20%
Total		1,000	100%

Grading scale: A = 900-1,000; B = 800-899; C = 700-799; D = 600-699; F = 0-599. Extra Credit Opportunities may be offered depending on departmental studies, or other opportunities as they are afforded.

Major Assessment Descriptions

Applied Module Assignments

Each assignment will be visible in the canvas module, 1 week in advance, and integrates the week's two chapters into one experience-based submission. Grading emphasizes completion, conceptual accuracy, thoughtful analysis, and adherence to instructions, not whether the intervention produced a "positive" result.

Author Video Quizzes

Short, low-stakes quizzes assess careful viewing and participation. Questions may address terminology, examples, distinctions, or instructions emphasized by the author. Quizzes are typically due within the weekly module.

Midterm Examination

Covers Chapters 1-12 and related course materials, with emphasis on foundational concepts, PERMA, mindfulness, resilience, strengths, authenticity, perseverance, courage, self-efficacy, and self-control. Format: multiple choice, matching, short answer on brief applied scenarios. This is subject to change based on instructor's gauge of material mastery from the class.

Final Essay / Case Study Analysis

Students analyze a provided or instructor-approved fictional/composite case using multiple positive psychology frameworks. The essay should identify relevant strengths and needs, propose an ethical and culturally responsive plan, connect recommendations to course concepts, anticipate barriers, and explain how progress could be evaluated. Personal disclosure is not required. Suggested length: 1,800-2,400 words, with citation expectations specified in the assignment sheet. This is subject to change based on instructor's gauge of material mastery from the class.

Applied Assignment Design by Course Part

Part 1: Basic Training for Your Best Life	Ch. 1-6	Build awareness of well-being, goals, mindfulness, resilience, wisdom, and creativity. Students establish baseline measures and begin low-risk practices.
Part 2: Bringing Out Your Best	Ch. 7-12	Identify and apply character strengths, authenticity, perseverance, courage, self-efficacy, and self-control.
Part 3: Bringing Out the Best Around You	Ch. 13-18	Practice social intelligence, relationship skills, kindness, community participation, fairness, open-mindedness, and forgiveness.
Part 4: Creating the Best Possible Future	Ch. 19-24	Develop hope, optimism, humor, gratitude, meaning, purpose, and an actionable future plan; review and celebrate learning.

Ethical Self-Application and Student Well-Being

- This is an academic course, not psychotherapy, clinical treatment, crisis care, or a substitute for professional services.

- Students will never be graded on personal improvement, happiness, symptom change, or the depth of private disclosure.
- Assignments should use experiences that feel safe and appropriate. Students may use hypothetical, low-stakes, fictional, or composite examples when a prompt feels too personal.
- No assignment requires revisiting trauma, confronting a person, forgiving harm, reconciling a relationship, disclosing a diagnosis, or performing an unsafe exposure exercise.
- Activities involving another person should respect consent, privacy, boundaries, culture, and safety. Do not submit another person's identifying or confidential information.
- Students experiencing significant distress should use appropriate universities or community support resources.

Course Calendar and Module Outline

The calendar below uses the workbook's recommended pace of two chapters per week for 12 instructional modules. Due dates may be refined in Canvas. Weeks run Monday through Sunday unless announced otherwise.

1	**Aug. 24-30**	Ch. 1 A Call to Adventure; Ch. 2 What Do You Want Most?	Author videos 1-2	Baseline PERMA well-being survey; Three Good Things; course-intention and PERMA goal reflection	Quiz + module assignment
2	**Aug. 31-Sept. 6**	Ch. 3 How Can You Make It Happen?; Ch. 4 Mindfulness and Acceptance	Author videos 3-4	Pleasant activities / behavioral activation plan plus mindful breathing practice and reflection	Quiz + module assignment
3	**Sept. 7-13**	Ch. 5 Resilience and Stress-Related Growth; Ch. 6 Wisdom and Creativity	Author videos 5-6	Resilience narrative using non-traumatic material; Wheel of Life and adaptive reappraisal exercise	Quiz + module assignment
4	**Sept. 14-20**	Ch. 7 Discovering Your Best; Ch. 8 Authenticity	Author videos 7-8	VIA strengths inventory; strength spotting; use a signature strength in a new, authentic way	Quiz + module assignment
5	**Sept. 21-27**	Ch. 9 Perseverance; Ch. 10 Courage	Author videos 9-10	Flow/strength practice; perseverance decision; graded plan for personal or moral courage	Quiz + module assignment
6	**Sept. 28-Oct. 4**	Ch. 11 Self-Efficacy; Ch. 12 Self-Control	Author videos 11-12	Self-efficacy development plan; implementation intention, stimulus control, or urge-surfing practice	Quiz + module assignment
7	**Oct. 5-11**	Midterm Review and Examination	Review materials	Midterm examination covering Chapters 1-12; no new chapter assignment	Midterm exam
8	**Oct. 12-18**	Ch. 13 Social Intelligence; Ch. 14 Love	Author videos 13-14	Active-constructive responding or relationship appreciative inquiry; relationship strengths reflection	Quiz + module assignment
9	**Oct. 19-25**	Ch. 15 Kindness; Ch. 16 Community Positive Psychology	Author videos 15-16	Acts of Kindness Planner; complete and evaluate bounded acts for others; Community Cause Inventory	Quiz + module assignment

10	**Oct. 26-Nov. 1**	Ch. 17 Fairness and Justice; Ch. 18 Forgiveness	Author videos 17-18	Bias/open-mindedness audit using a low-stakes issue; forgiveness reflection that does not require reconciliation or contact	Quiz + module assignment
11	**Nov. 2-8**	Ch. 19 Creating a Better Future; Ch. 20 Optimism and Hope	Author videos 19-20	Best Possible Future narrative; PATH steps 1-4; identify agency, pathways, supports, and obstacles	Quiz + module assignment
12	**Nov. 9-15**	Ch. 21 Humor; Ch. 22 Appreciation and Gratitude	Author videos 21-22	Healthy humor practice; gratitude journal or gratitude letter, with consent and privacy safeguards	Quiz + module assignment
13	**Nov. 16-22**	Ch. 23 Meaning and Purpose; Ch. 24 Review and Celebration	Author videos 23-24	Meaning and purpose reflection; retake PERMA survey; compare patterns; celebrate progress and plan continuation	Quiz + module assignment
14	**Nov. 23-29**	Thanksgiving Week / Integration Buffer	No new chapters	Catch-up, optional enrichment, and final case study planning. Follow the official university holiday calendar. Extra Credit.	Final planning
15	**Nov. 30-Dec. 6**	Capstone Integration	All four workbook parts	Case formulation workshop; connect PERMA, strengths, relationships/community, hope, and purpose; draft final essay	Final planning
16	**Dec. 7-12**	Final Assessment Period	Cumulative integration	Final essay / case study analysis due by the date posted in Canvas	Final essay

Late Work Policy

This course is designed to maintain a lighter, manageable workload through structured workbooks and worksheets. Each weekly module is open from **Monday at 12:00 a.m. through Sunday at 11:59 p.m.** Late work will not be accepted unless mitigating circumstances are identified and communicated to the instructor by email or Canvas message **before the Sunday deadline**. Documentation may be required.

University Policies and Information

Withdrawing from Class

Students may withdraw (drop) from this course using the Withdrawal Portal. Withdrawing (dropping) this course can impact your Financial Aid, Scholarships, Veteran Benefits, Exemptions, Waivers, International Student Status, housing, and degree progress. Please speak with your instructors, consider your options, speak with your advisor, and visit the One-Stop Service Center (STE 230) or email enroll@uttyler.edu to get a complete review of your student account and the possible impacts to withdrawing. We want you to make an informed decision. UT Tyler faculty and staff are here for you and often can provide additional support options or assistance. Make sure to carefully read the implications for withdrawing from a course and the instructions on using the Withdrawal portal.. Texas law prohibits students from dropping more than six courses during their entire undergraduate career. The six courses dropped includes those from other 2-year or 4-year Texas public colleges and universities. Consider the impact withdrawing from this class has on your academic progress and other areas, such as financial implications. We encourage you to consult your advisor(s) and Enrollment Services for additional guidance. CAUTION #1: Withdrawing before census day*

*does not mean you get a full refund. Please see the Tuition and Fee Refund Schedule. CAUTION #2: All international students must check with the Office of International Programs before withdrawing. All international students are required to enroll full-time for fall and spring terms. CAUTION #3: All UT Tyler Athletes must check with the Athletic Academic Coordinator before withdrawing from a course. CAUTION #4: All veterans or military-affiliated students should consult with the Military and Veterans Success Center. * Students who began college for the first time before 2007 are exempt from this law.*

Artificial Intelligence Use

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.

AI tools may be used for limited academic support when permitted by the assignment. AI may support learning, but it may not replace the personal observation, self-application, reflection, or psychological reasoning this course is designed to assess.

Disclosure and Sourcing

When substantive AI assistance is permitted, such as outlining, summarizing, suggesting interpretations, or developing an analysis, you must:

1. *Identify the AI tool and explain how you used it.*
2. *Verify factual and conceptual claims using the course text or other approved sources.*
3. *Review the output for errors, bias, missing context, and fabricated information.*
4. *Revise the work to reflect your own understanding and reasoning.*
5. *Retain relevant prompts and output until the assignment is graded.*

Guiding Standard

Ask yourself:

1. *Does this use support my learning, or does it replace the observation, self-application, reflection, or reasoning the assignment is intended to assess?*
2. *AI use that replaces your work, misrepresents personal experience, or prevents evaluation of your understanding may constitute academic misconduct. When uncertain, consult the instructor. You remain responsible for the accuracy, sourcing, integrity, and authenticity of your work.*

AI Use Disclosure

> *I used [tool] to assist with [purpose]. I reviewed and revised the output and verified relevant concepts using [course text or approved sources]. The personal observations, interpretations, and conclusions are my own. Disclosure is not required for spelling, grammar, or minor sentence-level editing unless stated otherwise. Such editing must not materially change the meaning of your work*

AI and Course Assessments

Do not rely on AI to complete course assessments. Weekly quizzes are brief and paced to assess your preparation, so AI will not be practical or permitted. AI will not be accessible during exams and may not be used to generate or complete the final case study. Consistent engagement with the readings, videos, and exercises is the best preparation.

Final Exam Policy

Final examinations are administered as scheduled. If unusual circumstances require that special arrangements be made for an individual student or class, the Dean of the appropriate college, after consultation with the faculty member involved, may authorize an exception to the schedule. Faculty members must maintain student final examination papers for a minimum of three months following the examination date.

Incomplete Grade Policy

If a student, because of extenuating circumstances, is unable to complete all of the requirements for a course by the end of the semester, then the instructor may recommend an Incomplete (I) for the course. The "I" may be assigned in place of a grade only when all of the following conditions are met: (a) the student has been making satisfactory progress in the course; (b) the student is unable to complete all coursework or final exam due to unusual circumstances that are beyond personal control and are acceptable to the instructor, and (c) the student presents these reasons before the time that the final grade roster is due. The semester credit hours for an Incomplete will not be used to calculate the grade point average. The student and the instructor must submit an Incomplete Form detailing the work required and the time by which the work must be completed to their respective

department chair or college dean for approval. The time limit established must not exceed one year. Should the student fail to meet all of the work for the course within the time limit, then the instructor may assign zeros to the unfinished work, compute the course average for the student, and assign the appropriate grade. If a grade has yet to be assigned within one year, then the Incomplete will be changed to an F, or NC. If the course was initially taken under the CR/NC grading basis, this may adversely affect the student's academic standing.

Grade Appeal Policy

Disputes regarding grades must be initiated within sixty (60) days from the date of receiving the final course grade by filing a Grade Appeal Form with the instructor who assigned the grade. A grade appeal should be used when the student thinks the final course grade awarded does not reflect the grades earned on assessments or follow the grading scale as documented in the syllabus. The student should provide the rationale for the grade appeal and attach supporting document about the grades earned. The form should be sent via email to the faculty member who assigned the grade. The faculty member reviews the rationale and supporting documentation and completes the instruction section of the form. The instructor should return the form to the student, even if a grade change is made at this level. If the student is not satisfied with the decision, the student may appeal in writing to the Chairperson of the department from which the grade was issued. In situations where there is an allegation of capricious grading, discrimination, or unlawful actions, appeals may go beyond the Chairperson to the Dean or the Dean's designee of the college from which the grade was issued, with that decision being final. The Grade Appeal form is found in the Registrar's Form Library.

NOTE: The Grade Appeal Form is different from the Application for Appeal form submitted to the Student Appeals Committee, which does not rule on grade disputes as described in this policy.

Disability/Accessibility Services

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA), the University of Texas at Tyler offers accommodations to students with learning, physical, and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or 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 the Assistant Director Student Accessibility and Resources/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at

https://www.uttyler.edu/disability-services, the SAR office located in the Robert Muntz Library, LIB 460, email saroffice@uttyler.edu, or call 903.566.7079."

Military Affiliated Students

UT Tyler honors the service and sacrifices of our military-affiliated students. If you are a student who is a veteran, on active duty, in the reserves or National Guard, or a military spouse or dependent, please stay in contact with your faculty member if any aspect of your present or prior service or family situation makes it difficult for you to fulfill the requirements of a course or creates disruption in your academic progress. It is important to make your faculty member aware of any complications as far in advance as possible. Your faculty member is willing to work with you and, if needed, put you in contact with university staff who are trained to assist you. The Military and Veterans Success Center (MVSC) has campus resources for military-affiliated students. The MVSC can be reached at MVSC@uttyler.edu or via phone at 903.565.5972.

Students on an F-1 Visa

To remain in compliance with Federal Regulations requirements you must do the following:
· Traditional face-to-face classes: Attend classes on the regular meeting days/times.
· Hybrid Classes: Attend all face-to-face classes convened by the instructor according to the schedule set for your specific course.
· Online course: Only one online course can count toward your full-time enrollment. Students are expected to be fully engaged and meet all requirements for the online course.

Academic Honesty and Academic Misconduct

The UT Tyler community comes together to pledge that "Honor and integrity will not allow me to lie, cheat, or steal, nor to accept the actions of those who do." Therefore, we enforce the Student Conduct and Discipline policy in the Student Manual Of Operating Procedures (Section 8).

FERPA

UT Tyler follows the Family Educational Rights and Privacy Act (FERPA) as noted in University Policy 5.2.3. The course instructor will follow all requirements to protect your confidential information.

Absence for Official University Events or Activities *This course follows the practices related to Excused Absences for University Events or Activities as noted in the Catalog.*

Absence for Religious Holidays *This course follows the practices related to Excused Absences for Religious Holy Days as noted in the Catalog.*

Absence for Pregnant Students

This course follows the requirements of Texas Laws SB 412, SB 459, SB 597/HB 1361 to meet the needs of pregnant and parenting students. Part of the supports afforded pregnant students includes excused absences. Faculty who are informed by a student of needing this support should make a referral to the Parenting Student Liaison. NOTE: Students must work with the Parenting Student Liaison in order to receive these supports. Students should reach out to the Parenting Student Liaison at parents@uttyler.edu and also complete the Pregnant and Parenting Self-Reporting Form.

Campus Carry

We respect the right and privacy of students 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.

CEP Mission

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

CEP Vision

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

UT-Tyler Department of Psychology and Counseling Research Requirement

The Department of Psychology and Counseling requires that all students enrolled in 1000-, 2000-, and 300-level psychology courses to complete a research requirement. (Note that the Research Methods course, Psyc 2331, is exempt from this policy). Some 4000-level courses offer research participation as a means to gain extra credit.

Generally speaking, a course with the research requirement will require 6 credits. If you are enrolled in more than one course with the research requirement, there is a maximum of 12 credits required total – even if you are enrolled in more than two courses with the requirement.

In order to fulfill this requirement or access extra credit opportunities, all students should register in Sona within the first week of class. The registration will take only a few minutes, and will include a brief survey to collect demographic data. This data will serve as a screening tool to determine potential survey eligibility.

Once you register in the system, there are two ways to fulfill the research requirement:

Options:

(1) You may complete research credits by participating in psychology studies. One credit is earned for every 30 minutes of research participation. Most studies are worth one credit.

(2) The number of credits required varies from one course to the next, and your instructor will tell you how many credits are required to complete the research requirement in his or her specific course. Generally speaking, the 1000-, 2000-, AND 300-level course research requirement is 6 credits each. There is a maximum of 12 credits total if you are enrolled in more than one course that includes the research requirement.

(3) In lieu of the research participation, you may instead complete a 5-page research report on a topic supplied by your instructor. The instructor will also supply more detail regarding the proper format of the research report.

Timeline:

If you choose to complete the research participation, at least 2 of the credits must be submitted on or before midterms. The specific due date for these credits will be determined by your course instructor. Failure to do so will result in a 5% reduction to your final course grade. The remaining 2 credits needed to fulfill the requirement must be submitted on or before the last day of the regular semester (i.e., before the start of finals week). Failure to submit the remaining credits by this date will result in an additional 5% reduction to your final grade.

If you choose, instead, to complete the research report, the final report must be submitted to your instructor no later than midterms. The specific due date for this report will be determined by your course instructor. Failure to do so will result in a 10% reduction to your final course grade. If you are caught plagiarizing or engaging in other forms of academic dishonesty with regard to the research report, you will face university disciplinary measures in addition to the 10% reduction to your final grade.

Initial Registration and Account Setup:

The psychology pool administrator maintains the student credits in the department's online research participation system, which is called Sona Systems. Students are required to register with this online system to track and submit their credits.

How to Create an Account for the Research Sign-up System Go to the following website: http://uttyler.sona-systems.com

Please follow these steps:

(1) On the right-hand side of the page, click the link that says, "Request Account."

(2) Type in your information. Your user ID can be anything you wish. However, note that YOUR EMAIL ADDRESS MUST BE ACCURATE!!!! You will also enter your telephone number and select the psychology course(s) that you enrolled in this semester.

(3) The system will use your email address to send you a password.

(4) Log into the system at the web address above with your username (that you created) and password (that the system will email to you). You may change your password upon logging in to the system for the first time.

(5) Click the link that says "Study Sign Up"

(6) Click the link of the study you wish to participate in (the number of credits the study is worth will be listed on the webpage).

(7) Click the link that says "Timeslots Available." Note that a specific study is available until the study is completed, after which you can no longer sign up for it. New studies are posted throughout the semester, but the timing of new study availability depends on the individual researchers in charge of those specific studies.

Start early!!!! Do NOT wait until the end of the semester to start your research participation. There will NOT be a large number of studies available toward the end of the semester because the researchers and their student assistants are trying to analyze the data from their semester projects before the semester ends. Check Sona each week throughout the semester in order to find new studies in which you can participate!!!!!

(8) Select a date and time that will work for you. Some studies are completely online, so you can complete that study immediately. Other studies require that you show up to one of the psychology research laboratories on campus. There are three psychology laboratories on campus, so please note which one you need to attend.

(9) The Sona system will send you an email reminder about your study sign up (including information about the day, time, and location of the study) at 5:00 pm the night before the study is to take place.

(9) Repeat Steps 5 - 8 until you have completed all credits that are required for your course. Any credits you complete beyond those required for your course(s) can potentially be used for extra credit, at the discretion of your instructor.

Once you participate, the system will track the number of credit hours you have completed. This information is available by clicking the "My Schedule/Credits" link.

Types of Studies:

There are two basic types of studies. The first is a laboratory study, and you will meet with a researcher at a specific location on the UT-Tyler campus. The second type is an online study. With this type of study, you can complete it from any computer connected to the internet. Although the majority of studies are of the first type, a few online studies may be posted during the semester for your convenience. The type of study will be listed in the description of the project on the website.

Cancelling an Appointment:

If you need to cancel an appointment for a timeslot you have signed up for, you can do this from the My Schedule / Credits page on the website. Select this link, and you will see all the

studies you have signed up for, as well as those you have completed. Click "Cancel" on the appointment you need to cancel, and you will see a confirmation page. Note, however, that you should avoid cancelling an appointment unless absolutely necessary. Aside from not receiving the credit from the study, you are also inconveniencing the student researchers who are waiting at the laboratory to greet you. If you do need to cancel, you may try to contact the researcher in charge of the study (listed on the website) to reschedule.

To assign credits to specific courses –in the event that you are in more than one course that requires participation and/or offers extra credit for participation – please do the following:

(1) Click the "My Schedule/Credits" link.

(2) Assign the credits for each study in which you have participated to a specific course. This may include volunteer hours for student counseling.

(3) The system will allow you to assign any number of the total credits you have accumulated to any specific course. However, you only have your total number of accumulated credits to distribute to your course(s). For example, if you have two courses that require participation and you have 10 accumulated credits, you can allocate those 10 credits to one course, the other course, or divide them in some way between both courses.

Before the end of the semester, be sure that you "apply" the credits that you have accumulated to the course(s) that require research participation and/or that offer extra credit for participating in research or volunteering for counseling.

If you have any questions about Sona or the research participation requirement for your course, please talk with your course instructor. Or, you may contact the Sona System administrator, Dr. Stocks, directly at estocks@uttyler.edu.