COUN 5324.061: Cultural Diversity and Advocacy
Course Syllabus
Fall 2026
Asynchronous; Synchronous - meet biweekly Mondays from 5-7:45 pm

Instructor:	Bonnie Stice, Ph.D., LPC
Email:	bstice@uttyler.edu – please don't hesitate to email me!
Office Hours:	By Appointment – I'll make time for you!
Office Location:	Zoom or via Phone

Catalog Description

Examines client diversity with respect to ethnographic, demographic, and status variables, and challenges culturally biased assumptions which influence the provision of mental health services.

Objectives of the Course

Counselors are tasked with developing the knowledge, awareness, and skills necessary to provide culturally sensitive services in a variety of clinical settings. **The goal of this course is to:**

- Facilitate growth and progress towards the development of a multicultural orientation in working with culturally diverse populations.
- Increase cultural self-awareness through reflection and exploration of your personal intersectional identities, identifying and better understanding your own culture.
- Increase your knowledge related to power, marginalization, systemic oppression, inequity, and more, developing a personal social justice agenda as a counselor.

Structure of the Course

Instructional methods include readings, lectures, journal entry feedback, videos, discussion, experiential activities, guest speakers, and case conceptualizations. This course is designed to be interactive, and you are invited to be an active participant.

Experiences Covered

Professional Counseling Orientation and Ethical Practice	CACREP Standard	Curriculum/Evaluation Outcomes
1. the role and process of the professional counselor advocating on behalf of the profession	2.F.1.d.	Journal, final case study, cultural news article/check the facts
2. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients	2.F.1.e.	Journal, final case study, cultural news article/check the facts
3. strategies for personal and professional self-evaluation and implications for practice	2.F.1.k.	My cultural identity project, final self-evaluation
Social and Cultural Diversity	**CACREP Standard**	**Curriculum/Evaluation Outcomes**

1. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally	2.F.2.a.	Journal, final case study
2. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy	2.F.2.b.	Journal, final case study
3. multicultural counseling competencies	2.F.2.c.	Journal, final case study
4. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others	2.F.2.d.	Journal, my cultural identity project
5. the effects of power and privilege for counselors and clients	2.F.2.e	Journal, my cultural identity project, final case study (KPI)
6. help-seeking behaviors of diverse clients	2.F.2.f.	Journal, advocacy/engagement, project, final case study
7. the impact of spiritual beliefs on clients' and counselors' worldviews	2.F.2.g.	Journal, my cultural identity project
8. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination	2.F.2.h.	Journal, final case study, advocacy/engagement project
Human Growth and Development	**CACREP Standard**	**Curriculum/Evaluation Outcomes**
1. systemic and environmental factors that affect human development, functioning, and behavior	2.F.3.f.	Journal, final case study, advocacy/engagement project
2. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan	2.F.3.i.	Journal, final case study, advocacy/engagement project
Counseling and Helping Relationships	**CACREP Standard**	**Curriculum/Evaluation Outcomes**
1. counselor characteristics and behaviors that influence the counseling process	2.F.5.f.	Journal, my cultural identity project, final self-evaluation
Assessment and Testing	**CACREP Standard**	**Curriculum/Evaluation Outcomes**
1. ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results	2.F.7.m.	Journal, final case study
Clinical Mental Health Counseling	**CACREP Standard**	**Curriculum/Evaluation Outcomes**
1. cultural factors relevant to clinical mental health counseling	CMHC C.2.j.	Journal, final case study, advocacy/engagement project
2. strategies to advocate for persons with mental health issues	CMHC C.3.e	Journal, final case study, advocacy/engagement project

Note: KPI=Key Performance Indicator assessment

Readings & Materials

Required Textbooks:

Sue, D. W., & Sue, D. (2019). *Counseling the culturally diverse: Theory and practice* (9th ed.). Hoboken, NJ: John Wiley & Sons

Required Article Readings:

As assigned on course schedule and in Canvas.

Course Assessments

Assignment	Weight	Due Date
Professionalism, Preparation, & Participation	10	Ongoing
Journals & Discussion Board Videos	15	Ongoing
In the News & Check the Facts	10	Sign-Up Date
Advocacy Project	20	See Course Schedule
Cultural Autobiography Presentation	20	See Course Schedule
Case Study & Treatment Plan Presentation	20	See Course Schedule
Learning Review Meeting	5	Sign-Up Date

Final Grade: A = 100-90 B = 89-80 C = 79-70 D = <70

Assignments

Professionalism, Preparation, & Participation

Enrollment in this class is limited to graduate students who are preparing for professional careers; thus, attendance is required, and class participation is expected as just one component of professional responsibility. At all times, you are expected to demonstrate characteristics consistent with that of professional counselors (see Master's Student Handbook), engage in ethical behavior as defined in the American Counseling Association Code of Ethics, and adhere to UT Tyler's Academic Integrity Policy. As professionals, you are also responsible for coming to class prepared to discuss readings, making productive contributions to class discussions/activities, and attending respectfully to others when not contributing directly.

Please remember, professionalism includes using technology (e.g., laptops, tablets, smart phones) appropriately in class. Part of being a counselor is the ability to disengage from technological distractions to remain present in the moment. Students who do not meet expectations regarding professional responsibilities will be evaluated as such. This evaluation may be reflected in a grade reduction, competency concern report, and/or request for other remediation per Counseling Program policies.

Classroom Discussion Norms:

- Treat each other with respect, even when your opinion differs (this includes respecting the pronouns, names, and other identifying parts of an individual)
- Be open to healthy accountability (call-ins versus call-outs)
- Actively listen to others and avoid talking over (listen versus waiting to speak)
- Lean into using "I" statements. "You" statements put people on the defensive
- Help make this a space where **all** voices are heard – especially those that are marginalized and those attempting to grow – but avoid tokenizing (when someone of a minoritized identity becomes representative of that group)
- Consider the impact versus intent of what you say
- Make a personal commitment to learning about people who are different than yourself and about your own identities
- Every statement we make is value-laden – be open to inspecting those values and having your ideas challenged
- Accept discomfort as a normal part of this process – be open to being disturbed
- Assume the best in others – value each other and the contribution you bring – we are a community of learners
- Know thyself and your needs (triggers, supports/safe people, calming activities, resources, preference for facilitating healthy resolution)
- Be open to the possibility of change and welcome vulnerability

AI Use in This Course

You're welcome to use AI tools for idea generation and thought-provoking questions—sometimes it's helpful to use to spark creativity. However, the reflections in this class are designed for you to personally engage with the material and wrestle with it in transformative ways. Please engage with course content with integrity.

Journals

You will create journal reflections throughout the semester. The purpose of the journaling process is to provide an opportunity for you to interact with course material, process class experiences, and self-reflect. This reflection process is essential to multicultural learning.

- Journals should include: Reflections on class processing (personal reactions, thoughts about material, integration of knowledge into worldview, etc.) and thoughts and reactions to the week's readings (questions, initial considerations, discussion points for class, etc.).
- Please do not summarize or regurgitate the readings and presentations. These journals are meant for you to personally explore in a semi-private space any of your misgivings, fears, and other emotional experiences.
- The first journal entry can be an initial reflection on the self as a cultural being, thoughts/feelings about the course, what "progress" will look like in developing a multicultural orientation, and a description of what you might get in the way of that growth.

Journal entries are due on the weeks listed on the syllabus and must be posted no later than midnight the Sunday of class week. Allot enough time for thoughtful, intentional, and integrative journal reflections.

Each journal reflection will be reviewed by the course instructor. You may receive feedback such as questions to consider, comments related to the journal, points of additional reflection, etc. The assignment is designed to encourage personal growth, exploration, self-reflection, empathy cultivation, and greater depths of multicultural competence.

Journal entries should be a 5-10-minute video or a 1-2-page written summary. You are encouraged to speak in the first person and in your personal tone of voice. Excellent journal reflection videos will demonstrate authenticity, evidence of wrestling with the information, and stretching oneself to explore multiple perspectives. This assignment will be evaluated based on your demonstration of thoughtfulness and effort (intention in what is discussed). Additionally, your depth of insight, level of self-awareness, willingness to take risks in your self-reflection, growth of empathy, demonstration of knowledge integration, and application/integration of class material will be assessed.

Discussion Board Posts

On some weeks, you will be asked to post to the discussion board via Canvas. The purpose of the discussion board process is to provide an opportunity for you to interact with course material and process class experiences with your peers, engaging in enriching conversation in which you can learn from each other.

- Discussion posts should include: Your thoughts and reactions to the week's readings (wonderings, considerations, discussion points for class, etc.) and at least one thought-provoking question for your peers to respond to.
- Please do not summarize or regurgitate the readings and presentations. These posts are meant for you to engage in meaningful dialogue.

All discussion posts are due on the week listed on the course schedule and must be posted no later than midnight the Friday of class week. You are required to respond to at least two of your peers by that Sunday at midnight.

Discussion post entries should be 3-5-minute videos or 3-5-sentence summaries. This assignment will be evaluated based on your demonstration of thoughtfulness and effort, in addition to engagement with your peers.

In the News & Checking Facts

To increase awareness of cultural elements in today's society, you will monitor the news and select one news story with cultural themes to present to the class. The article can be relevant to any topic covered in class such as socioeconomic status, race, ethnicity, age, gender, religion, spirituality, physical ability, etc.

You are then required to find secondary information regarding the topic of your selected article. This may include statistical information behind the topic, current research that is relevant, or notable implications for counselors. Aim to

pull from reputable sources such as peer-reviewed journals, government studies, or independent research firms. If you use an independent research firm, you must check to see who funds this research and review how this affects the information presented. You may also choose to evaluate the source of the article and its record for unbiased/biased information. The purpose of this assignment is to have you begin to address these difficult topics confidently, from a fact-based perspective, in addition to tying action to issues. If your article of choice happens to have statistical information included, following this source and collecting more information regarding its trustworthiness and veracity would be applicable, as well.

Finally, you will upload a video of you discussing the article, how it relates to class relevant topics, and your secondary information (7-10 minutes). You will post this on a discussion board at a date of your choosing (stay tuned for sign-ups). You will also turn in a *short,* written summary of the information below to the professor. If you complete a PowerPoint, which is your choice on how you present, you're welcome to turn that in in lieu of a written summary if it sufficiently covers the assignment. Please include relevant citations and links.

1) Summarize the event described in the news article and why you selected it.
2) How does the article reflect themes from the course such as privilege, oppression, social (in)justice, advocacy, or the eradication of oppression? What can you and your classmates learn from this article?
3) Review the secondary information you found regarding the topic (or the statistical information included in the article) and discuss its source/implications.

This assignment will be evaluated based on adherence to assignment guidelines, quality of content, depth of insight and thoughtfulness, demonstration of knowledge integration and application of class material. *If no secondary information is included or sufficiently explored, you will only get half credit for the assignment.*

All In the News posts are due based on the week you sign up and must be posted no later than midnight the Friday of class week. You are all required to respond to your peers' posts each week.

Advocacy Project

For this course, you will plan an advocacy act related to social justice. This may take the form of planning for how you might advocate for underserved clients, students, communities, populations, or social groups. Examples of a proposed plan may include lobbying or advocating politically for underrepresented groups, developing an awareness campaign, holding an event aimed at increasing awareness around a social justice issue, volunteering with an organization, etc. You will be asked to submit a proposal describing your advocacy plan.

Cultural Autobiography Presentation

You will build a presentation that examines your own cultural identity and your understanding of the impact that living in a multicultural society has on you as a counselor. Include in your presentation the following:

a. Personal development: How has your own cultural self-awareness looked like over your lifetime? What factors, experiences, or cultural teachers have contributed to the development of your cultural identity? What is your personal/family experience of gender, ethnicity, sexual orientation, ability, etc.?
b. Cultural genogram: Depict a genogram (be as creative as you would like) that includes at least 3 generations of your family. The genogram will include multiple aspects of identity including race, ethnicity, gender, social class, religion/spirituality, physical ability, sexual orientation, etc. Discuss how creating this has helped you learn about yourself as a cultural being and learn about your worldview.
c. Impact of injustice: How has discrimination, racism, sexism, power, privilege, and oppression affected your life? How have your multiple identities intersected and/or caused friction within you?
d. Advocacy: How you can advocate for cultural and social justice through the elimination of bias, prejudice, intentional discrimination, unintentional discrimination, and oppression through your work setting, in your community, and in the counseling profession?
e. Self-reflection: Discuss specific ways your course work and experiences in this class, in the counseling program, and other experiences since you have been in the program have influenced your growth in

multicultural competency. Where are your strengths, growth areas, and what will you do to continue to grow in cultural competencies?

Your presentation will occur electronically and be posted to the appropriate discussion board on Canvas. Please include a PowerPoint with voiceovers OR a video of you walking through the presentation. Presentation should last 10 minutes maximum and must include visual aids. This assignment will be evaluated on the quality of the presentation, quality of the genogram, depth of insight, and willingness to take risks and self-reflect.

You are also required to comment on at least two of your peers' presentations with thoughtful reflections.

Case Study & Treatment Plan Presentation

THIS IS A GROUP PROJECT – sign-ups will take place in class and grading will be based on equal effort across the group

You will apply your understanding of multicultural counseling competence by creating a 20-minute presentation that includes a mock client case conceptualization and treatment plan.

This client will be fictional and made up by you and your group. They should have identities that relate to your personal advocacy agenda as a counselor (refer to your advocacy/engagement project as reference). You will first write a vignette explaining the important factors about your client's life that contribute to their cultural identity and impact their journey to counseling. Then describe how the client finds his/her way to counseling and provide both a conceptualization of the client as well as a treatment plan. Conceptualizations should include specific examples from your vignette as well as citations from academic sources. In describing the therapeutic setting, imagine you are a working counselor.

Respond to the following items in your conceptualization and treatment plan presentation:

1. Describe your client's unique cultural identities (all factors) and their experience of systemic oppression or privilege (2.F.2.a)
2. Identify and describe how your client's unique cultural identity affects their help-seeking behaviors and perceptions of the mental health system (2.F.2.f)
3. Identify at least 3 multicultural counseling competencies relevant to your work with this client and provide examples of how to implement the competencies (2.F.2.c)
4. Describe how the degree of the client's privilege/power and counselor's privilege/power (you/your group) impact the counseling relationship and their personal worldviews (2.F.2.e)
5. Formulate a counseling plan realistic for work in your intended counseling setting
    a. Identify at least two specific, measurable counseling goals as your client is likely to describe them
    b. Outline a counseling plan for working with the client in your setting. Support your response with citations from readings. Be sure to include:
        - type of service (individual, group, family)
        - counseling strategies (theory, interventions)
        - specific ways in which you will build a culturally responsive counseling relationship with your client and make your counseling approach responsive to the client's reality
        - adjunct services and/or referrals you may offer
6. Develop an advocacy plan for your client referring to the advocacy competencies in which you act with your client or on their behalf (2.F.2.e.)

Learning Review Meeting

At the end of the semester, we will meet to discuss your experience throughout the course and your progress toward a multicultural orientation. This is meant to be a reflection on the knowledge, awareness, and skills you have acquired throughout the semester. You also will share identified areas for continued growth using specific examples. My hope is that you will demonstrate self-awareness, increased empathy, and a contextual understanding of a multicultural orientation and how it relates to clinical practice. This assignment will be evaluated based on the following: growth/progress towards multicultural competence and evidence of self-awareness (examples), depth of insight, growth

of empathy, and instructor's evaluation of the above (based on this assignment and previously completed assignments in this class).

Course Policies

Due Dates

Assignments are considered late if they are not received by midnight on the day provided on the syllabus (with the exception of journals and discussion posts). If you are in need of an extension, please contact me to make arrangements before the assignment due date. Extensions will result in a reduction of points on the assignment equal to 10% of the total assignment grade per calendar day late. The need for multiple extensions throughout the course of a semester(s) may warrant a competency concern/report.

Writing Style and Citations

All sources used for the assignments must be cited in APA style (7th edition). Please reference scholarly sources and reflect a depth of critical thought commensurate with graduate-level work.

Canvas

We will be using Canvas as a course management tool this semester. You will be able to view announcements, download copies of class materials, write journals, and submit course assignments.

Absences

Prompt attendance at all class meetings is a professional responsibility. The rigors of graduate training in counseling involve more than simply the ability to earn an "A" or "B" in course material. Although you have busy, complex lives and setting priorities may often be challenging, as a counselor trainee, learning to balance responsibilities within the context of one's life is an essential part of developing into a competent and trustworthy clinician.

If necessary, you may miss one class with a valid excuse (such as illness or family emergency) and not face penalties related to your grade. You must let me know as soon as possible if you will be missing class. It is your responsibility to obtain all notes and handouts missed during their absence. Each absence beyond the first will result in a loss of 10 points from your total grade. Therefore, you are advised to save your absence for emergencies such as unforeseen illnesses. If you miss more than three classes, you will receive a failing grade. If you miss more than 1 hour of class, it is considered an absence. Chronic tardiness or early departure (arriving 15 minutes late or leaving 15 prior to the end of class) will result in the lowering of a final grade at my discretion. Students who miss more than one class period, for whatever reason, will be considered below professional expectations and should expect for their average to be reduced one letter grade. There is UT Tyler protocol if students need to miss an extended period of time, please consult me for more information.

Meets professional expectations	Below professional expectations	Significantly below expectations
▪ 0-1 absences ▪ Rarely tardy or late from break ▪ Contributions reflect routine, careful preparation for class ▪ Attentive and respectful toward others when not contributing directly ▪ No concerns regarding personal characteristics ▪ Shows ethical integrity and adheres to ACA Code of Ethics ▪ No concerns regarding academic integrity	▪ 1-2 absences ▪ Frequent, minor tardiness ▪ Rarely contributes to class ▪ Contributions reflect occasional preparation for class ▪ Sometimes distracted or disrespectful nonverbally when not contributing directly (e.g., texting, surfing, sidebars) ▪ Occasional or minor personal characteristic concerns ▪ If ethical violation present, concern is minor and student takes immediate action to remedy ▪ Minor, uninformed violations of academic integrity Final grade adjustment of ½ - 1 letter grade, conference with instructor, and/or competency concern report filed with Counseling Program.	▪ 2-3 + absences ▪ Persistent, minor tardiness ▪ Recurrent, major tardiness ▪ Contributions are rare or not productive ▪ Contributions reflect lack of preparation for class ▪ Behaviors detract from safe, scholarly learning environment ▪ Serious concerns regarding personal characteristics ▪ Major ethical violation or inability to understand ethical concerns ▪ Major, intentional violations of Academic Integrity Policy Final grade adjustment of 1-2 letter grades, conference with instructor, and/or competency concern filed with Counseling Program. Serious violations may require repeating course (e.g., 3+ absences), assignment of F in course (e.g., ethical or integrity concerns), or other remediation per competency concern report.

Course Schedule

Note: This schedule may be modified at any time throughout the semester.

Week	Date	Topic	Readings & Assignments Due*	Class Meeting	Due
1	Week of Aug 24	Introduction Syllabus Review	Katz (1985) Psychology's historical chronology	Monday @ 5 pm	
2	Week of Aug 31	Multicultural Orientation Power, Privilege, and Oppression	Sue et al. 1, 2, 3 McIntosh, 1990 Croteau, 1997 Decolonizing Mental Health	Asynchronous	**DUE:** Journal 1 **DUE:** Sign up for In the News
3	Week of Sept 7 – Labor Day	Intersectionality Racial/Cultural Identity Development	Sue et al. 6, 7, 8 hooks, 2000 Ortiz, 1999 Crenshaw	NO CLASS MEETING – Holiday	**DUE:** Discussion Post #1 **DUE:** Read and Comment on In The News (as needed)
4	Week of Sept 14	Social Justice Advocacy Systemic Oppression	Sue et al. 5 Toporek, Lewis, & Crethar, 2009 Ratts et al., 2016 - Advocacy Competencies & Social Justice Counseling Competencies ACA Code of Ethics	Asynchronous	**DUE:** Select partner(s) for Case Study Project **DUE:** Read and Comment on In The News (as needed)
5	Week of Sept 21	Therapeutic Relationship Microaggressions	Sue et al. 4 Reyes et al., 2020	Monday @ 5 pm	**DUE:** Journal 2 **DUE:** Read and Comment on In The News (as needed)
6	Week of Sept 28	Culturally Sensitive Assessment	Sue et al. 9, 10, 11	Asynchronous	**DUE:** Read and Comment on In The News (as needed)
7	Week of Oct 5	Broaching Cultural Ruptures	King, 2021 Day Vines et al., 2007 Optional: Day Vines et al., 2020	Monday @ 5 pm	**DUE:** Discussion Post #2 **DUE:** Read and Comment on In The News (as needed)
8	Week of Oct 12	Cultural Autobiography Presentations		Asynchronous – post biography online w/ voiceovers	**DUE:** Cultural Autobiography
9	Week of Oct 19	Sexual Identity Gender Older Adults Mid-semester check-in	Sue et al. 20, 21 Herlihy et al., 2014 ALGBTIC Competencies WPath Standards of Care for the Health of Transgender and Gender Diverse People	Monday @ 5 pm	**DUE:** Journal 3 **DUE:** Read and Comment on In The News (as needed)

			An Ally's Guide to Terminology MAP Gender & the Brain Ponzo, 1992 Burnes et al., 2019		
10	Week of Oct 26	Socioeconomic Status Spirituality and Religion Middle Eastern Culture Immigrants and Refugees	Sue et al. 18, 23 ASERVIC Spiritual and Religious Competencies Oman & Nuru-Jeter, 2018 Hidden Rules Among Classes Foss et al., 2011 Sue et al. 16, 17, 19 Nassar-McMillan & Hakim-Larson, 2003	Asynchronous	**DUE:** Discussion Post #3 **DUE:** Read and Comment on In The News (as needed) **DUE:** Advocacy Project
11	Week of Nov 2	Latinx Culture AAPI Culture	Sue et al. 14, 15	Monday @ 5 pm	**DUE:** Journal 4 **DUE:** Read and Comment on In The News (as needed)
12	Week of Nov 9	Ability Status Body Size	Sue et al. 24 Implicit Bias Test (Weight) Respectful Disability Language McHugh & Chrisler, 2019	Asynchronous	**DUE:** Discussion Post #4 **DUE:** Read and Comment on In The News (as needed)
13	Week of Nov 16	Black Culture Indigenous/Native American Culture	Sue et al. 12, 13 Vereen et al. 2017	Monday @ 5 pm	**DUE:** Schedule Learning Review Meeting
14	Week of Nov 23	National Native American Heritage		NO CLASS MEETING – Holiday	
15	Week of Nov 30	Case Study & Treatment Plan Presentations		Monday @ 5 pm	**DUE:** Case Study & Treatment Plan
16	Week of Dec 7	Finals Week Supplemental Presentations: Environmental Justice Sex Work Considerations in Working with Women	Learning Review Meeting (scheduled by 11/23)	Individual Meetings	**DUE:** Learning Review Meeting

*Unless otherwise specified, all assignments are due by midnight on the listed day via Canvas.

Syllabus Addendum

Student Course Resources:

- 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

Other 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. *Refer to the About This Course section of the UT Tyler Syllabus Module for specific information on appropriate use of AI in your course(s).*

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.