

## Welcome to Fall 2025 Economics

**Course Name:** Principles of Macroeconomics

**Meeting Times:** MWF 9:05-10:00am

**First class:** Monday, August 25th

**Course Number:** ECON 2301-01

**Location:** Soules CoB #111

**Course Duration:** 8/25 - 12/12/2025

**Course Instructor:** Susan Doty (Call me "**Professor Doty**" or "Mrs. Doty" please!)

- Distinguished Teaching Professor
- Founding and Executive Director of the Center for Economic Education & Financial Literacy at UT Tyler
- Faculty Fellow, University of Texas System Academy of Distinguished Teachers
- Founding Fellow and Past President, University of Texas at Tyler Academy of Distinguished Teachers
- Distinguished Senior Lecturer in Economics & Personal Finance

**Office Hours:** In-person Thursday mornings from 8:00 -10:00 and Monday/Wednesday afternoons from 3:00-4:00pm in **CAS #141**. Other in-person and Zoom times *by appointment*.

**Message in Canvas during the semester** | [sdoty@uttyler.edu](mailto:sdoty@uttyler.edu) **before or after the semester.**

**Catalog Course Description:** This course covers the scope and methodology of macroeconomics. It examines the structure and functioning of the American economy in the context of globalization. It develops principles useful in understanding the origin and nature of recession, unemployment, and inflation. It reviews monetary and fiscal policy tools for economic stabilization.

**Canvas Class Organization:** This is an in-person class, with extensive resources posted for you on Canvas. From the landing page on Campus, you can access each weekly module page on Monday mornings. There is a table on that landing page that links to each weekly module page. Once the pages are open, they will remain open for the duration of the course so that you can always go back to review. Each week, you simply follow the instructions on the page in order. The pages will include an overview of the week's topics, the learning objectives for the week, the readings, the class notes and videos for each meeting day, and the assignments with due dates. It is a very easy to follow course structure.

**Required Course Materials:** McGraw-Hill Course **Connect**, based on the Asarta and Butters electronic text.

***Purchase the CONNECT access card ONLY! DO NOT BUY PHYSICAL COPY BOOK OR ANY OTHER "SUGGESTED" MATERIALS.*** DO NOT PAY MORE THAN \$65 (for one semester) or \$90 (for two semesters) WITHOUT SPEAKING TO ME. Compare purchasing directly from McGraw-Hill online to the UT Tyler bookstore for best pricing. My strong recommendation is that you watch the **M-H video** posted on Canvas before purchasing to better understand your options.

In addition to the benefit for your learning, a minimum of 220 points (>20%) toward your course grade will come from your use of the course materials.

- Asarta Connect Master 2 Semester Access Card if you are taking the first of the Principles courses and plan to take the second in Spring 2026.
- Asarta Connect Master 1 Semester Access Card if you have already taken one of the Principles courses or aren't sure whether you will be taking a second in Spring 2026.

**Technology Requirements:** Computer with Microsoft Office software, reliable internet access, video and audio recording capability, and a **portable device for use in the classroom**.

**Required Resources Provided at No Financial Cost to You:** *NY Times* subscription and *Microsoft Office* software. *These are both university-provided perks for students. I will give you the links in Canvas when the course opens.*

### *So, what is economics anyway?*

Most of you have taken economics before. Perhaps it was in high school or community college or even here at university. How would you define it? What single word would you most associate with it? I often ask students that question on the first day of class. The answer that I most commonly get is "*Money!*" And guess what? *That's wrong!* Economics is the social science of *choice*. It's also the major of choice, but we'll have that conversation another day! Economics rests on the principle that all valued resources are scarce and, because of that, human behavior comes down to *decision-making*. Can economics be applied to money? Certainly. Just as it can be applied to macroeconomic issues like GDP, unemployment, inflation, trade, policy, and more. It can be applied to microeconomic issues like business organization, industry organization, labor markets, technology, entrepreneurship, strategy, and more. It can be applied to personal financial issues like investing in yourself, earning income, spending, saving, credit, investing, and more. *The key point is that economics is a way of critically thinking about choices, a way that analyzes costs and benefits, and leads to rational, value-based outcomes.*

### *So, what is the economic way of thinking?*

Let's start with the *Doty Mantra* ... this is what I want you to internalize, and ultimately take away from, your study of economics with me.

*"Everything we value is scarce. Because everything we value is scarce, we can't have it all. Because we can't have it all, we have to make choices. Every choice we make means giving up something else. That most valued alternative that we give up when we make a choice is our opportunity cost. Opportunity cost is the real cost of our choices."*

Want econ in a nutshell? Here it is, in the *Guide to Economic Reasoning*, with six easy steps:

1. **People choose.**
2. **The choices people make have costs.**
3. **People respond predictably to incentives.**
4. **People create economic systems based on choices and incentives.**
5. **People gain when they trade voluntarily.**
6. **The consequences of the choices people make occur in the future.**

Is it really this simple? Yes, and don't be deceived, it is also this complex!

### *So, what is the difference between Macro and Micro?*

The difference between macroeconomics and microeconomics is where we apply economic thinking. In *MACRO*, we look at issues affecting the economy in **aggregate**, which means in sum or in total. The topics relate to measuring the macroeconomy, identifying macroeconomic goals and problems, and analyzing potential policy solutions. Specifically, that includes topics like GDP, economic growth, employment, price stability, aggregate models, government fiscal policy, and Federal Reserve monetary policy. In *MICRO*, we look at issues affecting the **individual** players in the economy - households and business firms, in particular. The topics relate to revenues, costs, and profits, as well as to consumer and firm choices in individual industries and markets. Specifically, that means business organization, industry organization, technology and innovation, labor and capital, production decisions, and firm strategy. It might help you to think about the difference metaphorically ... macroeconomics studies the forest and microeconomics studies the trees.

Common to both courses, beyond the economic way of thinking, is the importance of learning the fundamental topics of trade, supply & demand, market efficiencies and failures, utility, and elasticity.

*So, you want an A? L-EARN one!*

**There are different levels of learning.**

When I ask students about their individual goals for the class, the answer will often be "I want to get an A!" My goal for students is the learning. **MY** challenge is to create a clear path from the student learning that I want to achieve to the desired grades that students want to achieve. **YOUR** challenge is to master that path.

**Level One - Remembering:** *Can you recall and define the information?*

- You can define, duplicate, repeat, state, list, recall, memorize, reproduce ....

**Level Two - Understanding:** *Can you explain ideas or concepts?*

- You can classify, discuss, explain, describe, identify, locate, select, translate, paraphrase, report, recognize, translate ...

**Level Three - Applying:** *Can you use information in a new way?*

- You can illustrate, interpret, choose, demonstrate, dramatize, operate, sketch, graph, solve, use, write ...

**Level Four - Analyzing:** *Can you distinguish between different parts?*

- You can compare, contrast, criticize, differentiate, test, discriminate, distinguish, examine, experiment, question ...

**Level Five - Evaluating:** *Can you justify a position, stand, or decision?*

- You can appraise, argue, defend, judge, select, support, value, evaluate ...

**Level Six - Creating:** *Can you create a new product or point of view?*

- You can assemble, construct, create, design, develop, formulate, write, invent ...

*So, how does understanding these various levels of learning help you reach your grade goals?*

- Demonstrating your mastery of levels one and two - **remembering and understanding** - is a **necessary** condition to pass the course and will probably be sufficient to earn you a minimally passing grade of "D" or "C". If this is your grade goal, show your learning at this level with 600-799 points. Be careful, many programs won't accept a "D" grade.
- Demonstrating your mastery of levels three and four - **applying and analyzing** - **above the necessary conditions** - will probably be sufficient to earn you an above average grade of "B". If this is your grade goal, show your learning at this level with 800-899 points.
- Demonstrating your mastery of levels five and six - **evaluating and creating** - **above the necessary conditions** - will probably be sufficient to earn you an excellent grade of "A". If this is your grade goal, show your learning at this level with 900+ points.

***Necessary and Sufficient Conditions***

After the first two weeks of *QuickStart* and *Fundamentals*, each of two units in the course will have five modules. I will provide you with learning objectives for each module. Each lecture, video, set of notes, class activity, assignment, and assessment is designed to reinforce those learning objectives. You will demonstrate your understanding of vocabulary, economic concepts, and associated graphic visual models for each module in multiple ways that include homework, in-class and online activities, creative projects, and tests with objective questions, graphing, and written analysis.

A successful demonstration of foundational remembering and understanding is probably equivalent to a "C" grade in the course. Moving up the pyramid and showing that you can additionally apply and analyze these concepts in more complex class activities and with your short answer/graphing answers on exams probably leads to a "B" grade in the class. Extending your learning further through evaluating prompts and creating your own work, as demonstrated in the projects, will show that you have truly mastered the higher order learning objectives of the course. Added on to your good lower hierarchy work, this will allow you to earn an "A" grade.

As an example of the levels of learning I would expect for each economic concept, I use one of the most basic of economic concepts - **choice** - below:

### **Remember/Understand**

- **State** that *choice* is based on scarcity and that opportunity cost represents the most valued alternative that is given up when making a *choice*.
- **Recall** that the production possibilities frontier is the visual representation of scarcity, *choice*, and opportunity cost. Be able to properly label all axes, curves, and relevant points on the graph.
- **Sample Question:** People need to choose because: **a.** natural resources are abundant. **b.** there is unlimited human potential. **c.** what is valued is limited relative to the desire for it. **d.** the trash found in landfills around the world is actually scarce. **e.** all of these.

### **Apply/Analyze**

- **Demonstrate** the concept of *choice* with examples of personal and economic decision-making by illustrating the concept with a production possibilities frontier.
- **Examine** the importance of marginal decision-making and the costs and benefits of a rational *choice* model in the context of personal and economic dilemmas.
- **Sample Question:** Using the scenario of a government policy choice to decrease taxes rather than increase infrastructure spending, apply each of the following foundational concepts: **a.** incentives **b.** trade-offs **c.** opportunity cost **d.** marginalism **e.** private property ownership.

### **Evaluate/Create**

- **Assess** current events and everyday activity through the lens of economic thinking about *choice* in a writing assignment.
- **Develop** an infographic, or other technology visual, that integrates the related points of the *Guide to Economic Reasoning* with the *choice* model in the context of a current societal issue.
- **Sample Question:** Using the six points of the *Guide to Economic Reasoning* as your outline, summarize and connect six real world examples from this week's *NY Times*, where each is demonstrated.

*In summary, it is necessary for you to learn the vocabulary, draw the graphs, and understand the concepts to pass the course, but it is not sufficient to earn an "A" or "B" grade. You must go beyond a superficial grasp of what we explore in economics to demonstrate your deeper understanding and your ability to communicate its applications to excel with an A. Don't worry, I provide lots of support and opportunities for you to get there!*

### **QuickStart ... Begin the semester strong!**

You have probably heard the expression, “there’s no such thing as a free lunch!” It means that there is a cost that accompanies every choice we make. Students often ask me about extra credit. That request usually comes after they have made course mistakes and dug themselves into a hole grade-wise. In other words, after they have gone into debt, if you will use a financial analogy. I don’t offer make-ups or extra credit in economics, but I do offer you the **opportunity to earn buffer points in advance.**

Sticking with the financial analogy, I allow you to set up the equivalent of an overdraft bank account at the beginning of the semester that will protect you in the event of missed classes, forgotten assignments, or less than stellar performance on tests or projects.

**So, what is QuickStart?** It is a set of ten assignments, each worth 5 points, plus a sample test and review on the introductory fundamentals material, worth 50 points, that together sum to 100 points in the first two weeks of class. Collectively, these assignments prepare you to be successful in the course. If you complete them at the start of the semester, then you can earn up to 100 points to put into your buffer account.

***I provide you with point earning learning opportunities and you determine your own level of success.***

I have designed my grading system to be aligned with the learning objectives of the class, your individual learning preferences, and the utmost flexibility. It is possible to earn 1,000 points over the semester plus another 100 points in optional *QuickStart*.

*Of the 1,100 possible points offered over the semester (1,000 plus 100), you must earn 600 of them to minimally pass the course with a "D" but be careful. Although a "D" is technically a passing grade, your program of study may require you to have a "C" which means earning 700 points. You will earn a "B" with 800 points and an "A" with 900 points. Let's examine how to get there.*

- ***QuickStart (QS) - 100 points***
- ***Class Participation Activities (CPA) - 400 points***
- ***Unit Assessment weeks - 2 @ 200 = 400 possible points***
- ***Comprehensive Final Exam - 1 @ 200 = 200 possible points***

#### ***Important reminders about the flex-grading system:***

1. The optional points that you earn with *QuickStart* are likely to ***add up to a full letter grade*** to your performance in the course. They protect you, even if you were to miss a big assignment like one of the 100-point projects. That said, you can only "spend" them once, so be prudent and try to save them until the course end.
2. The flexibility in CPA has built-in ***make-up options*** for you. Miss a class? Do one of the optional assignments. Forget the quiz? Do one of the optional assignments. There is no reason for you not to earn your maximum 40 points for each weekly module.
3. One more thing about the final exam ... if you miss (or do poorly) on either Unit Test One or Unit Test Two, I will ***replace one unit test score*** with the percentage of your final exam score! To supplement the example above, let's say you took the first exam, but only earned a score of "50" of 100 on it. If you then score 170/200 points on the final exam (an 85%), then I would replace the "50" with an "85" and you would get the benefit of 35 extra points.
4. Take-away ... the three ***MAKE-UP*** options I have built in to flex-grading are very valuable to you, but please note that these are the ***ONLY*** make-up options you have for ***ANY*** situation. *This includes, but is not limited to, university-related activities (like sports, campus leadership, and/or other extracurricular academic commitments) as well as any technology problems, work commitments, religious holidays, family problems, and/or health-related issues, etc.*

***If you are ever worried about your progress, please come and talk with me during office hours. Do NOT drop the course without meeting with me. My goal is to help you be successful!***

#### ***FAQ: Frequently Asked Questions***

##### **1. What can I be doing now, in advance of the start of class?**

That's a great question! You can thoroughly read your posted SWAT syllabus and make sure you have all the course resources that you need. Review the section of this *Sway* above called *Course Information*.

*Probably the best advance activity is to get your head in the right place for the start of the semester. Take this last week of summer break to enjoy yourself and the people you love. I am looking forward to greeting each other in person on Monday, August 25th.*

##### **2. What if I have to miss any class meetings?**

Please review the section above called *Flex-Grading System*. You are adults now and I expect you to be in class every day. That said, if you must miss, you miss. I will post content for every class day of the semester and you are responsible for that content whether you are in class or not. You will receive class participation activity (CPA)

points for those days that you are present and participating. You have the option to do online activities when you are absent from class. Please remember that I have built in make-up protections for you. Be sure to pay attention to the three parts of the make-up policy, which are *QuickStart* points, flex-grading, and final exam substitution.

### **3. What is your advice to help me be successful in class?**

Thoroughly read, understand, and follow the syllabus as a roadmap through the course. Earn your *QuickStart* points early. Stay on top of the assignments in each weekly module and be proactive on the higher point assessments like the projects and test preparation. Prepare, participate, and practice what we do in all class sessions. *THINK and REFLECT* about what we do. Go back over my notes regularly, not just in class and while reviewing my videos, and not just before an exam. Write your notes on my PowerPoint slide notes; keep them together. Look around you and see the examples of economics we discuss in class playing out everywhere. Develop focused study habits, not distracted study habits. See me in office hours for extra help or just to talk. Review the above section called *Want an A? Learn One* and the section called *Necessary and Sufficient*. Mostly, find joy in this class ... it will be fun if you embrace it.

### **4. I get the grade categories and optional QuickStart, but I'm a little confused by the Class Participation Activity (CPA) category because there are so many options. Would you clarify?**

Sure. For each of the ten weekly modules, what I recommend (and expect) you to do is your homework for 20 points (McGraw-Hill Achieve adaptive learning), come to class all three days for another 15 points, and take the class notes quiz for 5 points. That's why I call it a 40-point week and that's why the required CPA grading category is worth 400 points (ten weekly modules times 40 points each) over the semester.

However, we learned so much during Covid and I don't want you (and you and your classmates don't want you) to come to class if you're sick. Additionally, many of you have extensive external obligations. You are athletes and class leaders representing the university. You have families, jobs, internships, health issues, and religious conflicts. Sometimes you just forget (eek, really?) I developed a flex-grading system that **extends the make-up policy to ALL students**, regardless of the reason for an absence or missed assignment. You can always choose to do the M-H problem set or application-based activity in lieu of the expected CPA above. That flexibility works to your advantage. Just remember that CPA is within grading category substitution only and is always due on Fridays at 5:00 pm. It is up to you to work ahead, not behind, that weekly schedule. You can't do make-up activities after the weekly module closes on Fridays.

### **5. Wow, thanks! But I still have questions about those weekly activities. It seems like a lot of work. Do I have to do everything? How do I choose? What if I do more than you require?**

No, of course you do not have to do everything. This is part of the course flexibility. My preference (and advice) as I provided above, is that you do your homework, come to every class, and take the notes quiz on Canvas. Even if you don't score perfectly, it's a good plan to earn your 40 CPA points that way. Some of you can't, or won't, do that - something will interfere ... your university commitments, your health, your family, your job ... so I have given you multiple alternative options. I introduce you to those options in *QuickStart* so you can see what you enjoy most, are best at, and learn the most from completing. You have to make the best choices for you, considering those factors and your time constraints. Although the overachievers among you may choose to do everything - thus capturing 50 CPA points in a 40-point week, the most I will record for you is 40 points. Now, we don't actually discuss an economic concept called "diminishing marginal utility" until mid-course, but this is a perfect example of it. If I stop giving you credit after 40 points, why would you keep going? Intrinsic satisfaction? Go you!

### **6. Is there Supplemental Instruction (SI) or Peer Tutoring for your *Principles of Macroeconomics* class?**

No, I have very specific ways that I want you to learn economics, so that it will stick with you long after the course is over. I provide you with lots of resources beyond the McGraw-Hill course materials - my own notes, my content videos, my review guides, and my activities, as examples. Your M-H course package also has all kinds of resources - etext, tutorial videos, adaptive learning, solved problems, exercises, application activities, and practice problems. I encourage you to form study groups with your classmates and to help each other learn. I have developed a Canvas tool box for the course if you are still looking for more. I have office hours on Thursdays from 8:00am-11:00am and will be happy to work with you individually or with your study group in my office or via

Zoom. I might suggest the writing center, math center, or library if I sense you are struggling with the process standards of the course.

## **7. How important is math to understanding economics?**

I'm going to answer this with a short story. Back in August of 2007 (many of you were toddlers!) just days before the fall semester started when I was teaching at the University of Southern Mississippi in Hattiesburg (you might want to review the *Meet Your Instructor* section above) I read an article that changed my teaching life. It was written by Dr. Robert Frank, a professor of Economics at Cornell University and co-authored with Dr. Ben Bernanke (former Fed Chair before Dr. Janet Yellen, who was before current Chairman Jerome Powell). It was titled, "The Dismal Science Taught Dismally" and it appeared in the *NY Times*. The gist of the article was that research showed students who had successfully taken *Principles of Economics* classes (regardless of the grades they earned) could not pass a basic test of economic literacy just six months later! Among the reasons was that economics is often taught as a math class and students memorize formulas for the exams and never understand the underlying concepts. I dramatically changed the way I taught that semester and my focus now is on your lifelong understanding. This is reinforced whenever I have students come back to me long after they have been in my classes to share how they are still using what they learned ... and that happens often!

So, is math important to an economist? Absolutely it is. Is it the way I teach economics at the *Principles* level? Absolutely it is NOT. That said, the process skills of critical thinking, quantitative analysis, communication in oral, written, and technology forms, teamwork, personal responsibility, and social responsibility all require **NUMERACY**. If you are not familiar with the term, you can think of numeracy as the mathematical equivalent to literacy and it is very important in all that you do. I want you to think about graphs as visuals that tell a story. You need to be able to understand the stories that graphs tell and be able to tell those stories yourselves using graphs. I will help you to do so. I am far more interested in your ability to do this than in your ability to calculate. Those of you who go on to major in economics will want to take *Intermediate Microeconomics*, which is basically *Micro Principles with Calculus*. I promise that you will be well-prepared.

## **8. What do economists do in the real world?**

The better question is what don't they do, because it has a shorter answer. There is no organization that would not benefit from the contributions of an economist, whose top skills are critical thinking and problem-solving. The *Bureau of Labor Statistics* lists these activities:

- **Research economic issues**
- **Conduct surveys and collect data**
- **Analyze data using mathematical models, statistical techniques, and software**
- **Present research results in reports, tables, and charts**
- **Interpret and forecast market trends**
- **Advise businesses, governments, and individuals on economic topics**
- **Recommend solutions to economic problems**
- **Write articles for academic journals and other media**

*For most of you who are not going to major in economics (want to reconsider?), another question is how will even a course or two at the undergraduate level help you in your future careers.*

According to a *Harvard Business Review* article called "7 Reasons to Study Economics" here's how doing so can benefit both your organization and career.

- **You'll expand your vocabulary.**
- **You'll put new terms into practice.**
- **You'll understand your own spending habits.**

- **You'll master the nuances of the field.**
- **You'll learn how to leverage economic tools.**
- **You'll be better-prepared for graduate school.**
- **You'll improve your career prospects.**

The World Economic Forum identifies four types of skills that are going to be needed by the workforce of 2025. The four types of skills are 1) problem-solving; 2) self-management; 3) working with people; and 4) technology uses and development. These specific skills emphasized in economics will prepare you in all four areas.

- **Analytical thinking and innovation**
- **Active learning and learning strategies**
- **Complex problem-solving**
- **Critical thinking and analysis**
- **Creativity, originality, and initiative**
- **Leadership and social influence**
- **Technology use, monitoring, and control**
- **Technology design and programming**
- **Resilience, stress tolerance, and flexibility**
- **Reasoning, problem-solving, and ideation**

*I would also add that it will make you a more interesting person!*

#### **9. What's this *First Responder Finance* program that I am hearing so much about?**

Through the Center for Economic Education & Financial Literacy, I received a \$100,000 grant in the Fall of 2024 to launch the First Responder Finance program at UT Tyler to prepare students and professionals in the helping professions to assist individuals, families, and communities in financial distress. Phase one of the program, which is now complete, was to create three new undergraduate courses, leading to a micro-credentialing certificate. You will see them in the UT Tyler course catalog as ECON 3303: *Personal Finance Economics*, ECON 3333: *Building Financial Resilience*, and ECON 4333: *Experiential Learning in Personal Finance Field Work*. Phase two, which is ongoing, is to provide professional development for those adults already working in finance, education, social work, law enforcement, or health care. Phase three, also ongoing, provides community outreach activities like family financial fun nights and summer camps. Interested? Talk to me!

#### **10. What if I have a question that you haven't answered?**

Good point! See me in office hours, send it to me on Canvas Messenger during the course, or at [sdoty@uttyler.edu](mailto:sdoty@uttyler.edu) before or after and I will answer you personally.

***The Fine Print – University required language, also posted in Canvas***

#### **Student Resources:**

Resources to assist you in your courses:

- UT Tyler Student Accessibility and Resource (SAR) Office (provides needed accommodations to students with document needs related to access and learning)
- UT Tyler Writing Center
- The Mathematics Learning Center
- UT Tyler PASS Tutoring Center
- UT Tyler Supplemental Instruction
- Upswing (24/7 online tutoring) - covers nearly all undergraduate course areas
- Robert Muntz Library and Library Liaison
- Canvas 101 (learn to use Canvas, proctoring, Unicheck, and other software)
- Digital Support Toolkit (for supported courses only. Students are automatically enrolled in the toolkit for supported courses)



- LIB 422 - Computer Lab where students can take a proctored exam
- The Career Success Center
- UT Tyler Testing Center
- Office of Research & Scholarship Design and Data Analysis Lab

#### Resources available to UT Tyler Students

- UT Tyler Counseling Center (available to all students)
- MySSP App (24/7 access to Student Support Program counseling through phone or chat and online wellness resources available in a variety of languages)
- Student Assistance and Advocacy Center
- Military and Veterans Success Center (supports for our military-affiliated students)
- UT Tyler Patriot Food Pantry
- UT Tyler Financial Aid and Scholarships
- UT Tyler Student Business Services (pay or set up payment plans, etc.)
- UT Tyler Registrar's Office
- Office of International Programs
- Title IX Reporting
- Patriots Engage (available to all students. Get engaged at UT Tyler.)

#### University Policies and Information:

##### Withdrawing from Class:

Students may withdraw (drop) from courses using the Withdrawal Portal. Withdrawing (dropping) this course can impact your Financial Aid, Scholarships, Veteran Benefits, Exemptions, Waivers, International Student Status, housing, and degree progress. Please speak with your instructors, consider your options, speak with your advisor, and visit the One-Stop Service Center (STE 230) or email [enroll@uttyler.edu](mailto:enroll@uttyler.edu) to get a complete review of your student account and the possible impacts to withdrawing. We want you to make an informed decision. UT Tyler faculty and staff are here for you and often can provide additional support options or assistance. Make sure to carefully read the implications for withdrawing from a course and the instructions on using the Withdrawal portal..

Texas law prohibits students from dropping more than six courses during their entire undergraduate career\*. The six courses dropped includes those from other 2-year or 4-year Texas public colleges and universities. Consider the impact withdrawing from this class has on your academic progress and other areas, such as financial implications. We encourage you to consult your advisor(s) and Enrollment Services for additional guidance. CAUTION #1: Withdrawing before census day does not mean you get a full refund. Please see the Tuition and Fee Refund Schedule. CAUTION #2: All international students must check with the Office of International Programs before withdrawing. All international students are required to enroll full-time for fall and spring terms. CAUTION #3: All UT Tyler Athletes must check with the Athletic Academic Coordinator before withdrawing from a course. CAUTION #4: All veterans or military-affiliated students should consult with the Military and Veterans Success Center.

\* Students who began college for the first time before 2007 are exempt from this law.

#### Artificial Intelligence Statement

UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools' ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler's Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other

sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course is considered a breach of academic integrity.

The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy.

### **Final Exam Policy**

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

### **Incomplete Grade Policy**

If a student, because of extenuating circumstances, is unable to complete all of the requirements for a course by the end of the semester, then the instructor may recommend an Incomplete (I) for the course. The "I" may be assigned in place of a grade only when all of the following conditions are met: (a) the student has been making satisfactory progress in the course; (b) the student is unable to complete all coursework or final exam due to unusual circumstances that are beyond personal control and are acceptable to the instructor, and (c) the student presents these reasons before the time that the final grade roster is due. The semester credit hours for an Incomplete will not be used to calculate the grade point average. The student and the instructor must submit an Incomplete Form detailing the work required and the time by which the work must be completed to their respective department chair or college dean for approval. The time limit established must not exceed one year. Should the student fail to meet all of the work for the course within the time limit, then the instructor may assign zeros to the unfinished work, compute the course average for the student, and assign the appropriate grade. If a grade has yet to be assigned within one year, then the Incomplete will be changed to an F, or NC. If the course was initially taken under the CR/NC grading basis, this may adversely affect the student's academic standing.

### **Grade Appeal Policy**

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

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

### **Disability/Accessibility Services**

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA), the University of Texas at Tyler offers accommodations to students with learning, physical, and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler/> and fill out the New Student application. The Student Accessibility and Resources (SAR) office will contact you when

your application has been submitted and an appointment with the Assistant Director Student Accessibility and Resources/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <https://www.uttyler.edu/disability-services>, the SAR office located in the Robert Muntz Library, LIB 460, email [saroffice@uttyler.edu](mailto:saroffice@uttyler.edu), or call 903.566.7079."

### **Military Affiliated Students**

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

### **Students on an F-1 Visa**

To remain in compliance with Federal Regulations requirements you must do the following:

- Traditional face-to-face classes: Attend classes on the regular meeting days/times.
- Hybrid Classes: Attend all face-to-face classes convened by the instructor according to the schedule set for your specific course.
- Online course: Only one online course can count toward your full-time enrollment. Students are expected to be fully engaged and meet all requirements for the online course.

### **Academic Honesty and Academic Misconduct**

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

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

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

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

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

### **Campus Carry**

We respect the right and privacy of students who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>.

*Note that the university boilerplate information may change before or during the semester. If it does, I will post it separately on Canvas.*