

**THE UNIVERSITY OF TEXAS AT TYLER
DEPARTMENT OF HEALTH AND KINESIOLOGY
TENTATIVE COURSE SYLLABUS**

SPRING 2021

Course Title: Principles of Coaching (Topics in Motor Performance)

Course Number: **KINE 5306.060**

Credits: 3 Hours

Prerequisites: Graduate Admission

Days/Hours of Class: Any time

Room: Not Applicable, as the class is **offered asynchronously online via Canvas**

Please read this syllabus carefully and in its entirety before you do anything else in the course.

Note important details, but especially take note of the categories of information in this syllabus.

The syllabus is intended to provide key information at the outset of the course, as well as throughout the entire semester. I strongly recommend that you refer to the syllabus frequently throughout the course. After your initial reading of this syllabus, I recommend that you check the various links in the course (in Blackboard) to start to familiarize yourself with “what is where.”

INSTRUCTOR INFORMATION

Name and Title: Njororai W. W. Simiyu, Ph.D., Professor

Office Location & Phone Number: HPC 2200A

(903) 565-5530

Email Address: wnjororai@uttyler.edu

Emergency Number (Office): (903) 566-7031 (Tina Taylor)

Office Hours: Available online and phone. **Cell 940 595 9190**

TEXT

Rainer, Martens (2012). Successful Coaching. Champaign, Ill: Human Kinetics. 4TH Edition. 13-9781450400510.

You may order this book from various sources, including the UT Tyler Bookstore:

<http://uttyler.bncollege.com/>

Phone: 800-UTTYLER (800-888-9537) or 903-566-7070

Fax: 903-566-1435

Course Description:

A study of coaching philosophy, leadership approaches, organization and practice techniques, utilized in coaching sports. Additional consideration is given to challenges and expectations of the coach in the community as well as conditioning for injury prevention.

DEPARTMENTAL AND PROGRAM LEARNING OUTCOMES

By the end of your Masters of Science in Kinesiology program, you are expected to accomplish the following learning outcomes at above average levels including:

- ◇ Mastery of Kinesiology related content
- ◇ Application of critical thinking skills
- ◇ Demonstration of communication skills
- ◇ Demonstration of leadership skills
- ◇ Exhibit integrity/ethical behavior in different settings.
- ◇ Demonstrate use of technology

Course learning objectives

The student should be able to accomplish the following objectives by the end of the semester:

1. **Foundational Knowledge:** Explain concepts, processes and theories of coaching sport.
2. **Application:** Formulate and articulate via a video recording a personal coaching philosophy and objectives.
3. **Integration:** Explain how a coaching philosophy aids the coach in making decisions for training and developing players.
4. **Learning how to learn:** Demonstrate the desire to learn and develop coaching skills and knowledge via reading and researching on various assigned topics.
5. **Care:** Demonstrate an appreciation for character development for athletes and the importance of diversity in coaching.
6. **Human Dimension:** Demonstrate an appreciation for communication as a vital component in coaching and relationship building via identification of team building activities.
7. **Foundational Knowledge:** Justify the importance of teamwork, leadership and sound planning in accomplishing a team's annual goals.
8. **Human Dimension:** Demonstrate an understanding of athletes' physical, psychological, technical and tactical aptitude for a selected sport discipline.
9. **Application:** Generate key class takeaways and articulate them via writing and video.

Methods of Instruction:

Student learning experiences to include but not limited to: a. observation and analysis of athletic performances including coaching and competitions; personal and team training behaviors b) reading designated textbook and supplementary peer reviewed articles and other material c. online engagement via Canvas through YouTube, audio lessons, PowerPoint presentations, blogs, journals, and discussion board.

Course Procedures:

Offered Online via Canvas

Please read this syllabus carefully and in its entirety before you do anything else in the course. Note important details, but especially take note of the categories of information in this syllabus. The syllabus is intended to provide key information at the outset of the course, as well as throughout the entire semester. I strongly recommend that you refer to the syllabus frequently throughout the course. Note that the course

is entirely online so you are required to do your work via canvas. Make sure you finish your tasks in the stipulated times. Please, ensure that after your initial reading of this syllabus, you check the various links in the course (in CANVAS) to start to familiarize yourself with “what is where.”

COMMUNICATION WITH INSTRUCTOR

Please feel free to contact me throughout the semester, by email, phone, and text message or in person. I don't mind your phoning me on my cell phone but I do ask that you try to be considerate with such calls. All email correspondence associated with this course should be directed to the email above (wnjororai@uttyler.edu). **VERY IMPORTANT:** Every email you send to me related to the course should have “KINE 5306.061” in the subject line. This helps with automatic sorting of my email. Always be sure your email includes your name somewhere, so it is obvious to me who the sender is. (The same applies to text messages.) This applies especially if your email address does not include your name.

VERY IMPORTANT NOTE: Students are required to use their Patriot email accounts for course work. If all is working properly, your Patriot email address will be automatically loaded into CANVAS for this course. I don't mind if you send me emails from another account (as long as I can tell who has sent the email!), but I will send email via addresses in the course from time to time. Therefore, it is essential that you check your Patriot account on a regular basis.

Course Outline

Very important information is provided in the “Announcements”, in CANVAS (link located in the navigation bar on the left side of the screen in the course). The “Announcements, Getting Started and Modules” links on your CANVAS page will have most of your learning tasks including information about assigned reading, assignments and other important information. Please familiarize yourself with these links, as well as journals, discussion board, quizzes, examination, and blogs, at the beginning of the course; you will use them a lot throughout the course.

Discussions

Online discussions are an essential component of this course. To do well in the course, you must participate regularly and insightfully in the online discussions. To stay abreast of discussions, I strongly recommend that you check the discussion forums at least daily. Participation in discussions is so important that you will receive points toward your course grade based on the quantity, and especially the quality, of your participation. More information related to online discussions, including details of grading of participation, is presented later in this syllabus.

Assignments

Quizzes: Every chapter in each module has a quiz at the end. After the completion of a quiz, you will automatically have access to the next chapter of the course and the related assignments.

Blogs: This is an opportunity for you to express your thoughts on given issues based on experience, observation and reading in between 400-500 words. This is meant to capture your informed opinion based on knowledge derived from reading and how that knowledge applies in real life situations. Your opinion is important and articulate it here! Use the APA style of citations and referencing to support your arguments on given issues. Make sure to have a minimum of three citations, a reference section and also indicate the number of words used in your blog.

Discussion Board: This is where you comment on given themes (300 words) and give your reaction to two other posts in the course (100 words each x 2). This is interactive. Let us be as civil with our language as possible. Stick to issues under discussion without use of derogatory language even when

disagreeing. Your main post should have references and citations where appropriate. Indicate the number of words used in your posts.

Journals: The Journals require you to articulate the key concepts and ideas that have stood out during your reading of a particular chapter. These are concepts you deem important for you, career and possibly life lessons. Every takeaway should be explained well USING AT LEAST 100 WORDS OR SO ie. Answer the questions “what did I learn? And why is it important?” Use citations, add a reference and indicate number of words used in the post.

Note very carefully: I encourage each student to complete and submit assignments as per the schedule in the syllabus. Doing exactly what is instructed for a given assignment will greatly improve your chances of getting a good grade on the assignment. My courses do not have set deadlines for most CANVAS assignments as each student’s schedule is unique except for Examinations and last day for all assignments. However, the onus is on the student to complete the work as per syllabus. This is akin to the work world where it is your choice to report to work and employers love “self-supervised workers”. Supervise yourself, but I will also be watching and alerting you when you fall out of line.

Exams

There will be a midterm and final examination. Specific dates are in the schedule below.

Time Requirements

In general, you should expect to spend a similar amount of time completing the requirements of this online course as you would spend on the same course taught in the traditional classroom format. The rule of thumb is that a successful college student should spend two extra hours of study per one credit hour of course work. Thus a 3- hour traditional course leads to 9 hours a week and therefore 135 hours a semester. It is critical that you do not fall behind. The course is set up so the schedule is relatively light and expectations less rigorous early in the course, and they progress to a heavier schedule and more rigorous expectations as the course goes along. Therefore, it is advisable to work ahead on readings, quizzes, blogs, discussion boards and journals when that is possible.

You will have access to all course materials systematically including exams, certain assignments and certain discussion board forums, from the start of the course to the end, just as you move through a book from start to finish. This is a self-paced course, but with guiding dates as per the syllabus schedule. Assigned discussions, written assignments, exams, and the like will follow a schedule spread over the semester (similar to a class in the traditional format). There will be quizzes, journal entries, blogs and discussion boards and the week in which they should be done. There are no specific due dates for completing blogs, journal and discussion boards, but it is better to stick to the weekly expectations.

LIBRARY SERVICES UT Tyler’s Muntz Library may be accessed via <http://library.uttyler.edu/>. A link to the Muntz Library is also available on UT Tyler’s Home Page (www.uttyler.edu). You will access research articles via the Library link. To get full access, you will have to log on via your Patriot user name and password if you are away from campus.

TECHNICAL SUPPORT

UT Tyler’s IT Support department provides technical support for this online course. Information about technical support for CANVAS and this online course is available on your Canvas login page (<http://ccs.uttyler.edu/?page=canvas>). You are welcome to inform me if you have technical difficulties, but I will not likely be able to assist with such difficulties.

COURSE CALENDAR

This semester officially begins on Tuesday, 16 2018 and ends on Saturday, 5 2018. This course is both content-oriented and process-oriented, so you will be called upon to reflect and apply more than in other cases. Because the course is wholly online, you have to strive to be diligent in the way you learn. You will require being diligent and disciplined in reading and following up on learning tasks online and observation around the home and in the community. The Course Announcements area in Canvas presents occasional updates. You should refer to this schedule frequently throughout the course. I strongly recommend that at the start of the semester you note key weekly dates and tasks on your own personal calendar.

Course Expectations:

1. Being a graduate class, there is going to be plenty of reading to master knowledge, a lot of writing to enhance your communication skill, plenty of analytical thinking to enhance your critical thinking skills, and application to relevant problem solving situations in life and profession. These skills are critical to your success in the profession and life. These are in line with the learning outcomes outlined including content mastery, communication, leadership, teamwork, ethical behavior, technology use and multicultural behavior.
2. As a graduate student, you have plenty of experience and knowledge that you can share even as you strive to improve. You learn best by sharing what you know; interrogating what you read and hear; seeking answers to questions posed and in return asking the relevant questions of your own.

Grading

1. Two exams which will be administered at the mid (18%) and end (18%) of semester (total = 36%), 20 Quizzes and posttest (35%), Discussion Board (10%), Blog (10%) and Journal entries (9%).
2. Grading
A= 90-100%
B=80-89
C=70-79
D=60-69
F=59 and below

Note: A graduate class requires a minimum of a C to pass so long as your overall GPA remains above a 3.0 for the semester.

NOTE SEMESTER KEY DATES:

1. **Martin Luther King, Jr Holiday**
2. **Classes Begin - January 16**
3. **Census Date (11th Class Day) – January 29**
4. **Filing for summer 2018 graduation- February 15 1**
5. **Spring break for faculty and students- March 12-17**
6. **Spring break for staff; skeleton workforce on 3/15**
7. **Last Day to Withdraw from Classes – April 2**
8. **Study Day – April 30**
9. **Final Exams for spring semester – April 30 – May 5**
10. **Spring Commencement – May 4-5, 2018.**

COURSE SCHEDULE

Time duration	Module and Lesson topic	ACTIVITY	REFERENCE/RE SOURCE/Key Dates
1.Jan 15 to Jan 28	Module 1: Principles of Coaching A. Introduction, syllabus review and class policies and expectations B. Why a coaching philosophy C. Coaching objectives D. Coaching styles and Character E. Coaching diverse Athletes	<p>1. Online familiarization with canvas and review of syllabus; pre- test; Listen to Instructor’s Profile and expectations.</p> <p>2. Discussion Board 1 (300 words): Post your self-introduction capturing who you are in terms of names, place of birth, birth day, leisure time activities and hobbies, favorite sports and sports teams, career interest and favorite motivational quote, your 3 strong attributes and one weakness that you have and desire to change. Also respond to what two other persons have said in their posts in 100 words each. Indicate number of words at the end of each post.</p> <p>3. Discussion Board 2: (300 words)- Visit this website and assess your own learning style and give your observations about it. (http://www.vark-learn.com/english/page.asp?p=questionnaire). Discuss by citing literature to support your observations. Also respond to what two other persons have said in their posts in 100 words each. Indicate number of words at the end of each post.</p> <p>4. Discussion Board 3 (300 words): Our personal philosophy helps us answer fundamental questions about what, why and how. Up to this point, you have gone through a lot in life and you must have developed some kind of philosophy to guide your decision -making. Therefore, briefly share your general philosophy of life and use citations and references to support your narrative. Also respond to what two other persons have said in their posts in 100 words each. Indicate number of words at the end of each post.</p>	<ul style="list-style-type: none"> • Course Syllabus • Textbook reading • Chapter 1, 2, 3, 4 and 5 • Quizzes 1 to 5. • Deadline for Module one assignments : February 4th

		<p>5. Journal 1 (500 words): Explain FIVE takeaways from module 1 (one from each chapter). What did you learn and why is it important to you and career? Indicate number of words at the end of each post</p> <p>6. Blog 1: in 400-500 words, expound on your personal coaching philosophy. Indicate number of words at the end of each post. Also video record yourself and post in canvas. Make it less than 3 minutes at most.</p>	
2. January 29 to February 28	<p>Module 2: Principles of behavior and coaching:</p> <p>A. Communicating with Athletes</p> <p>B. Motivating Athletes</p> <p>C. Managing Athletes' behavior</p>	<p>7. Discussion Board 4 (300 words): This is to invite your perspectives on chapter 6 and specifically respond to the question: Why is communication a challenge for coaches in sport? Use any examples that you may know. Also cite and add references to support your argument. Also respond to what two other persons have said in their posts in 100 words each. Indicate number of words at the end of each post.</p> <p>8. Blog 2 (400 words): Search, read and cite 3 research articles on “Women in professional coaching roles” and discuss what constraints that they experience in their careers. Indicate number of words at the end of each post.</p> <p>9. Discussion Board 5 (300 words): In chapter 7 you read about the inverted U relationship between arousal and performance. Using examples from Athletics, explain the coach's role regarding the inverted U relationship between arousal and performance. Also respond to what two other persons have said in their posts in 100 words each. Indicate number of words at the end of each post.</p> <p>10. Discussion Board 6 (400 words): Read two peer reviewed articles on “coaches as role models in sport” and discuss why it is so important that a coach serves as a good example to his/her athletes. How would you personally model</p>	<ul style="list-style-type: none"> • Chapter 6, 7, and 8 • Quizzes 6, 7, and 8 • Deadline for Module two assignments : Feb 28

		<p>the character of your athletes? Also respond to what two other persons have said in their posts in 100 words each. Indicate number of words at the end of each post.</p> <p>11. Module Journal 2 (600 words): Explain SIX takeaways, two from each chapter, from module two. Indicate number of words at the end of each post.</p>	
<p>3. March 1 to March 30 Spring Break [12-18]</p>	<p>Module 3: Principles of Teaching</p> <p>A. Coaching the games approach way</p> <p>B. Teaching technical skills</p> <p>C. Teaching tactical skills eg. Soccer, Basketball, baseball</p> <p>D. Planning for teaching</p>	<p>12. Discussion Board 7 (300 words): "You succeed not by chance, but by preparation" and "Failure to plan is planning to fail" are popular quotes in motivation and leadership forums. Using these statement, expound on how sound planning contributes to the success of a program. Use examples from nationally known and successful programs to illustrate the significance of planning. Make sure you cite and reference your sources. Also respond to what two other persons have said in their posts in 100 words each. Indicate number of words at the end of each post.</p> <p>13. Module Journal 3 (400 words): Explain FOUR takeaways, one from each chapter, from module three. Indicate number of words at the end of each post.</p> <p>14. Blog 3 (400 words): Watch a sports competition, and offer a reflection on a sport officiating decision and how it influenced the outcome of the contest in question. Indicate number of words at the end of each post.</p>	<ul style="list-style-type: none"> • Midterm exam- March 8 and 9 • Chapters 9, 10, 11, and 12 • Quizzes 9, 10, 11 and 12. • Deadline March 31
<p>4. April 1 to April 15</p>	<p>Module 4: Principles of Physical Training</p> <p>A. Training basics</p> <p>B. Training for energy fitness</p>	<p>15. Blog 4 (400 words): Using examples, discuss (two points for, two against and your personal opinion) the role of drugs on athletic performance. Indicate number of words at the end of each post.</p> <p>16. Blog 5 (1500 words): Research and compile a 1500 words essay on your all time coaching hero using APA style. Make sure to include an introduction, person's</p>	<ul style="list-style-type: none"> • Chapter 13, 14, 15, 16, and 17 • Quizzes 13 to 17 • Deadline: April 15

	<p>C. Training for muscular fitness</p> <p>D. Fueling athletes</p> <p>E. Battling Drugs</p>	<p>identity, background, upbringing, sport participation, coaching roles, philosophy, accomplishments, legacy, why s/he is your hero and conclusion. Indicate number of words at the end of the post.</p> <p>17. Module Journal 4 (500 words): Explain FIVE takeaways, one from each chapter, from module FOUR. Indicate number of words at the end of each post.</p>	
<p>5. April 16 to April 28</p>	<p>Module 5: Principles of Management</p> <p>A. Managing your team</p> <p>B. Managing relationships</p> <p>C. Managing risks</p>	<p>18. Discussion Board 8 (400 words): From your experience as a player/coach/teacher or from reading, share some common routines and activities that may be helpful for a team to enhance team chemistry. Cite and reference your sources. Also respond to what two other persons have said in their posts in 100 words each. Indicate number of words at the end of each post.</p> <p>19. Module Journal 5: Explain THREE TAKEAWAYS from module five, one from each chapter. Indicate number of words at the end of each post</p> <p>20. Blog 6 (500 words): Compile your 5 key takeaways from this course and record yourself on video as you articulate them in less than three minutes. Post both the write up and the video in Canvas.</p>	<ul style="list-style-type: none"> • Chapter 18, 19 and 20 and their respective quizzes • Post-test on April 23 and 24th • Deadline for all assignments April 26, 11:59 pm
<p>May 2 and 3rd 2018</p>		<p>FINAL EXAMINATION ONLINE</p>	

UNIVERSITY POLICIES: Visit - <http://www.uttyler.edu/academicaffairs/files/syllabuspolicy.pdf>

UT Tyler Honor Code

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

Students Rights and Responsibilities

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: <http://www.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, quit lines, 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.

Disability/Accessibility Services

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Texas at Tyler offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler> and fill out the New Student application. The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director of Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <http://www.uttyler.edu/disabilityservices>, the SAR office located in the University Center, # 3150 or call 903.566.7079.

Student Absence due to Religious Observance

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

Student Standards of Academic Conduct

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking

an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

i. “Cheating” includes, but is not limited to:

- copying from another student’s test paper;
- using, during a test, materials not authorized by the person giving the test;
- failure to comply with instructions given by the person administering the test;
- possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed “crib notes”. The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
- using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
- collaborating with or seeking aid from another student during a test or other assignment without authority;
- discussing the contents of an examination with another student who will take the examination;
- divulging the contents of an examination, for the purpose of preserving questions for use by another, when the 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, home solution or computer program;
- falsifying research data, laboratory reports, and/or other academic work offered for credit;
- taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
- misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

ii. “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.

iii. “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

iv. All written work that is submitted will be subject to review by plagiarism software.

UT Tyler Resources for Students

- UT Tyler Writing Center (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)