SYLLABUS

Course Information:
PSYC 4311.060: ABNORMAL PSYCHOLOGY
SPRING 2017
ONLINE

Instructor Information:
Sarah Sass, Ph.D.
Office: HPR 213
Email: (best way to reach me) ssass@uttyler.edu
Physical Office Hours: Weds 11:15a -1:15p, or by appointment
Virtual Office Hour: Thurs 1-2p

Graduate Teaching Assistant:
Juan Olivera
Email: jolivera@patriots.uttyler.edu
Office: HPR 138
Office Hours: Wednesdays, 2-4p

For time-sensitive issues, BE SURE TO EMAIL BOTH JUAN AND I rather than just one of us to be sure you get a timely response. We can usually answer most emails within 24 hours M-F, or 48 hours on the weekends.

If you are having trouble submitting an assignment, general Blackboard issues, Patriot email problems, or you are getting ‘ERROR’ messages) contact: itsupport@patriots.uttyler.edu
**If you are locked out of a quiz or an exam, email: jolivera@patriots.uttyler.edu

Required Text:

Note: 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.

Course Description: A review of abnormal psychology including clinical syndromes of deviance, etiology, and treatment tactics.

Online Course: This course is 100% online. Your ability to function within the Blackboard system will facilitate your success in this course. Online learning requires students to be very self-disciplined. Be sure you understand and are prepared to comply with all required class assignments and deadlines. For this course, refer to the syllabus for all assignments and due dates.

Student-Instructor and TA Interaction: Juan and I check email daily and in most cases can reply to students within 24 hours (usually within 48 hours if over the weekend). If not during regularly scheduled office hours, be sure to email us if you want to schedule an appointment.
Student Learning Outcomes and Assessments: Through the use of class lecture and discussion, readings, videos, quizzes, exams, and assignments; after taking this course you should be able to:

- Evaluate definitions of abnormal behavior and mental disorders
- Demonstrate knowledge of the historical trends in abnormal psychology
- Describe the signs and symptoms of specific mental disorders
- Describe theories regarding the causes of mental disorders
- Compare and contrast different disorders
- Identify which populations are more vulnerable to specific mental disorders
- Describe how culture impacts the expression of psychiatric conditions
- Describe treatment and prevention strategies for specific mental disorders
- Have a better understanding of what it is like to live with a mental disorder

UNDERGRADUATE PSYCHOLOGY ASSESSMENT

4.0 Clinical and Abnormal: Students will demonstrate knowledge and understanding of the major concepts, theoretical perspectives, empirical findings, and historical trends in clinical and abnormal psychology.

4.1 Assessment: Students in PSYC 4311: Abnormal Psychology will take a final exam wholly comprised of items related to abnormal psychology. The instructor will score the exam.

Evaluation and Grading: Course evaluation is based on performance on exams, quizzes, discussion board responses, and an assignment.

Exams (50 points)
There will be two exams (not cumulative), each worth 25 points. The exams will consist of multiple-choice, short-answer, and/or essay questions covering material presented in powerpoints, video, assignments, discussion boards, and material from the textbook.

Quizzes (24 points)
Quizzes will typically consist of multiple choice questions (may also include other formats such as short answer or essay) and will be similar to those that will be on the exam. The purpose of the quizzes is to give you an idea of what the exam will look like and give you an opportunity to evaluate your mastery of the material. There will be 7 quizzes and 6 will count toward your grade (the lowest quiz grade will be dropped). You will get 2 attempts and each attempt will last 60 minutes.

Discussion Board Responses (18 points possible)
Reading responses are brief but thoughtful and accurate reflections on a posted topic or question for the assigned reading for the week. A reading response question will be posted each week on Blackboard (Under the “Discussion Board” link) and due each week by the due date listed below. Only 1 response is accepted each week. There will be 10 possible DBs and only 9 will count
toward your grade (you can take one week off or the lowest DB grade will be dropped). For more information, see “Reading Response Guidelines” under the Course Documents section of the Blackboard page for this course.

**Assignment (8 points)**
There will be one assignment. This assignment will require you to read a personal account of depression or schizophrenia (your choice) and respond to questions about the reading. The reading will be available on the course website and the assignment will be due by the date listed below. **A late penalty will be imposed if the assignment is not turned in on time (see below). Assignments will not be accepted more than 1 week late.** If there are extraordinary circumstances, proper documentation (i.e., a letter from an ER doctor) is required within two weeks of the assignment’s due date. Upload your assignment to the link provided on BB under the “Assignment” tab.

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<tr>
<th>How Late?</th>
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<tbody>
<tr>
<td>Up to 24 hours</td>
<td>5%</td>
<td>Up to 120 hours</td>
<td>25%</td>
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<tr>
<td>Up to 48 hours</td>
<td>10%</td>
<td>Up to 144 hours</td>
<td>30%</td>
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<tr>
<td>Up to 72 hours</td>
<td>15%</td>
<td>Up to 168 hours</td>
<td>35%</td>
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<tr>
<td>Up to 96 hours</td>
<td>20%</td>
<td>After 168/1 wk</td>
<td>Not accepted</td>
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</tbody>
</table>

**Assignment** \ Depression or Schizophrenia  
**Due 2/19** if writing about depression, or **4/23** if writing about schizophrenia

**Grading Summary:**
- Reading Responses: 18 points (10 available, 2 points each, drop lowest so 9 count toward grade)
- Quizzes: 24 points (7 available, 4 points each, drop lowest so 6 count toward grade)
- Assignment: 8 points (1 total, either MDD or Schizophrenia)
- Exam 1: 25 points
- Exam 2: 25 points
- **TOTAL: 100 points**

**OPTIONAL:** Undergraduate students may earn up to 5 bonus course points in this course. See below section, “Bonus Point Options” for more information. Graduate students are not eligible for bonus points.

**Grading Scale:** A: 90-100, B: 80-89, C: 70-79, D: 60-69, F: Below 60

**Note:** if you are a graduate student, C and below is considered “failing.”

**Teaching Strategies:** The class will consist of a collaborative learning community in which all participants share responsibility for the educational process. The instructor will facilitate learning by guiding students to sources of knowledge and promoting independent development and discovery of new knowledge. Online learning requires participation and leadership from each student. Powerpoint notes, assigned readings, online discussion, and independent and collaborative activities will provide a basis for discussion, reflection, and learning.
integrity is expected from each student, and plagiarism from any source will not be tolerated and is punishable by failure of the course.

Course Policies
Virtual Classroom Environment:
It is essential that our course be a place where people feel comfortable expressing their thoughts without fear of harsh or judgmental responses. I expect all students to be respectful of the varied experiences and backgrounds of your classmates. You may expect the same level of respect from me. Disrespect or discrimination on any basis, including but not limited to ethnicity, gender, sexual orientation, physical ability, class, religion, or value system, will not be tolerated and may result in a failing grade (e.g., on discussion board posts).

In addition, there will be people in class who either have a mental disorder themselves or who have a friend or a family member with a mental disorder. Mental health issues are very personal for many people - please keep this in mind as you make comments or pose questions on the discussion board. **IMPORTANT:** The online class discussion board is NOT a place to discuss one’s own problems or to obtain help if you are going through an acute problem. I can, outside of class, help direct a student to services they might need, although the best and most appropriate resource is often the Student Counseling Center, (903) 566-7254, located in the University Center, which is free to you as it is covered by your student services fees.

http://www.utt_tyler.edu/counseling/services.html

Class Exam Protocol:
- Exams must be taken in the allotted time period.
- The exam will be timed. You will have **one hour and 30 minutes** to complete it.
- The exam must be taken in one sitting. You cannot do part of it and then come back to do the other part later.
- Do not download or print out the exam.
- Do not distribute the exam, in any manner, to any other person.
- Do not take the exam in the same room with another person.
- Blackboard will monitor how you take the exam.
- Because you have a multiple-day window in which the exam is available, **there are no make-up exams**, unless serious extenuating circumstances required by university policy warrant it. Exam 1 will be available from 12 a.m. Monday 3/6 – 11:59 p.m. Sunday 3/12. Exam 2 will be available from 12 a.m. Monday 5/1 – 11:59 p.m. – **Thursday 5/4**. **NOTE THAT EXAM 2 is due on a THURSDAY and not a Sunday**

**Bonus Point Options:** As mentioned above, undergraduate students may earn bonus points toward the final grade by participating in one or both of the following outside activities:
- a. Participation in psychology research projects (online and in-person)
- b. Participation in a counseling interview with graduate student counselors (in person only, must be able to travel regularly to UT-Tyler campus – **note this is not a guaranteed option, depends on counselor availability**). More information will be provided once the course begins.
Each hour of participation in either of these activities is worth 2 course points. You can earn up to a maximum of 2.5 hours or 5 course points.

Research Participation Initial Registration and Account Setup: The psychology pool administrator maintains the student credits in the department’s online research participation system, which is called the Sona System. Students are required to register with this online system to track and submit their credits. The website address is: http://uttyler.sona-systems.com. Click “Request Account” and fill out required information, preferably with your uttyler email address, and your password will be emailed to you. Once you log into the website with your username and password, you will be able to schedule yourself for different studies on specific dates and times. To view a list of studies, click on “Studies” link. You will see a list of studies, along with a brief description that will include the number of credits the study is worth and the location of the study. Studies that have open appointments will have “Timeslots Available” listed next to the name of the study. Be sure to check the website often, as studies are added on a weekly basis. Keep in mind that a particular study may only be running for a few weeks, so sign up for a study early and complete your research credits as soon as you are able. Waiting until the end of the semester may result in not having a sufficient number of studies available to complete the number of credits you need. The website keeps track of your total credits, and you will assign those credits to the course(s) that allow them. Note that you cannot “double dip” – the same SONA credits cannot be applied to 2 qualifying psychology courses. If you have problems with the research website, contact Dr. Eric Stocks (estocks@uttyler.edu) for assistance.

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. 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.

YOU WILL NEED TO ASSIGN YOUR CREDITS TO THIS COURSE. To assign credits to this course – 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.
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.

In addition, you need to upload a record of your bonus points using a bonus point participation form (available on Blackboard under Course Documents) - due by Sunday, 4/30, 11:59 p.m. to the link provided on BB under Course Documents.

Tentative Course Schedule:

<table>
<thead>
<tr>
<th>DATE</th>
<th>READINGS</th>
<th>TOPICS</th>
<th>ASSIGNMENT</th>
<th>ASSIGNMENT DUE DATE**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>1/17</td>
<td>Introduction, Examples and Definitions, Causes of Abnormal Behavior</td>
<td>1) Introduction DB post</td>
<td>1/22 SUNDAY 11:59 p.m. CST</td>
</tr>
<tr>
<td></td>
<td>1) Read ch.1 2) Review ppt and videos for this module.</td>
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<tr>
<td></td>
<td></td>
<td>Classification and Assessment of Abnormal Behavior</td>
<td>1) Quiz #1 (over chapters 1-2)</td>
<td>1/29 SUNDAY 11:59 p.m. CST</td>
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<tr>
<td>Week 2</td>
<td>1/23</td>
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<tr>
<td></td>
<td>1) Read ch.2 2) Review ppt and videos for this module.</td>
<td>Introduction, Examples and Definitions, Causes of Abnormal Behavior</td>
<td>1) Quiz #2</td>
<td>2/5 11:59 p.m. CST</td>
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<td>Week 3</td>
<td>1/30</td>
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<td></td>
<td>1) Read ch.4 2) Review ppt and videos for this module.</td>
<td>Introduction, Examples and Definitions, Causes of Abnormal Behavior</td>
<td>1) DB post #2 2) Quiz #2</td>
<td>2/12 11:59 p.m. CST</td>
</tr>
<tr>
<td>Week 4</td>
<td>2/6</td>
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<td></td>
<td>1) Read ch.5 2) Review ppt and videos for this module.</td>
<td>Introduction, Examples and Definitions, Causes of Abnormal Behavior</td>
<td>1) DB post #3 2) Quiz #3</td>
<td>2/19 SUNDAY 11:59 p.m. CST</td>
</tr>
<tr>
<td>Week 5</td>
<td>2/13</td>
<td></td>
<td>Assignment due (if writing on depression)</td>
<td>2/26 SUNDAY 11:59 p.m. CST</td>
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<td></td>
<td>Assignment 1 MDD option due (if not writing on schizophrenia) Everyone: Read “Anatomy of Melancholy”</td>
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<tr>
<td>Week 6</td>
<td>2/20</td>
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<td></td>
<td>1) Read ch.6 2) Review ppt and videos for this module.</td>
<td>Introduction, Examples and Definitions, Causes of Abnormal Behavior</td>
<td>1) DB post #4</td>
<td>3/5 11:59 p.m. CST</td>
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<tr>
<td>Week 7</td>
<td>2/27</td>
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<td></td>
<td>1) Read ch.7 2) Review ppt and videos for this module.</td>
<td>Introduction, Examples and Definitions, Causes of Abnormal Behavior</td>
<td>1) DB post #5 2) Quiz #4 (over chapters 6 &amp; 7)</td>
<td>3/12 SUNDAY 11:59 p.m. CST</td>
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<tr>
<td>Week 8</td>
<td>3/6</td>
<td></td>
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<tr>
<td></td>
<td>No new material</td>
<td>Covers chapters 1-2, 4-7</td>
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<tr>
<td>Week 9</td>
<td>3/13</td>
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<td>SPRING BREAK- Enjoy 😊</td>
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<tr>
<td>Week 10 3/20</td>
<td>1) Read ch. 9 2) Review ppt and videos for this module</td>
<td>Personality Disorders</td>
<td>1) DB post #6</td>
<td>3/26 SUNDAY 11:59 p.m. CST</td>
</tr>
<tr>
<td>Week 10 3/27</td>
<td>1) Read ch. 10 2) Review ppt and videos for this module</td>
<td>Feeding and Eating Disorders</td>
<td>1) DB post #7 2) Quiz #5 (over chapters 9 &amp; 10)</td>
<td>4/2 SUNDAY 11:59 p.m. CST</td>
</tr>
<tr>
<td>Week 11 4/3</td>
<td>1) Read ch.11 2) Review ppt and videos for this module</td>
<td>Substance-Related and Addictive Disorders</td>
<td>1) DB post #8</td>
<td>4/9 SUNDAY 11:59 p.m. CST</td>
</tr>
<tr>
<td>Week 12 4/10</td>
<td>1) Read ch.13 2) Review ppt and videos for this module</td>
<td>Schizophrenia Spectrum and other Psychotic Disorders</td>
<td>1) DB post #9 2) Quiz #6 (over chapters 11 &amp; 13)</td>
<td>4/16 SUNDAY 11:59 p.m. CST</td>
</tr>
<tr>
<td>Week 13 4/17</td>
<td>Assignment 1 Sz option due (if didn’t already do MDD assignment) Everyone should read excerpts from “The Center Cannot Hold”</td>
<td>Assignment due (if writing on schizophrenia)</td>
<td></td>
<td>4/23 SUNDAY 11:59 p.m. CST</td>
</tr>
<tr>
<td>Week 15 4/24</td>
<td>1) Read ch.16 2) Review ppt and videos for this module</td>
<td>Psychological Disorders of Childhood</td>
<td>1) DB post #10 2) Quiz #7 (over chapter 16) 3) Bonus point forms due</td>
<td>4/30 SUNDAY 11:59 p.m. CST</td>
</tr>
<tr>
<td>Week 16 5/1</td>
<td>No new material Final Exam week</td>
<td>Covers chapters 9-11, 13, and 16</td>
<td>Exam 2</td>
<td>5/4 THURS 11:59 p.m. CST</td>
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</tbody>
</table>

**Getting Started:**
1. Carefully read and review this syllabus, located on Blackboard in the “Course Documents” tab.
2. Review our course on Blackboard. In particular, visit the “Course Documents” tab. You will see powerpoint slides and video (if applicable) for each of the chapters we are reviewing as well as a link to the quiz for a given week. Keep in mind, the Powerpoint notes are just skeletons - not a substitute for your notes on the readings.
3. Your first assignment is due by 1/22 – complete your Intro DB post.
4. It is STRONGLY recommended to use Mozilla Firefox as your internet browser. It is most compatible with Blackboard. If you are using Internet Explorer you will more than likely encounter some compatibility issues when it comes to doing your assignments and taking your tests.
5. BE PREPARED. BE FAMILIAR WITH ALL CLASS DATES AND REQUIREMENTS.

6. Start working on your readings and assignments and pace yourself. Be sure not to miss due dates as the assignments will not be reopened past the deadline.

7. Contact us ASAP if you have any questions or problems during the semester. We are here to help you.

8. Check your Patriots email account regularly. That is where all course contact emails will be delivered.

General Course Policies & Tips

- Be sure not to fall into the trap of thinking that because you don’t have to be at a particular place at a particular time you can put off this class. Be aware of the deadlines and manage your time.

- As this is an entirely online course you must have basic computer skills and regular access to a computer. You can use the computer labs on campus or your own computer, but lack of computer access is NOT an excuse for missing deadlines, quizzes, or exams. It is not a good idea to use a smart phone to review materials and take exams in this course – you will need a laptop, tablet, desktop computer or equivalent. Make sure you have a plan to be available electronically and to complete all assignments and exams; remember, there are no make-ups unless serious extenuating circumstances required by university policy warrant it.

- If you encounter technical difficulties, be sure to contact itsupport@patriots.uttyler.edu first. If the issue is taking a substantial amount of time to resolve and is affecting your ability to keep up with the course or complete a task, then please let me know the situation.

- Always feel welcome to talk to me if you have an issue/concern not covered in the syllabus.

- When you study, do not treat the power points as the end-all be-all of course material. The power points are there to facilitate your learning and organize material. When making exams, I go through the text, not the power points.

- If you feel that there is an error in any of your grades, please contact the TA or course instructor and we will look into it.

- We want you to succeed. If you are struggling, please contact us.

University Policies:

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.uttler.edu/wellness/rightsresponsibilities.php

Grade Replacement/Forgiveness and Census Date Policies
Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at http://www.uttler.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 that students need to be aware of. 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 Services**

In accordance with federal law, a student requesting accommodation must provide documentation of his/her disability to the Disability Services counselor. If you have a disability, including a learning disability, for which you request an accommodation, please contact the Disability Services office in UC 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, homework solution or computer program;
- falsifying research data, laboratory reports, and/or other academic work offered for credit;
- taking, keeping, misplacing, or damaging the property of U. T. 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.

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

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

Psychology B.S./B.A. Program Mission Statement:

The mission of the undergraduate program in Psychology is to provide students with a demonstrable knowledge and understanding of the science of behavior and the mind, including content in Memory and Thinking; Sensory and Behavioral Neuroscience; Developmental Psychology; Clinical and Abnormal Psychology; Social Psychology; Psychological Measurement and Methodology. We seek to prepare students for either postgraduate education or a wide variety of employment settings and careers. Psychology B.S./B.A. Program Learning Outcomes may be found at:

http://www.uttyler.edu/psychology/BSBAPsychPLO