

THE UNIVERSITY OF TEXAS AT TYLER
Phil 2306: Introduction to Ethics
Fall 2026
Course Syllabus

Instructor: Matt Deaton, Ph.D.

Office: Home office; contact info below

Email: jdeaton@uttyler.edu (*I'll check this account every other day or so during the week, but for anything time-sensitive, please call my cell*)

Phone: 865-323-9773 (*personal cell – feel free to call during work hours, but do not text*)

Secretary Phone: 903.566.7373

Office Hours: Flexible and by appointment (*if you're interested, please email – I'm sure we can work out a mutually convenient time to speak or Zoom*)

Supervisor: Dr. Greg Bock: 903.566.7456 or gbock@uttyler.edu

Required Readings

- ***Ethics in a Nutshell: The Philosopher's Approach to Morality in 100 Pages*** by Matt Deaton
 - This will be provided on the course site in PDF for Tyler student use, but if you prefer a physical paperback or Kindle eBook copy, both are **available at Amazon [here](#)** – now also available on audiobook at Amazon, Audible and iTunes, and for **free at YouTube [here](#)**
- Various articles posted to the course site in PDF (see reading schedule below)

Catalog Course Description

A study of moral theory and ethical decision-making including a critical analysis of practical and professional cases

Prerequisites/Co-requisites

None

Course Outcomes

1. Explain and critique the ethical theories of the world's most influential philosophers.
2. Apply various ethical theories to contemporary moral problems.
3. Assess philosophical arguments with the tools of logic.
4. Demonstrate competent writing skills in an argumentative and philosophical essay.
5. Demonstrate competent oral communication skills in a class presentation.
6. Describe how theories of morality apply to the self.

Withdrawal Deadlines (if interested, please confirm this information and coordinate with UT-Tyler)

- Last day to withdraw without penalty (census date): **September 8, 2026**
- Last day to withdraw from one or more classes (financial and/or grade-related penalties apply – please confirm specifics with UT-Tyler): **October 30, 2026**

Reading and Assignments Schedule:

Important: an Analysis/Reflection video of 4-5 minutes uploaded to YouTube with the hyperlink shared in a discussion board post is due by midnight the date listed below for each assigned reading, and then a written response of 150 words to the reflection posted immediately before yours is due by midnight the following day (**for details on these assignments, including what to do if you can't play the video posted immediately before yours, please see the syllabus first, then email or call me**). For example, for an assignment due on August 26th, you'd post your 4-5 minute video or a link to your 4-5 minute video on YouTube (following the guidance in the syllabus, and answering all aspects of the prompt in 4-5 minutes to the best of your ability **using your organic human brain – suspected AI misuse will trigger grade reduction and/or a live video interview**) by midnight August 26th, then submit your 150-word written response to the video posted immediately before yours on the discussion board (which you'll be able to see once you've posted) by midnight August 27th. Videos are worth max 7/10 points and written responses max 3/10 points for a total max 10/10 points (see the syllabus for detailed guidance on both). **I don't accept late work regardless of reason, so please plan accordingly.** While the discussion boards will remain open for you to continue conversations and review for the exams if desired, after midnight for a reading's written peer posts, subsequent submissions will be recorded as zeroes (this is so we can keep the course on track and so I can grade everyone fairly with the same expectations). However, I will drop your lowest two reflection grades, so two poor showings won't hurt your course grade.

W Aug 26: Readings 1 – video post due by midnight ***see syllabus for details***

R Aug 27: written peer response post due by midnight ***see syllabus for details***

W Sep 2: Readings 2 – video post due by midnight

R Sep 3: written peer response post due by midnight

W Sep 9: Readings 3 – video post due by midnight

T Sep 10: written peer response post due by midnight

W Sep 16: Readings 4 – video post due by midnight

R Sep 17: written peer response post due by midnight

W Sep 23: Readings 5 – video post due by midnight

R Sep 24: written peer response post due by midnight

W Sep 30: Readings 6 – video post due by midnight

R Oct 1: written peer response post due by midnight

W Oct 7: Readings 7 – video post due by midnight

R Oct 8: written peer response post due by midnight

SAT Oct 10: *TAKE EXAM 1 BY MIDNIGHT* (will open Monday the week it is due – note that while the exam will show as available in the course website through the Thursday after the due date,

each day taken late triggers worsening point deductions – please see Exams and Make-Up Policies sections of the syllabus for details)

W Oct 14: Readings 8 – video post due by midnight

R Oct 15: written peer response post due by midnight

W Oct 21: Readings 9 – video post due by midnight

R Oct 22: written peer response post due by midnight

W Oct 28: Readings 10– video post due by midnight

R Oct 29: written peer response post due by midnight

W Nov 4: Readings 11 – video post due by midnight

R Nov 5: written peer response post due by midnight

W Nov 11: Readings 12 – video post due by midnight

R Nov 12: written peer response post due by midnight

W Nov 18: Readings 13 – video post due by midnight

R Nov 19: written peer response post due by midnight

NOV 23 – NOV 27: ENJOY THANKSGIVING BREAK

W Dec 2: Readings 14 – video post due by midnight

R Dec 3: written peer response post due by midnight

SAT Dec 5: *TAKE EXAM 2 BY MIDNIGHT* (will open Monday the week it is due – note that while the exam will show as available in the course website through the Tuesday after the due date, each day taken late triggers worsening point deductions – please see Exams and Make-Up Policies sections of the syllabus for details)

T Dec 8: COURSE PROJECT DUE BY MIDNIGHT in .doc, .docx or .rtf only (early submissions welcome)

Grading Scale Percentages

A = 90-100% B = 80-89.99% C = 70-79.99% D = 60-69.99% F = 59.99% or below

Grade Distribution

Video Reflections and Written Peer Responses: 60% Course Grade

Exam One: 15% Course Grade

Exam Two: 15% Course Grade

Course Project: 10% Course Grade

Assignments

4-5 minute Analysis/Reflection Videos and 150-word Peer Responses

4-5 minute Analysis/Reflection Videos: For every group of assigned readings, I'll post a specific prompt for you to answer in video form on the discussion board due by midnight on the schedule on the discussion board. **Do not read an AI-generated script. Do not read a human-generated script. Do not read any script.** Instead, read the reading, watch any available videos I've shared, read any available notes I've shared, review the prompt, reflect, organize your ideas in bullet point form (boiling them down to post-it note size is ideal – you can even post your post-it note outline on your laptop or smartphone to make referencing as you record easy), and hit record on your smartphone or laptop camera. If you're not happy with your first take, re-record. If you're under 4 minutes or over 5 minutes, re-record (second, third, and fourth takes are almost always easier and better than first takes anyway).

- Briefly consulting notes from time to time is OK, but look into the camera lens as much as possible (this helps you practice eye contact for professional meetings in the future, minimizes script reading, and increases sincere human engagement)
- Ensure you're on camera for the full video (no PowerPoints or anything else)
- Do not edit your video (record in one take – minor mistakes are OK; do not adjust the speed of your video)
- Ensure it's within 4 to 5 minutes (so you adequately answer the prompt, yet don't belabor your points or make watching your video too time consuming)

Process for Uploading and Sharing Your Video:

1. Create a free YouTube account, upload each video there, setting them to “unlisted” (but not “public,” which anyone on the internet could find and watch, or “private,” which would block the class from viewing without a password), and then share the hyperlink in a discussion board post as a reply in each topic's discussion board.
 - a. Ensure you complete this early enough to account for slow uploading and video processing (trying right before midnight would likely lead to a late submission – your video needs to be playable when your peers attempt to watch it).
 - i. Do not upload your video directly into the course site, do not share it via Google Drive, do not use any other method than YouTube. The reason is that this minimizes technical difficulties – videos submitted in ways other than YouTube will not receive any credit.
 - ii. Unplayable videos are worth zero points – it's your responsibility to check and confirm that your videos work after you've uploaded them and to correct any issues before deadlines.

So long as your video indicates that you **read, reflected on and seriously engaged** the assigned reading(s) **using your organic human brain** (see my AI usage note below – it's OK as a tutor-like aid, but not as a replacement for your earnest thoughts and moral intuition), **you fully answer the prompt(s), and it meets the time goal requirement**, you will receive full credit (7/10 for your video). I'm not asking for perfection, just thought and honest reflection – meaning it's obvious from your post that you read the assigned material and thought a bit about the assigned question before replying. Demonstrate that, and you'll get full credit. Please don't attempt to simply wing it after watching the lecture video – schedule time to read firsthand and you'll get far more out of the class.

- Videos that are unplayable or uploaded in the wrong format (to the course site, via Google Drive, etc.) will receive a zero
- Videos that are too short or too long will have points deducted
- Videos that do not fully answer the prompt will have points deducted
- Videos that appear to be the result of AI abuse will have points deducted

- Further, if I suspect AI misuse (you may use AI as a tutor, but your words should reflect your understanding rather than a bot's), I will email to schedule a live video meeting to discuss the topic and assess your understanding of the reading(s). Your grade for that assignment will turn on your ability to confirm your actual understanding roughly matches the understanding suggested in your video, which I'll determine by asking questions about what you've said. If your video reflects your actual understanding, you have nothing to worry about. Should I request such a meeting, it is your responsibility to successfully coordinate with me to identify a mutually convenient time to meet and successfully meet within one week from the time I send the email request. If we've yet to meet within one week, a zero will be recorded for that assignment, and all other assignments will be subjected to additional scrutiny. However, again, if you're doing your own work, do not worry about this, and I apologize for having to include this policy – it's simply the reality we're living in during this age of generative AI, at least for educators accepting that reality and willing to invest the additional effort needed to discourage abuse and encourage exercise of natural human minds. But remember, so long as you set aside adequate time, you do not need to rely on AI to do well on these assignments. I'm not looking for or demanding perfection, only sincere engagement. Trust yourself to do a good enough job and you'll be fine.

150-word Written Peer Response: Once you've posted a reflection video, you'll have access to others' posts on the discussion board (unless you're the first poster, in which case you'll need to come back later). Find the video of the person **who posted right before you**. Just look at the order of posts, the dates and times, where yours is, and focus on the one posted right before yours. If you'd like to watch and comment on others' videos, you may. But you'll only be graded on your reply post for the one immediately before yours. **Two exceptions:**

* If you're the first person to post, obviously, no one will have posted prior to you. So, come back later (before the deadline) and post a reply to the person who posts immediately *after* you instead.

** If the video posted prior to yours is unplayable for any reason, do two things: 1) email that student and let them know it's unplayable and Cc me (include me in the email so I know that their video isn't playable and that you alerted them). 2) Reply to the second person to post prior to you instead, beginning with, "I'm commenting on your video because the video posted immediately prior to mine was unplayable." If that one is also unplayable, just go to the next up, etc.

How to submit your 150-word written peer response: Click on their post and then "Reply." Do not click "comment" or any other button, for doing so may make your response invisible in my grading view (you want me to see your post in my grading view if you'd like credit for it). Using your organic human brain, author a written response to their video that includes the below three elements, and include these three separate elements in three separate paragraphs.

1. One thing you found yourself in agreement with from what they said (elaborate and explain why you found this particular idea especially agreeable).
2. One thing which you found yourself in disagreement with from what they said (elaborate and explain why you disagreed with this particular idea – even if you generally agree with them, find something to disagree with if you'd like full credit).

3. One thing you found especially interesting or insightful from what they said (elaborate and explain why you found this particular point particularly interesting – take the time to practice your writing here – going over on the word count a little will be OK if it’s due to writing generated by your organic human brain).

To receive full credit, your written peer response must:

- Be at least 150 words (going over 150 is OK, but going under is not)
- Satisfy the three elements above **in three separate paragraphs.**
- Indicate that you sincerely listened to this person (**quoting them at specific times in their video is the best way to do this: “You said at that the 45-second mark that…”**)
- Indicate that you’re able to competently discuss the ideas from that assigned reading(s)
- Be at all times respectful (**even if you firmly disagree with this person on some point, maintaining a respectful tone is required in a philosophy class – feel free and encouraged to disagree, but do so respectfully – I’ll expect your peers to show you the same respect, and I’ll do my best to model it in my interactions as well**)

Your video is worth 7/10 points max, and your written peer response worth 3/10 points max, for a total 10/10 points max on these assignments.

Exams

You’ll take two exams **per the schedule in this syllabus**. Each will build on the previous, such that the second will be cumulative. Unless I announce otherwise, the exams will be made up of multiple choice and true/false questions. Though I’m not a tough grader on the weekly reflections, expect the exams to be difficult. Prepare as you would for any in-person test. Note that while you may consult your notes, the course texts, my notes, etc. during the exam, you are expected to not consult with one another, or any other person, or AI, or otherwise do things that would undermine the purpose of an exam, which is to evaluate your mastery of the material, and yours alone. My ability to monitor this is limited, so decide for yourself how proud you’d like to be of your ethics course grade. The exams will also be timed, so bring your A game. Should you have questions about the material beforehand, please ask – I’m here to help.

Attendance and Make-Up Policies

Since this is an online course, attendance (usually relevant for financial aid reporting and sports coach accountability purposes) is determined according to discussion board participation and exam completion. There is no separate grade for attendance or participation beyond your direct discussion board and exam grades.

The discussion board is a “post first” forum, meaning that you must submit your response to a given week’s reflection prompt before you can see the responses of others. This is to encourage original thought and direct engagement with the course materials – to prevent being overly influenced by the thought of others before you’ve had a chance to develop your own initial view. Given that I’ll often post “feedback plus” announcements in which I’ll pull quotes from and provide commentary on select submissions, **late reflection videos or peer response posts are not accepted** for any reason. Enforcing a flat, no late work policy for this assignment allows me to treat all excuses equally and avoid the awkwardness of attempting to decide which excuses are worthy and credible. Good news – I’ll drop your two lowest reflection grades, so you can miss two without grade penalty.

Please mark the exam due dates in your personal calendar and plan to study for and complete them with time to spare. The point penalty for taking Exam late is 15 points if completed within the first calendar day late (meaning the max score would be 85/100), 30 points if completed within the 2nd calendar day late (max 70/100), and 50 points if completed between the 3rd and 5th calendar days late (max 50). Once the 5th calendar day after an exam deadline has passed, there are no make-ups, and a zero is recorded. And since Exam Two is scheduled at the end of the semester, right before course grades are due, the latest exam 3 could be taken is one day late, with a 15-point penalty.

Given that the course project is due right before the end of the semester (when I'll need to calculate and upload final course grades), course project papers may only be submitted late until noon the morning after they are due via email attachment, and will incur a penalty of 35 points. After noon the day after they're due, a zero will be recorded (sorry – I have to calculate and submit course grades).

Course Project

*****This course project asks you to complete readings on a topic that we did not cover in the class and use them, along with at least two other assigned readings from the class, to write a paper using your organic human brain in which you'll author an ethical argument of your own. Full directions and a grading rubric are on the course site under Assignments -> Course Project Paper. Please review that now and email or call should you have questions.*****

Plagiarism Warning

“Plagiarism” is passing off someone else’s work as your own. This includes the work of your classmates, as well as ideas you might find in books or on the Internet. Consulting outside sources is admirable. Copying and pasting language from outside sources without noting them as a source and/or failing to place direct quotes within “quote marks” is not admirable, and will earn you a zero for the assignment, and/or an F for the course -- both for your weekly reflections and the Course Project.

Philosophy isn't the easiest thing to do when you're new at it. But it's not super hard, either, and therefore completely within your reach. If you're having difficulty coming up with what you consider a quality submission for this or any other assignment, email or call me – promise I can help – don't resort to plagiarism. Your dignity is worth more than 10 silly points, and your professor is here to help you – take advantage.

Professor Matt's AI Statement: While you're expected to abstain from using AI when taking the exams, consulting AI as an on-demand tutor is OK with your reflections and course project paper, provided that you're putting in earnest work with your organic human brain first and continue to do so. This means reviewing and thinking about the readings on your own first, reviewing and thinking about the reflection prompts on your own first, reading the project paper articles and sketching a rough draft of your paper on your own first. Leveraging AI as a complementary tool is appropriate in a class like this only when you're giving your human mind a thorough workout. You want to not only be proud of your course grade and diploma, but to substantially grow from your college experience. **In my philosophy classes in particular, you do not need to resort to AI cheating to do well. In fact, the more convinced I am that you're bravely tackling these topics on your own, the more impressed I'll be. Set aside adequate time to complete your assignments, begin developing your reading and thinking stamina, and trust yourself to do a good enough job.** Put another way: You're welcome and encouraged to use generative AI as a personal tutor on any topic we cover. If you've not dabbled with ChatGPT (it's free), start before the world leaves you behind. However, on all graded

assignments, do your own reading, thinking, writing, presentation notes preparation and test-taking – even if you consider yourself a poor speaker, writer and/or philosopher, this is OK, because you're a work in progress. Use AI to help you learn, but ensure any work you submit is genuinely your own. Ask it questions you'd ask me, such as, "I read x article and I think the author was arguing y. Is that right?" Then ask follow ups. "Ok. But what about the section where she mentions z? That seems inconsistent with her overall view." Really, it's a wonderful on-demand, free personal tutor. Use it for that purpose alone and you'll speed your learning and amplify your skill. Use it as a CheatBot to do your work for you and you'll wind up no smarter, more eloquent, or morally sophisticated than when you arrived, and ashamed of rather than proud of your diploma. If you ever have any questions about legit vs. not legit usage of AI in my class, please ask.

Student Resources:

Faculty can update student resources to provide additional supports appropriate for each course.

Resources to assist you in the course

- [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 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 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.

Professor Matt's AI Statement: While you're expected to abstain from using AI when taking the exams, consulting AI as an on-demand tutor is OK with your reflections and course project paper, provided that you're putting in earnest work with your organic human brain first and continue to do so. This means reviewing and thinking about the readings on your own first, reviewing and thinking about the reflection prompts on your own first, reading the project paper articles and sketching a rough draft of your paper on your own first. Leveraging AI as a complementary tool is appropriate in a class like this only when you're giving your human mind a thorough workout. You want to not only be proud of your course grade and diploma, but to substantially grow from your college experience. **In my philosophy classes in particular, you do not need to resort to AI cheating to do well. In fact, the more convinced I am that you're bravely tackling these topics on your own, the more impressed I'll be. Set aside adequate time to complete your assignments, begin developing your reading and thinking stamina, and trust yourself to do a good enough job.** Put another way: You're welcome and encouraged to use generative AI as a personal tutor on any topic we cover. If you've not dabbled with ChatGPT (it's free), start before the world leaves you behind. However, on all graded assignments, do your own reading, thinking, writing, presentation notes preparation and test-taking – even if you consider yourself a poor speaker, writer and/or philosopher, this is OK, because you're a work in progress. Use AI to help you learn, but ensure any work you submit is genuinely your own. Ask it questions you'd ask me, such as, "I read x article and I think the author was arguing y. Is that right?" Then ask follow ups. "Ok. But what about the section where she mentions z? That seems inconsistent with her overall view." Really, it's a wonderful on-demand, free personal tutor. Use it for that purpose alone and you'll speed your learning and amplify your skill. Use it as a CheatBot to do your work for you and you'll wind up no smarter, more eloquent, or morally sophisticated than when you arrived, and ashamed of rather than proud of your diploma. If you ever have any questions about legit vs. not legit usage of AI in my class, please ask.

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, 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 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 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>.

