CLASS INFORMATION
Instructor: Karl Witt, Ph.D., LPC-S, NCC, CSC
Time: M 5:00 p.m. – 7:45 p.m.
Location: BEP 213
Office: HPR 112
Office Hours: M 2:00 – 5:00 p.m. Central Time and by appointment
Phone: 903-565-5899
Email: kwitt@uttyler.edu (This is the best way to contact me.)

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.

I. Course Catalog Description

PSYC 5312: Counseling Theories (3 hours)

Overview of theoretical approaches to counseling and psychotherapy, including fundamental concepts, assessment, client and counselor roles, cultural relevance, and intervention strategies/techniques. Includes role-playing practice of fundamental counseling response skills.

II. Rationale

A thoughtful, consistent theoretical orientation is a fundamental component of effective counseling. This course allows students to explore a variety of established theoretical orientations and examine them for personal congruence and applicability for client populations.

III. Proficiencies for Counselors

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

Applicable portions for this course include:

TAC, Title 22, §681.83 Professional Counselors – Academic Requirements for Licensure – Academic Course Content

(a) An applicant must complete at least one course in each of the following areas:

(4) counseling theories – the major theories of professional counseling;

TAC, Title 19, §239.15 Standards Required for the School Counselor Certificate

Standard I. Learner-Centered Knowledge: The certified school counselor has a broad knowledge base. The certified school counselor must know and understand:

(2) counseling and consultation theories and practices;

Standard II. Learner-Centered Skills: The certified school counselor applies the knowledge base to promote the educational, personal, social, and career development of the learner. The certified school counselor must:
(2) counsel individuals and small groups using appropriate counseling theories and techniques in response to students’ needs;

**CACREP Common Core Standards II.G.**

5. HELPING RELATIONSHIPS—studies that provide an understanding of the counseling process in a multicultural society, including all of the following:
   d. counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling;

**CACREP Clinical Mental Health Counseling Standards**

1. Understands a variety of models and theories related to clinical mental health counseling, including the methods, models, and principles of clinical supervision. (III.A.5)
2. Understands current literature that outlines theories, approaches, strategies, and techniques shown to be effective when working with specific populations of clients with mental and emotional disorders. (III.E.3)
3. Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations. (III.F.3)

**CACREP School Counseling Standards**

1. Knows the theories and processes of effective counseling and wellness programs for individual students and groups of students. (III.C.1)
2. Understands the outcome research data and best practices identified in the school counseling research literature. (III.I.5)

**IV. Student Learning Outcomes & Assessments**

The student learning outcomes from this course are as follows:

**Clinical Mental Health Counseling**

3.0 Counseling Helping Relationship Skills: Students will describe, explain, and apply an understanding of counseling/therapy theories and methods, and demonstrate effective practice of counseling/therapy skills.

**School Counseling: Domain II – Planning and Implementing the Developmental School Counseling Program**

5.0 Counseling Skills: School Counseling students will demonstrate knowledge, understanding and competence in fundamental and advanced counseling skills.

**V. Evaluation and Grading**

Cumulative course evaluation is based on a 100-point scale. The total number of points earned will determine the semester grade.

90 - 100 points = A
80 - 89 points = B
70 - 79 points = C
60 - 69 points = D
Below 60 points = F
Points will be awarded for the following activities:

A. Examinations

Quizzes 30 points

Quizzes consist of the chapter quizzes from the Corey textbook. You are expected to complete each quiz as you finish reading a chapter. The quiz on the reading is due on Monday the week after the reading is assigned by class time (5:00 p.m. Central Time). The system will lock quizzes at that time, which means that incomplete quizzes will be submitted automatically. Because you have at least a week to complete each quiz, **I will not re-open quizzes after the due date has passed**.

The quizzes are open-book. You are allowed two untimed attempts, and I will take the higher of the two scores. This system is designed to reward timely reading and revisiting the material.

Due Date: Weekly each Monday as assigned

Final Exam 20 points

The final examination consists of material from across the course, including assigned readings, lectures, practice exercises, and case applications. It will be timed and administered via Canvas.

Due Date: Monday, April 30, 2018

These assignments assess CACREP standards II.G.5.d; CMH: III.A5, E3, F3, and SCH: III.C1, I5.

B. Journal 15 points

Throughout this course, you are to keep a weekly journal. Once a week, you are to document your experiences as they pertain to this class. Describe the material you are reading that week, your conceptualization of the theory or theories being studied, the portions of the theory that make sense to you, the parts you wonder about, and your perceived congruence and dissonance with the theory or theories based on your observations, life experience, and interactions with your classmates. Each journal entry should be at least half a typed page. Entries will be submitted through Canvas each week and will be due by class time (5:00 p.m. Central Time).

Due Date: Weekly each Monday as assigned

This assignment assesses CACREP standards II.G.5.d; CMH: III.A5, E3, and SCH: III.C1, I5.

C. Major Theory Paper 25 points

Choose two of the following major theories to explore in depth:

- Psychoanalytic (Freud)
- Psychodynamic (Jung)
- Eriksonian (Erikson)
- Object Relations (Mahler)
- Adlerian (Adler)
- Existential (Frankl/May/Yalom)
- Person-Centered (C. Rogers)
- Gestalt (Perls/Perls)
- Behavioral (Skinner)
- REBT (Ellis)
- Cognitive (A. Beck)
- CBM (Meichenbaum)
- Multimodal (Lazarus)
- Reality (Glasser/Wubbolding)
- Feminist (Baker Miller/Brown/Enns/Espín/Walker)
- DBT (Linehan)
- Narrative (White/Epstein)
- Solution-Focused (de Shazer/Kim Berg)
- Solution-Oriented (O’Hanlon)
- Transactional Analysis (Berne)
- Multigenerational Family (Bowen)
- Satirian Family (Satir)
- Symbolic-Experiential (Whitaker)
For each theory of interest, use at least two original sources (e.g., articles written by the theory’s creator(s) published in professional, peer-reviewed journals or books written by the theory’s creator(s)). There should be at least two original sources for the first theory and at least two original sources for the second theory. You must have at least five total references and may have more. The Corey text or a source other than the theorist may ONLY be used as a fifth reference in the biographical and multicultural sections, since the earlier theorists often do not explicitly address these points.

For each theory please describe the following:
- Theorist’s biography and influences (What about the theorist’s life and characteristics might have led her/him to create her/his theory?)
- Beliefs about human nature
- Why people have problems
- Role of the counselor
- Role of the client
- Therapeutic goals
- Multicultural considerations

For the third major section on the paper, please compare and contrast the two theories you have chosen. This section should cover:
- A summarization of the major points of each theory
- Similarities and differences between the theories (compare/contrast)
- Personal reaction to each

Each paper should look like this:

**Introduction**

Introductory text for the entire paper goes here.

**Theory 1**

**Theorist’s Biography and Influences**

Witty and insightful text goes here.

**Beliefs about Human Nature**

Etc.

**Why People Have Problems**

Etc.

**Role of the Counselor**

Etc.

**Role of the Client**

Etc.

**Therapeutic Goals**

Etc.
Multicultural Considerations

Etc.

Theory II

Theorist’s Biography and Influences

Ditto with the other headings covered for Theory I

Comparison and Reaction

Major Points

Etc.

Similarities and Differences

Etc.

Personal Reaction

Etc.

Conclusion

Concluding text for the entire paper goes here.

To receive full credit, the paper must be written and formatted in correct APA 6 style. This includes font, margins, spacing, capitalization, indentation, page numbers, headers, citations, references, and properly removing the extra space between paragraphs inserted by Microsoft Word and other programs. Please refer to the APA 6 manual for details and examples. Papers should consist of at least eight full pages of content, which does not include title, abstract, or reference pages. Papers may contain more than eight full pages of content.

Please note that this paper covers two major theories, not schools of thought. Cognitive behavioral therapy, for instance, is a school of thought. Cognitive therapy, cognitive behavioral modification, and rational emotive behavior therapy are theories within that school of thought.

Sources for this paper should consist of books or articles by the founder(s) of the theory. All sources should be text, not webpages, audio, or video. Videos and other textbooks may not be used as sources. In other words, if you are writing a paper on Rogers, everything but the Biography and Multicultural Considerations *MUST* come from something written by Rogers himself that you have actually read. The Biography and Multicultural Considerations may come from Corey or another source.

Please upload a copy of each of your sources along with your paper to Canvas before class time on the due date. Articles should be copies of the actual articles, not links. For books used as original sources, please upload a scanned copy of the cover and copyright pages. For e-books, include screenshots of the cover and copyright pages. Please note that readings or other material assigned in class count as part of the textbook, whether they come from Corey or not. You do not need to upload a copy of Corey.

Finally, please remember that this is primarily a research paper. In the counseling profession, research papers follow APA 6 format. The APA manual contains detailed information for proper formatting, so please read it carefully. In the two theory sections, virtually every sentence should have a supporting citation. Paraphrases and summarizations, rather than direct quotes, should be the norm. The manual includes sample papers beginning on page 40.

Due Date: Monday, April 16, 2018
This assignment assesses CACREP standards II.G.5.d; CMH: III.A5, E3, F3, and SCH: III.C1, I5.

D. Class Participation 10 points

Participation in discussion and class activities is an important component of learning. Active, meaningful engagement with your peers is expected. Texting, web surfing, and other activities which preclude the ability to be fully present with the class are strongly discouraged. Please be on time, and complete reading assignments by their due date. Reductions in participation may come from absences (2.5 points per occurrence), lateness, and the activities alluded to above. Three tardies or exceptional/persistent lateness may qualify as a full absence.

Due Date: As assigned

VI. Teaching Strategies

Instructional methods for this course include:

Lecture and discussion
Student presentations and role plays
Case studies
Individual activities
Group activities
Canvas postings

VII. Related Field Experiences

There are no additional field experiences beyond those described above for this course.

VIII. Required Text, Materials/Supplies, and Related Readings

Required


Supplemental


Supplies
Because this is an online course, the following is required:
- regular weekly internet access
- noise cancelling headset and microphone
- webcam

IX. Course and Departmental Policies

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

B. Attendance

Regular attendance is expected. Each absence will result in a 2.5 point deduction in the final average. For the purposes of online asynchronous courses, a student will be considered to be in attendance in an online class when the individual 1) participates in online discussions or activities about academic matters; or 2) initiates contact with faculty to ask questions about subject studies; or 3) completes assignments; or 4) takes tests. Logging into an online course without active participation does not constitute attendance. Please contact your instructor if you need to miss.

C. Late Work

All assignments are due according to the timeline established by the syllabus unless otherwise noted by the instructor. The maximum number of points awarded will decrease by ten percent for each business day that the assignment is late. Assignments will be accepted up to two days late. In face-to-face and synchronous courses, this policy includes in-class quizzes and exams; if you must miss on test day, schedule an appointment to take the exam the next day. Please note that certain assignments such as quizzes, journals, and the final exam may not be attempted aside from the initial offering.

D. Informed Consent Statement for Counseling Courses

Faculty members are dedicated to the educational, personal, and professional growth and development of our students. Faculty members are in a unique position as both instructors who assess students’ academic skills and members of the counseling profession with an ethical obligation to the profession. In both of these roles, it is the faculty’s responsibility to evaluate student competencies within the realm of professional counseling and to address any concerns regarding students’ professional competence. As such please be aware of the following information regarding this course:

- The counseling profession encourages that counselors fully integrate their own personal attributes and identity, as well as their strengths and weaknesses, into therapeutic processes. Therefore, self-awareness is critical because this knowledge relates to being an effective therapist.
- There will be an emphasis in many courses on self-awareness/exploration, as well as giving feedback to peers. Although uncomfortable at times, we encourage students to be open to self-exploration, since we frequently ask clients to do so.
- At times, class may include experiential and self-awareness exercises. It is important to distinguish between sharing one’s emotional reactions to such experiential class activities and revealing information about one’s personal history. Self-disclosure of personal history is not required in order to successfully pass any course; however, students may be expected to share their reactions to experiential activities.
- Self-disclosures will not be used as a basis for grading in any course. However, should a student disclose information indicating impairment or the potential for harm to clients, the faculty member may take appropriate action in accordance with the ACA Code of Ethics (2014).
Students often experience personal growth as they progress through the program. However, the courses are not meant to be a means of personal therapy. The focus in classes is on self-awareness and the enhancement and growth of necessary counselor skills.

Please be aware that, although all instructors strive to create a safe environment for any personal disclosures, we cannot guarantee that other students will maintain the confidentiality of any such disclosures that are made.

It is each student’s responsibility to determine an appropriate level of self-disclosure (i.e. the content and depth of personal information that you share) in experiential learning activities.

E. Psychology and Counseling Retention Policy

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

As such, within a developmental framework, and with due regard for the inherent power difference between students and faculty, students and trainees should know that the faculty, training staff, and supervisors of our programs will evaluate their competence in areas other than, and in addition to, coursework, seminars, scholarship, or related program requirements. These evaluative areas include, but are not limited to, demonstration of sufficient: (a) interpersonal and professional competence (e.g., the ways in which student trainees relate to clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (b) self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and potential impact of one’s own beliefs and values on clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (c) openness to processes of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning); and (d) resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by the successful completion of remediation plans; by participating in personal counseling/therapy in order to resolve issues or problems). [Adapted from the Comprehensive Evaluation of Student-Trainee Competence in Professional Psychology Programs statement developed by the Student Competence Task Force of the APA Council of Chairs of Training Councils (CCTC), (http://www.apa.org/ed/graduate/cctc.html), approved March 25, 2004. (2012-2014 Graduate Catalog)]

Evaluating Student Fitness and Performance

Members of the faculty, using professional judgment, continuously evaluate each student’s fitness and performance. Students receive information related to their fitness and performance from faculty members, their advisors, and their supervisors. The criteria used by the faculty to make such judgments include instructor’s observations of course performance, evaluations of
students’ performances in simulated practice situations, supervisors’ evaluations of students’ performances in practice situations, and the disciplines’ codes of ethics. Students are formally evaluated at least annually by the program faculty. Detailed information about procedures for student evaluations, progress review, retention, and for addressing concerns about student progress are available at the department website: [http://www.uttler.edu/psychology/](http://www.uttler.edu/psychology/).

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

F. Other

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

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

Papers and presentations are expected to follow APA format. Please see Canvas course content or the *APA Publication Manual, 6th edition*, for more information. If you do not have a copy of the APA Manual, *purchase one*.

Many assignments for this course will be electronically submitted through a plagiarism checker. It is strongly suggested that students check their papers for plagiarism and grammatical errors and make any necessary adjustments before submitting them. For help writing papers without plagiarism, please consult the *APA Publication Manual, 6th edition*, or visit the Writing Center.

X. Topical Outline and Tentative Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Scheduled Topic</th>
<th>DUE TODAY</th>
<th>Readings for Next Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>01.22</td>
<td>Introduction; Syllabus and Overview; Theoretical Orientation and Personal Application</td>
<td></td>
<td>Corey 1-3; ACA 2014 Code of Ethics</td>
</tr>
<tr>
<td>01.29</td>
<td>Ethics</td>
<td>QUIZZES CH. 1-3; JOURNAL</td>
<td>Corey 4</td>
</tr>
<tr>
<td>02.05</td>
<td>Psychoanalytic, Psychodynamic, Eriksonian, and Object Relations Therapies</td>
<td>QUIZ CH. 4; JOURNAL</td>
<td>Corey 5</td>
</tr>
<tr>
<td>02.12</td>
<td>Adlerian Therapy</td>
<td>QUIZ CH. 5; JOURNAL</td>
<td>Corey 6</td>
</tr>
<tr>
<td>02.19</td>
<td>Existential Therapy</td>
<td>QUIZ CH. 6; JOURNAL</td>
<td>Corey 7</td>
</tr>
<tr>
<td>02.26</td>
<td>Person-Centered Therapy</td>
<td>QUIZ CH. 7; JOURNAL</td>
<td>Corey 8</td>
</tr>
<tr>
<td>03.05</td>
<td>Gestalt Therapy</td>
<td>QUIZ CH. 8; JOURNAL</td>
<td>Corey 9-10</td>
</tr>
<tr>
<td>03.12</td>
<td>SPRING BREAK</td>
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<tr>
<td>03.19</td>
<td>Behavior Therapy, Rational Emotive Behavior Therapy,</td>
<td>QUIZZES CH. 9, 10; JOURNAL</td>
<td>Corey 11</td>
</tr>
</tbody>
</table>
Chapter reading quizzes, journals, and other activities are due each week as detailed on Canvas. Other readings may also be assigned during the course of the semester. The instructor reserves the right to make adjustments in the syllabus, assignments, activities, and the grading schedule as needed to meet course objectives and needs.

XI. University Policies

A. 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.

B. Student Rights and Responsibilities

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

C. 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.utt Tyler.edu/about/campus-carry/index.php

D. UT Tyler a Tobacco-Free University

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors.

Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products.

There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit www.utt Tyler.edu/tobacco-free.
E. Grade Replacement/Forgiveness and Census Date Policies

Census Date for Spring 2018: January 29, 2018

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at http://www.uttyler.edu/registrar. Each semester’s Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions of which students need to be aware. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail, or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date.)
- Schedule adjustments (section changes, adding a new class, dropping without a “W” grade.)
- Being reinstated or re-enrolled in classes after being dropped for non-payment.
- Completing the process for tuition exemptions or waivers through Financial Aid

F. State-Mandated Course Drop Policy

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See the Academic Calendar for the specific date.)

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

G. Student Accessibility and Resources

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

I. 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.

J. Social Security and FERPA Statement:

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

K. 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.

L. Student Standards of Academic Conduct

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonest, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

a. “Cheating” includes, but is not limited to:
   • copying from another student’s test paper;
   • using during a test materials not authorized by the person administering the test;
   • failure to comply with instructions given by the person administering the test;
   • possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed “crib notes”. The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
   • using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
   • collaborating with or seeking aid from another student during a test or other assignment without authority;
   • discussing the contents of an examination with another student who will take the examination;
   • divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructor has designated that the examination is not
to be removed from the examination room or not to be returned or to be kept by the student;

- substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
- paying or offering money or other valuable thing to or coercing another person to obtain an unadministered test, test key, homework solution, or computer program, or information about an unadministered test, test key, homework solution, or computer program;
- falsifying research data, laboratory reports, and/or other academic work offered for credit;
- taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler or of another if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
- misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

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

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

d. All written work that is submitted will be subject to review by TurnItIn™, available on Canvas.

M. 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)

XII. CEP Vision and Mission and Program Standards

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

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