CLASS INFORMATION
Instructor: Karl Witt, Ph.D., LPC-S, NCC, CSC
Time: Primarily asynchronous online with some synchronous group components
Location: Online
Office: HPR 112
Office Hours: W 3:00 – 6:00 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 5345: Group Counseling and Therapy (3 hours)
An introduction to social and interpersonal influences on behavior, group dynamics, developmental stages of a group, and an overview of theoretical approaches to group counseling. Emphasis is on developing group leadership skills. Includes a 10-hour group experience.

II. Rationale

Group counseling is generally considered an effective, efficient modality of treatment and is preferred to individual counseling in many settings. While there is some overlap in the skill sets between individual and group modalities, there are also some pronounced differences. This course allows students to explore the group experience as both a leader and participant while exposing them to the fundamentals of effective group counseling 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:
   (5) counseling methods or techniques – the methods or techniques used to provide counseling treatment intervention including:
       (B) the theory and types of groups, including dynamics and the methods of practice with groups;

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

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:
(3) counsel individuals and small groups using appropriate counseling theories and techniques in response to students’ needs;

(6) demonstrate proficiency in teaching small and large groups by actively engaging students in the learning process;

Standard V. Learner-Centered Communications: The certified school counselor, an advocate for all students and the school, demonstrates effective professional and interpersonal communication skills. The certified school counselor must:

(2) use knowledge of group dynamics and productive group interaction;

CACREP Common Core Standards II.G.

2. SOCIAL AND CULTURAL DIVERSITY—studies that provide an understanding of the cultural context of relationships, issues, and trends in a multicultural society, including all of the following:
   b. attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students’ understanding of self and culturally diverse clients;

5. HELPING RELATIONSHIPS—studies that provide an understanding of the counseling process in a multicultural society, including all of the following:
   b. counselor characteristics and behaviors that influence helping processes;
   c. essential interviewing and counseling skills;

6. GROUP WORK—studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society, including all of the following:
   a. principles of group dynamics, including group process components, developmental stage theories, group members’ roles and behaviors, and therapeutic factors of group work;
   b. group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles;
   c. theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature;
   d. group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness; and
   e. direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term.

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. Describes the principles of mental health, including prevention, intervention, consultation, education, and advocacy, as well as the operation of programs and networks that promote mental health in a multicultural society. (III.C.1)

3. Knows the models, methods, and principles of program development and service delivery (e.g., support groups, peer facilitation training, parent education, self-help). (III.C.3)

4. Understands the range of mental health service delivery—such as inpatient, outpatient, partial treatment and aftercare—and the clinical mental health counseling services network. (III.C.5)
5. 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)

6. Knows evidence-based treatments and basic strategies for evaluating counseling outcomes in clinical mental health counseling. (III.I.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 group dynamics—including counseling, psycho-educational, task, and peer helping groups—and the facilitation of teams to enable students to overcome barriers and impediments to learning. (III.C.5)

3. Knows basic strategies for evaluating counseling outcomes in school counseling (e.g., behavioral observation, program evaluation). (III.I.3)

4. 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

6.0 Group Counseling Skills: Students will demonstrate an understanding of both theoretical and experiential aspects of group purpose, development, dynamics, theories, methods and skills, and other group approaches in a multicultural society, including principles of group dynamics, group process components, group leadership or facilitation styles and approaches, and theories and methods of group counseling.

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

Final Exam 25 points

The final exam consists 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

This assignment assesses CACREP standards II.G.5.b, c, II.G.6.a, b, c, d; CMH: III.A5, C3, E3, I3, and SCH: III.C1, C5, I3, I5.

B. Group Participation 30 points

One important aspect of a group counseling course is experiential participation in and observation of a group as it moves from the initial session to termination, thereby allowing students to connect theory to practice. Each student is expected to participate in ten sessions **with her or his group. There are no make-up sessions.** To minimize the creation of grading bias, groups will be facilitated by professional counselors other than the instructor. Facilitators will be asked to report attendance and participation to the instructor at 3 points per session. Content of the groups will not be shared with the instructor unless ethical, legal, or interpersonal concerns arise that may require remediation for continuation in the program.

Due Date: Tuesday groups – May 31; June 7, 14, 21, 28; July 5, 12, 19, 26; and August 2. Thursday groups – June 2, 9, 16, 23, 30; July 7, 14, 21, 28; and August 4. Each group meets during its assigned time.

This assignment assesses CACREP standards II.G.2.b, II.G.5.b, c, II.G.6.a, b, e; CMH: III.I3, and SCH: III. C5, I3.

C. Journal 20 points

Throughout this course, you are to keep a weekly journal at 2 points per week. Once a week, you are to document your experiences as they pertain to this class. Describe your experiences in group using the following format:

**Part I: Observations**
Describe what happened in group for the week. Include a general description of what occurred, specific events or interactions that were particularly significant for you, and examples of interactions, nonverbal behavior, or communication patterns that typify what happened in the group. **Please remember to use pseudonyms in place of classmates’ real names to help protect their confidentiality.**

**Part II: Personal Reactions and Reflection**
Discuss your personal reactions to what happened in the group. What do you think and how do you feel (i.e., what were your emotions) about what happened? Describe any personal meanings you gained that you would like to share with the professor. Did you discover something new about yourself or confirm something you already knew? Did you “try on” any new behaviors? How did these behaviors work for you? Specify any plans or goals you want to apply to develop what you learned.

Each entry should be between one and two full double-spaced pages in Times New Roman, 12-point font with one inch margins and uploaded as attachments rather than using the usual journal tool.
D. Group Proposal  25 points

Create a proposal for a counseling group you would like to organize and lead in either a mental health or school setting. Using APA 6 format, write a proposal in paragraph form that includes:

Overview
- Group duration (long term or short term), and whether the group is developmental, preventative, or remedial
- Group structure and goals (why does the group exist? what is the focus? what might participants gain from the group?)
- Rationale for group, rather than individual, counseling
- Group logistics (when, where, and how often the group will meet)
- Evaluation (how will you evaluate the group, i.e., how do you know the group is accomplishing its goal? How often will you evaluate?)

Membership
- Member recruiting (target population, voluntary or mandatory, selection techniques, announced or hand-picked, screening techniques, desired size)

Leadership
- Group leadership (leader qualifications, solo leader or co-leaders, member involvement in leadership)
- Theoretical framework (what framework will you work from? What techniques and procedures might you employ?)
- Follow-up (what follow-up procedures might you use? How will you help each member assess progress toward his or her personal goals?)
- Individual consultation (to what extent will you be available for individual work with group members? Will you meet them privately or expect concerns to be brought up in group only? How might you suggest a referral for a particular member?)

Session format and flow
- Informed consent (what aspects will you include? what safeguards will you use?)
- Ground rules (what ground rules will be in place, and how will they be communicated?)
- Ethics (considerations and guidelines)
- Group stages (what do you expect to be the characteristics of the various stages of the group? What will be your function at each of these stages? What will be your expectations of each of these stages?)

The content portion of the paper should look like this:

**Introduction**

Witty and insightful text goes here.

**Overview**

Witty and insightful text goes here.

**Membership**

Witty and insightful text goes here.
Leadership

Witty and insightful text goes here.

Session Format and Flow

Witty and insightful text goes here.

Conclusion

Witty and insightful text goes here.

Papers should consist of at least five full pages of content, which does not include title, abstract, or reference pages. Please remember to follow APA 6 format including the section headers provided above, and note that this is a paper, not simply a question and answer outline. It should flow as a narrative and cover all of the information involved. Be sure to remove the extra space between paragraphs!

Due Date: Monday, July 18, 2016

This assignment assesses CACREP standards II.G.5.c, II.G.6.a, b, d; CMH: III.A5, C1, C3, C5, E3, I3, and SCH: III.C1, C5, I3, I5.

VI. Teaching Strategies

Instructional methods for this course include:

- Lecture and discussion
- Student presentations and role plays
- Case studies
- Individual activities
- Group activities
- Blackboard 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 for group meetings is a key component of this course. Please see the Evaluation and Grading section above for additional information.

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. 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 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.uttyler.edu/psychology/](http://www.uttyler.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 when 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 Blackboard 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 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>Chapters Covered</th>
</tr>
</thead>
<tbody>
<tr>
<td>05.23</td>
<td>Introduction; Syllabus and Overview; Group Ethics</td>
<td>Corey 1-3; ACA 2014 Code of Ethics</td>
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<tr>
<td>05.30</td>
<td>Basic Elements of the Group Process</td>
<td>Corey 4-5</td>
</tr>
<tr>
<td>06.06</td>
<td>Psychoanalytic &amp; Transactional Analytic Approaches</td>
<td>Corey 6, 12</td>
</tr>
<tr>
<td>06.13</td>
<td>Adlerian Approaches</td>
<td>Corey 7</td>
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<tr>
<td>06.20</td>
<td>Solution-Focused Approaches</td>
<td>Corey 16</td>
</tr>
<tr>
<td>06.27</td>
<td>Psychodramatic and Gestalt Approaches</td>
<td>Corey 8, 11</td>
</tr>
<tr>
<td>07.04</td>
<td>Existential Approaches</td>
<td>Corey 9</td>
</tr>
<tr>
<td>07.11</td>
<td>Person-Centered Approaches (GROUP PROPOSAL DUE MONDAY THE 18TH!)</td>
<td>Corey 10</td>
</tr>
<tr>
<td>07.18</td>
<td>Cognitive Behavioral &amp; Rational Emotive Behavioral Approaches</td>
<td>Corey 13-14</td>
</tr>
<tr>
<td>07.25</td>
<td>Choice Theory/Reality Approaches</td>
<td>Corey 15</td>
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<tr>
<td>08.01</td>
<td>Integration and Application</td>
<td>Corey 17-18</td>
</tr>
<tr>
<td>08.08</td>
<td>FINAL EXAM DUE</td>
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Chapter reading quizzes, journals, and other activities are due each week as detailed on Blackboard. 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. 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.uttyler.edu/wellness/rightsresponsibilities.php

B. 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.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 that students need to be aware of. These include:

- Submitting Grade Replacement Contracts, Transient Forms, request 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

C. 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.

D. Disability Services

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 office and
schedule and 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, please visit the SAR office located in the University Center, Room 3150, or call 903.566.7079. You may also send an email to cstaples@uttyler.edu.

E. 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.

F. 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.

G. Social Security and FERPA Statement:

It is the policy of The University of Texas as 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.

H. 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.

I. 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 “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 UT-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 other 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.

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.