



UT Tyler COLLEGE OF EDUCATION & PSYCHOLOGY

Department of Psychology and Counseling

COUN 5308-001: Diagnosis and Treatment Planning in Counseling (3 credits)

Spring 2026 Syllabus

Course Time: Wednesday 2:00 PM - 4:45 PM

Location: BEP 215

Instructor: Ceselie Tobin, LPC-S

Office Location: HPR 204

Office Hours: Wednesday 9:00-10:00 AM

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Office Phone: 903-565-6497

COURSE CATALOG DESCRIPTION

This course is designed to assist students in the recognition and categorization of psychological and behavioral patterns (syndromes), which are considered dysfunctional according to the classification system utilized by the American Psychiatric Association in the most current edition of the Diagnostic and Statistical Manual of Mental Disorders. The history, theories, symptoms, and etiology of mental and emotional disorders, including the impact of crisis, trauma, and sociocultural factors on diagnosis, and the assessment of mental health disorders, are provided. Additionally, case conceptualization and treatment planning strategies using best practice and evidence-based treatment approaches and models are reviewed.

COURSE PREREQUISITES

Grade of "B" or better in COUN 5312, COUN 5328, and, COUN 5391 and departmental consent.

COURSE OBJECTIVES AND LEARNING OUTCOMES

Course Objectives and Learning Outcomes	CACREP 2016 Standards (Core)	CACREP 2016 Standards (CMHC)	Learning Activities and Assessments
Understand principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning.		5.C.1.c.	Lectures, Readings, Case Study, Final Exam
Understand the etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders.		5.C.2.b.	Lectures, Readings, Quizzes
Know the principles of the diagnostic process, including differential diagnosis, and the use of current diagnostic system, including the current edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM).		5.C.2.d.	Lectures, Quizzes, Final Exam
Recognize the potential for substance use disorders to mimic and coexist with a variety of neurological, medical, and psychological disorders.		5.C.2.e.	Lectures, Final Exam
Recognizes the impact of crisis and trauma on individuals with mental health diagnoses.		5.C.2.f.	Lecture, Case Study
Recognizes the impact of biological and neurological mechanisms on mental health.		5.C.2.g.	Lectures, Quizzes
Knows the classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation.		5.C.2.h.	Lectures, Readings

Identifies cultural factors relevant to clinical mental health counseling.		5.C.2.j.	Lectures, Case Study, Final Exam
Demonstrates ability to conduct intake interview, mental status examination, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management.		5.C.3.a.	
Understands the historical perspective concerning the nature and meaning of assessment and testing in counseling	2.F.7.a		
Demonstrates ability to use assessment for diagnostic and intervention planning purposes.	2.F.7.e.		
Demonstrates ability to use assessment results to diagnose developmental, behavioral, and mental disorders.	2.F.7.l.		

REQUIRED TEXTS

- American Psychiatric Association (2022). *Diagnostic and statistical manual of mental disorders (5-TR)*. Washington, DC: Author
- Sperry, L. & Sperry, J. (2020). *Case Conceptualization: Mastering this competency with ease and confidence* (2nd edition). New York, NY: Routledge. This textbook is available as an eBook with unlimited access through the UT Tyler Library at <https://libguides.uttyler.edu/c.php?g=1066647&p=7761774>

RECOMMENDED READINGS

- Chwalisz, K. (2003). Evidence-Based Practice: A framework for the twenty first century scientist practitioner. *The Counseling Psychologist*, 31, 5, 497-528.
- Hansen, J. (2003). Including diagnostic training in counseling curricula: Implications for professional identity development. *Counselor Education and Supervision*, 43, 2, 96-107.
- Jones, K. D. (2010). The unstructured clinical interview. *Journal of Counseling & Development*, 88, 220 - 226.
- Jones, K. D. (2012). Dimensional and cross-cutting assessment in the DSM-5. *Journal of Counseling & Development*, 90, 481-487.
- Kaut, K. P., & Dickinson, J. A. (2007). The mental health practitioner and psychopharmacology. *Journal of Mental Health Counseling*, 29, 204-225.
- National Institute of Mental Health. (2012). *Mental health medications* (NIH Publication No. 12-3929). Retrieved from <http://www.nimh.nih.gov/health/publications/mental-health-medications/nimh-mental-health-medications.pdf>
- Polanski, P. J., & Hinkle, J. S. (2000). The mental status examination: Its use by professional counselors. *Journal of Counseling & Development*, 78, 357-364.

* Additional readings and resources will be posted in Canvas.

**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

OTHER RESOURCES

- Diagnostic Tabs (index tabs for the DSM-5; <http://diagnostictabs.com/>)
- DSM instruments: <http://www.tomwademd.net/psychiatric-assessment-measures-useful-in-primary-care-from-dsm-5/>

TEACHING STRATEGIES

This is an in-person course. There are weekly mandatory class meetings with the instructor, and you are expected to attend all classes as outlined in the course schedule. Traditional instruction allows for approximately 42 hours of in-class time and an equal amount of time for homework, readings, and assignments. Therefore, the course is designed to require approximately 84 hours of clock time to complete. The course is set up in 12 weekly learning units that equate to approximately 7 hours of classwork (lectures, activities, homework, readings) per week.

Canvas (<https://www.uttyler.edu/canvas/>)

Canvas will serve as the overall structure and launching pad for all our activities in this course. In Canvas, you will find announcements, assignments, course schedules, links to outside activities, and so on. Within each module folder, the activities necessary to successfully complete that module are described in detail. Take care to examine the module and get in touch with me if you are not clear about the requirements.

COURSE POLICIES AND REQUIREMENTS

INFORMED CONSENT STATEMENT

Faculty members are dedicated to the educational, personal, and professional growth and development of our students. Faculty are in a unique position as instructors who assess students' academic skills and members of the counseling profession with an ethical obligation to the profession. In both 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 counselors to 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, the 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 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.

ATTENDANCE POLICY

Student attendance in this class is critical. It is expected that students will attend all classes. If there is an extenuating circumstance or emergency that will require you to miss a class, you should notify the professor ahead of time. You may then be asked to write a letter, and/or provide documentation that substantiates the extenuating circumstances which prevented you from coming to class. The instructor will then decide if the absence is excusable. In case of missed class students will lose participation and professionalism points. After the first excused missed class, along with missing participation and professionalism points, for each missed class students will lose an additional 10 points per absence from their overall grade. All absences must be discussed with the instructor prior to the class missed. Missing more than one class may result in an "IP" or "NC" for the class unless otherwise determined by the instructor.

CLASS PUNCTUALITY

Students are expected to attend classes on time. Students who are consistently late at the beginning of class will have points deducted from their participation grade. Late behavior in more than one class will result in a drop in attendance and participation points for each incident.

TECHNOLOGY REQUIREMENTS

All students taking this course should have access to a computer with an internet connection that can support the use of Canvas. If you are having trouble logging onto Canvas or uploading assignments, please contact the **Canvas helpdesk at (903)566-7439** or email them at **itsupport@patriots.utt Tyler.edu**. You can also receive help by using the **Help tab located on the left side of your Canvas screen**, using the Canvas guides, or contacting **Canvas help at (844)214-6949**. If you are having technical difficulties, please alert the professor as soon as possible.

- All submissions for this course will be online via Canvas. **Do not wait until the last minute to submit your assignments** as this is a sure way to ensure you will have technical difficulties (remember Murphy's law).

- Cell phones are to be turned off or put in silent mode during class. Cell phones should not be visible during class, so please keep them in your purse, backpack, etc. Students who choose to use a laptop computer should only do so for taking notes. **Students who use laptop computers are prohibited from (a) surfing the internet, (b) checking email, and (c) working on other assignments during class.**

PATRIOT E-MAIL

University policy requires that all e-mail correspondence between students and instructors be done via the Patriot account **ONLY**. Check your Patriot E-Mail frequently. Announcements pertaining to class or departmental business will be sent to the student's Patriot account. In accordance with university policy, your instructor will respond **ONLY** to student correspondence sent via Patriot E-mail. Please do not contact the instructor via the Canvas messaging system. My email address is ctobin@uttyler.edu

*****Note: make sure that you do not send emails to rgradl@patriots.uttyler.edu, as I will not receive these messages.***

ONLINE COMMUNICATION

All written communication that takes place within this course must adhere to the rules of written etiquette. Please remember that you are in a graduate program and are earning a professional degree, therefore please respond to your instructor and your colleagues professionally. Please refrain from using texting language (i.e. lol, btw, omg) and/or emoticons (i.e. :- / , :-) in your discussion responses and in communication with your instructor and colleagues. Other things to keep in mind:

- Open your email with a salutation (e.g., Hi, Hello, Dear Dr. or Ms. X) and finish with a closing (e.g., Best, Regards, Thank you, your name). Introductory emails should address your instructor more formally (Dr. Grad).
- Use complete sentences and avoid jargon, especially text-type words (e.g., C U). This is especially important when sending messages from mobile devices.
- Be aware that using capital letters to express yourself is considered SHOUTING.
- Maintain a professional tone.
- Avoid sending emails in anger or frustration. Walk away from the computer and wait at least 24 hours.
- Whether in writing or in person, derogatory or prejudiced remarks are still considered bad manners, and the discussion that contains such comments will be addressed by the instructor.
- Please refrain from sending junk mail, forwards, or advertisements to the class via Canvas.

DIVERSITY STATEMENT

Students are expected to be sensitive to individual and multicultural differences and to treat one another with respect during their experience in this course. Sensitivity to gender/race/ethnicity/ability/sexuality is expected and disrespectful language and/or behavior will not be tolerated. The American Counseling Association has explicit policies, standards, and ethical guidelines regarding diversity issues. In this class, you will be expected to reflect on the standards and ethics of the counseling profession, especially in the area of diversity. Any use of written or verbal language should be consistent with the respect and tolerance that are the cornerstone of the counseling profession and should reflect the ACA Human Rights Committee's 1987 statement on tolerance, which states: In order to guarantee that each individual is free to pursue their potential, each member of ACA is charged to (a) engage in an ongoing examination of his/her own attitudes, feelings, stereotypic views, perceptions and behaviors that might have a prejudicial or limiting impact on others; (b) contribute to an increased sensitivity on the part of other individuals, groups or institutions to the barriers to opportunity imposed by discrimination; (c) advocate equal rights for all individuals through concerted personal, professional, and political activity.

COURSE FEEDBACK AND EVALUATION

Your constructive assessment of this course plays an indispensable role in shaping education at the University of Texas at Tyler. Upon completing the course, please take time to fill out the online course evaluation.

COURSE ASSIGNMENTS

- **Class Participation (10 points – 10% towards final grade)**
This course is designed to be interactive; students will be invited to participate in various ways. Didactic lectures will be supplemented with videos demonstrating various mental disorders, discussion prompts, and in-class practice activities designed to facilitate the development of assessment, diagnosis, and treatment planning skills. Success in this course will require **active participation!!!**
- **Quizzes (2x20 points each – 20% towards final grade)**
Students are expected to complete two written examinations to evaluate their acquisition of course content. The quizzes will be comprised of multiple-choice and true/false items. This assignment assesses CACREP standards 5.C.2.b., 5.C.2.d., 5.C.2.g.
- **Case Report Paper (35 points – 35% towards final grade)**
You will use Sperry & Sperry (2020) as the guide to writing a case report paper. This assignment assesses CACREP standards 5.C.1.c., 5.C.2.b., 5.C.2.c., 5.C.2.d., 5.C.2.e., 5.C.2.f., 5.C.2.g., 5.C.2.j., 2.F.7.e.
- **Final Exam (35 points – 35% towards final grade).** This assignment assesses CACREP standards 5.C.1.c., 5.C.2.d., 5.C.2.e., 5.C.2.f., 5.C.2.g., 5.C.2.j., 2.F.7.l.

LATE ASSIGNMENT POLICY

The due dates for all assignments are listed in the Syllabus and on Canvas and **must be completed by the date and time listed**. You should plan to work on your assignments around your life and submit them earlier in the week if need be. All assignments coming in any time after their due date/time will be reduced by 10% per day they are late. **NO** assignment will be accepted if submitted more than 3 days past the due date. It is the student's responsibility to communicate with the instructor to re-open the assignment for a late submission. **CANVAS is the only method assignments are accepted (Email and hard copy are not accepted).**

Oftentimes students wonder what constitutes a particular grade in the courses I teach. From my perspective, if a student has completed standard, average work on an assignment, then the work will receive a "B". A grade of "A" denotes exceptional work beyond the basic and/or minimal expectations.

Since this is graduate-level work, it is expected that students will hand in grammatically correct papers, have the correct spelling, and conform to the [APA 7th](#) edition guidelines. Do not, repeat, do not write papers as if talking to me, using common figures of speech. Writing is NOT talking, and it takes practice, patience, and intentionality to break this habit. On each written assignment I will deduct points from the final score based on writing and composition skills, and APA formatting. If you believe there are weak areas for you, please utilize the [University Writing Center](#) as they are more than prepared to help you with writing, composition, and research skills.

A grade of I (incomplete) is discouraged and is assigned at the discretion of the instructor, when illness, death in the immediate family, or other unusual and unforeseeable circumstances not encountered by the other students in the class prevent completion of the course requirements by the end of the semester (per UT Tyler Graduate School Guidelines). Under these circumstances, a grade of I may be assigned 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 for a student.

Week	Assignment	Points
ongoing	Class Participation	10 points/10%
5, 12	Quizzes (2x20points)	40 points/20%
13	Case Report Paper	35 points/35%
16	Final Exam	35 points/35%
		Total: 100
A → 100-90	B → 89-80	*C → 79-70
		*D → 69-60
		*F → 59-0 points

*A grade of "C" or lower will require that you retake the course.

Final grades will be available on or after the date designated by the University. Please do not send grade inquiries to the professor before this date. Any assignments or exams kept by the instructor will be retained until the last day of classes in the following semester, after which they will be shredded.

PROFESSIONAL DISPOSITION ASSESSMENT

Professional disposition is an integral component of the course. The **systematic assessment** of students is required by CACREP (2016) Section 4.G.; 4.H. and ACA Code of Ethics (2014) Section F.9: F.9.a; F.9.b. The assessment is completed by the instructor based on the criteria in the table below. The Professional Dispositions component **is not calculated in the final grade**; however, the assessment is (1) part of the CMHC Committee's systematic student review and (2) will be included in the student's academic file.

Professional Dispositions Indicators	Unacceptable	Acceptable	Optimal
1. Openness to new ideas.	1	2	3
2. Flexibility and adaptability.	1	2	3
3. Cooperativeness with others.	1	2	3
4. Willingness to accept and use feedback.	1	2	3
5. Awareness of own impact on others.	1	2	3
6. Ability to deal with conflict.	1	2	3
7. Ability to deal with personal responsibility.	1	2	3
8. Effective and appropriate expression of feelings.	1	2	3
9. Attention to ethical and legal considerations.	1	2	3
10. Initiative and motivation.	1	2	3
11. Orientation to multiculturalism and social justice advocacy.	1	2	3
12. Professional wellness and self-care.	1	2	3
13. Humility.	1	2	3
14. Professionalism.	1	2	3
15. Willingness to seek help.	1	2	3

Professionalism. The counseling program at UT Tyler leads directly to certification, licensure, and professional practice in the field of counseling. All students are required to know and adhere to their respective professional associations (i.e., ACA Code of Ethics, 2014). Ethical violations may result in failure of the course and possibly dismissal from the program.

TENTATIVE COURSE SCHEDULE*

*This syllabus is a guide and outline for the progression of the class. Changes may be made for due dates, assignments, and other items. All changes are the prerogative of the instructor.

Week/Date	Topic	Readings & Assignments	2016 CACREP Standards
Week 1 1/14	<ul style="list-style-type: none"> Introduction & Syllabus Overview Historical perspective of the DSM Role, risks, and benefits of diagnostic process Principles of the diagnostic process Cultural Formulation Glossary of Technical Terms 	DSM-5-TR Classification Preface Section I (5-28) DSM: 859-879 DSM: 873-879 African American Males Views	2.D. 2.F.7.a 2.F.7.a. 5.C.2.d. 5.C.2.j.

Week 2 1/21	<ul style="list-style-type: none"> DSM-5 assessment tools Mental Status Exam (MSE) 	DSM: Section III (841-857)	2.F.7.e; 2.F.7.i; 5.C.3.a;
Week 3 1/28	<ul style="list-style-type: none"> Principles, models, and documentation formats of biopsychosocial case concept. & treatment planning. Impact of crisis and trauma Impact of biological and neurological mechanisms of mental health Impact of cultural factors relevant to CMHC 	Sperry & Sperry (2020): 3-25	5.C.1.c 5.C.2.f. 5.C.2.g., 5.C.2.j.
Week 4 2/4	<ul style="list-style-type: none"> Etiology, nomenclature, treatment, referral, and prevention of Bipolar & Related Disorders Etiology, nomenclature, treatment, referral, and prevention of Depressive Disorders Indications, and contraindications of commonly prescribed psychopharmacological medications 	DSM: 139-175 DSM: 177-214 Beck Depression Inventory	5.C.2.b; 5.C.2.h.
Week 5 2/11	<ul style="list-style-type: none"> Etiology, nomenclature, treatment, referral, and prevention of Personality Disorders Categorical vs. Dimensional 	Quiz 1: 2-2:30PM DSM: 733-778 DSM: 881-903	5.C.2.b
Week 6 2/18	<ul style="list-style-type: none"> Etiology, nomenclature, treatment, referral, and prevention of Personality Disorders - continued 	DSM: 733-778	5.C.2.b
Week 7 2/25	<ul style="list-style-type: none"> Etiology, nomenclature, treatment, referral, and prevention of Disruptive, Impulse Control & Conduct Disorders 	DSM: 521-541	5.C.2.b
Week 8 3/4	<ul style="list-style-type: none"> Etiology, nomenclature, treatment, referral, and prevention of Anxiety Disorders Etiology, nomenclature, treatment, referral, and prevention of Obsessive-Compulsive & Related Disorders 	DSM: 215-261 DSM: 263-294	5.C.2.b
Week 9	SPRING BREAK – NO CLASS MEETING		
Week 10 3/18	<ul style="list-style-type: none"> Etiology, nomenclature, treatment, referral, and prevention of Trauma & Stressor-Related Disorders Etiology, nomenclature, treatment, referral, and prevention of Dissociative Disorders 	DSM: 295-328 DSM: 329-348	5.C.2.b.
Week 11 3/25	<ul style="list-style-type: none"> Etiology, nomenclature, treatment, referral, and prevention of Schizophrenia Spectrum & Other Psychotic Disorders Indications, and contraindications of commonly prescribed psychopharmacological medications 	DSM: 101-138	5.C.2.b. 5.C.2.h.
Week 12 4/1	<ul style="list-style-type: none"> Etiology, nomenclature, treatment, referral, and prevention of Neurodevelopmental Disorders 	Quiz 2: 2-2:30PM DSM: 35-99	5.C.2.h.
Week 13 4/8	<ul style="list-style-type: none"> Potential for substance use disorders to mimic and coexist with a variety of neurological, medical, and psychological disorders. Dual Diagnosis, Substance-Related and Addictive Disorders Indications, and contraindications of commonly prescribed psychopharmacological medications 	Case Report Paper due on 4/8 DSM: 543-665	5.C.2.e. 5.C.2.h.
Week 14 4/15	<ul style="list-style-type: none"> Etiology, nomenclature, treatment, referral, and prevention of Sexual Dysfunctions 	DSM: 477-509	5.C.2.b.

	<ul style="list-style-type: none"> Etiology, nomenclature, treatment, referral, and prevention of Gender Dysphoria V Codes 	DSM: 511-520 DSM: 821-836	
Week 15 4/22	<ul style="list-style-type: none"> Etiology, nomenclature, treatment, referral, and prevention of Feeding and Eating Disorders Etiology, nomenclature, treatment, referral, and prevention of Somatic Symptom Disorders 	DSM: 371-397 DSM: 349-370	5.C.2.b.
Week 16 4/29	Final Exam on 4/29 at 2PM CST		

PROGRAM AND DEPARTMENTAL POLICIES

CLINICAL MENTAL HEALTH COUNSELING PROGRAM MISSION STATEMENT

The mission of the CACREP-Accredited Master of Arts in Clinical Mental Health Counseling (CMHC) program at the University of Texas at Tyler (UTT) is to prepare ethical and competent professional counselors. The CMHC program places a strong emphasis on preparing future counselors to work with a diverse range of client populations. Faculty members collectively aim to provide a rigorous learning environment and supportive atmosphere encouraging personal and professional development to a diverse student body. Throughout their time in the CMHC program, students are supported in developing a deep sense of self-awareness and a strong professional counselor identity integrating mental health, research, service, and advocacy. Upon successful completion of the program, students are eligible for counselor licensure in Texas and are able pursue impactful mental health careers within the community.

UT Tyler Department of Psychology and Counseling Student Code of Conduct:

<https://www.uttyler.edu/psychology/policies.php>

UT Tyler Clinical Mental Health Counseling Student Handbook:

<https://www.uttyler.edu/psychology/graduate/clinical-mental-health-counseling/>

UNIVERSITY POLICIES AND INFORMATION

WITHDRAWING FROM CLASS

Students may withdraw (drop) from this course 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 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 include 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 tasks 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 research approaches. 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 (see below) is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy.

Artificial Intelligence is not permitted in this course at all. To best support your learning, you must complete all graded assignments by yourself to assist in your learning. This exclusion of other resources to help complete assignments includes artificial intelligence (AI). Refrain from using AI tools to generate any course context (e.g., text, video, audio, images, code, etc.) for an assignment or classroom assignment.

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 documents 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.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITY

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Texas at Tyler offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler/> and fill out the [New Student](#) application. The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director of Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <https://www.uttyler.edu/disability-services>, the SAR office located in the Robert Munz Library, LIB 460 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 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 support 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 to receive this support. Students should reach out to the Parenting Student Liaison at 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>.

UT TYLER RESOURCES FOR STUDENTS

- [UT Tyler Counseling Center](#) (available to all students)
- [Student Assistance and Advocacy Center](#)
- [Military and Veterans Success Center](#) (supports for all military-affiliated students)
- [UT Tyler Food Pantry](#)
- [UT Tyler Financial Aid and Scholarships](#)
- [UT Tyler Registrar's Office](#)
- [Office of International Programs](#)
- [Title IX Reporting](#)
- [Patriots Engage](#) (available to all students. Get engaged at UT Tyler).