

**THE UNIVERSITY OF TEXAS AT TYLER**  
**Phil 2306: Introduction to Ethics**  
**Spring 2019**  
**Sections 062 & 063**  
**Course Syllabus**

Instructor: Matt Deaton, Ph.D.

Office: Home office; contact info below

Email: [jdeaton@uttyler.edu](mailto:jdeaton@uttyler.edu) (please use this address rather than Canvas's internal system for email correspondence; I'll check [jdeaton@uttyler.edu](mailto:jdeaton@uttyler.edu) regularly, but not constantly, so please just call for anything time-sensitive)

Phone (personal cell): 865-323-9773

Secretary Phone: 903.566.7373

Skype ID: mattdeaton

Office Hours: Flexible and by appointment (I'm sure we can work out a mutually convenient time to speak – email or call and we'll set something up)

Supervisor: Dr. Greg Bock: 903.566.7456 or [gbock@uttyler.edu](mailto:gbock@uttyler.edu)

Required Readings (in the order we'll read them)

- *Ethics in a Nutshell* by Matt Deaton – pdf for Tyler students downloadable on the course Canvas site or paperback (only if you prefer) available at Amazon [here](#)
- *Justice: What's the Right Thing to Do?* by Michael Sandel – ISBN 0374532508 (available at Amazon [here](#) or at the campus bookstore)
- Various applied ethics articles, all of which will be posted to the course Canvas site in pdf for download

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)

- Date to withdraw without penalty (census date): January 28, 2019
- Date to withdraw from one or more classes (financial and/or grade-related penalties apply – please confirm specifics with UT-Tyler): April 1<sup>st</sup>, 2019

Reading and Assignments Schedule

*In most cases organized by Thursdays, when new lecture videos and notes will be posted, through **Wednesdays, when reflection posts will be due by midnight** unless otherwise noted (look for underlined and bolded dates in the list below for deviations from that norm).*

**M** Jan 14 – **R** Jan 17: Ethics in a Nutshell **Chapter 1:** Introduction and **Chapter 2:** What's Ethics?

**F** Jan 18 – W Jan 23: Ethics in a Nutshell **Chapter 3:** Why Ethics Isn't Ice Cream and **Chapter 4:** Three Key Distinctions

R Jan 24 – W Jan 30: Ethics in a Nutshell **Chapter 5:** The Four Dominant Ethical Theories

R Jan 31 – W Feb 6: Ethics in a Nutshell **Chapter 6:** All-Things-Considered, **Chapter 7:** Argument by Analogy, **Chapter 8:** Moral Intuitions and Coherence, and **Chapter 9:** Conclusion

**Sat Feb 9:** **EXAM ONE DUE BY MIDNIGHT** (will be available **M Feb 4 – Sat Feb 9**)

R Feb 7 – W Feb 13: Justice **Chapter 1:** Doing the Right Thing

R Feb 14 – W Feb 20: Justice **Chapter 2:** The Greatest Happiness Principle – Utilitarianism

R Feb 21 – W Feb 27: Justice **Chapter 3:** Do We Own Ourselves? – Libertarianism

R Feb 28 – W Mar 6: Justice **Chapter 5:** What Matters is the Motive – Immanuel Kant

M Mar 11 – Sun Mar 17: NO CLASS – ENJOY SPRING BREAK

**M** Mar 18 – W Mar 20: Justice **Chapter 6:** The Case for Equality – John Rawls

R Mar 21 – W Mar 27: Justice **Chapter 10:** Justice and the Common Good

**Sat Mar 30:** **EXAM TWO DUE BY MIDNIGHT** (will be available **M Mar 25 – Sat Mar 25**)

R Mar 28 – W Apr 3: The “Rate That Abortion” worksheet, John T. Noonan’s “An Almost Absolute Value in Human History” (aka “Abortion is Morally Wrong”) and Judith Jarvis-Thomson’s “A Defense of Abortion”

R Apr 4 – W Apr 10: Margaret Olivia Little’s “The Moral Permissibility of Abortion” and Callahan’s “A Case for Pro-Life Feminism”

R Apr 11 – W Apr 17: Singer and Wells’s “Ectogenesis” and Sander-Staudt’s “Of Machine Born? A Feminist Assessment of Ectogenesis and Artificial Wombs”

R Apr 18 – W Apr 24: Mathison and Davis’s “Is There a Right to the Death of the Foetus?”, Rasanen’s “Ectogenesis, Abortion and a Right to the Death of the Fetus,” and Overall’s “Rethinking Abortion, Ectogenesis, and Fetal Death”

**Sat Apr 27:** **EXAM THREE DUE BY MIDNIGHT** (will be available **M Apr 22 – Sat Apr 27**)

**Wed May 1: COURSE PROJECT DUE BY MIDNIGHT (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

Weekly Video/Written Reflection Posts: 30% Final grade

Exam One: 20% Final Grade

Exam Two: 20% Final Grade

Exam Three: 20% Final Grade

Course Project: 10% Final Grade

Assignments

**Video/Written Reflection Responses**

Each week I'll post a video and lecture notes overviewing the assigned reading(s) and ask you to respond to at least one prompt – in some cases two. You can answer the assigned prompt(s) in one of two ways: 1) via a link to a YouTube (or Vimeo or whatever) video of **2-5 minutes**, or 2) via a written post of **200-500 words**. Meeting and staying within the minute/word requirements allows me to both better plan my grading and better compare the quality of comparable submissions – thank you for planning and editing your videos and/or posts such that they're between 2 and 5 minutes or 200-500 words. ***These weekly posts will be due each week by midnight Wednesday unless otherwise noted in the schedule or on the course website in writing.***

So long as your video or your post indicates you read, reflected on and seriously engaged the assigned reading(s), you fully answer the prompt(s), and it falls within the minute or word count requirements above, you will receive full credit – 10/10. 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 10/10. (The exams and course project are another story!)

\* **Bonus opportunity:** Since it takes a little more work to post a video than a written submission, and I appreciate being able to see you (and so too do your classmates), videos that meet the above criteria (obvious you read, reflected on and seriously engaged the reading(s), you fully answered the prompt(s), and it's between 2 and 5 minutes) will receive two bonus points, for a total of 12/10. This can significantly offset poor exam grades or a missed reflection, so take advantage – it's likely the only extra credit opportunity that will be offered.

\*\* I'll drop your lowest reflection post grade, so you can strategically skip a week if you like ☺ Just be ready for the exams.

**Exams**

You'll take three exams **per the schedule in this syllabus**. Each will build on the previous, such that all will be cumulative, but expect the majority of the questions on any given exam to concern the most recent readings (for Exam One, *Ethics in a Nutshell*, for Exam Two, *Justice*, and for Exam Three, the Abortion articles). 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 reflection posts, 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 may not consult with one another, or any other person – the point is to judge your mastery of the material, and yours alone. The exams will also be timed, so bring your A game.

### 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 post weekly “collective feedback” shortly after each Wednesday midnight post deadline in which I'll pull quotes from and provide commentary on select submissions, late reflection posts are not accepted, and a zero will be recorded for any that come in after the deadline.

The exams will be available for a Monday through Saturday window and set to close at midnight on their due date (see schedule). Please mark them in your personal calendar and plan to study for and complete them with time to spare. Coordinating make-ups can be technically done, but would require me manually going into the system and making various changes. If you miss an exam deadline and succeed in contacting me to have it re-opened (it'll be on the weekend), the penalty 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 2<sup>nd</sup> calendar day late (max 70/100), and 50 points if completed between the 3<sup>rd</sup> and 5<sup>th</sup> calendar days late (max 50). Once the 5<sup>th</sup> calendar day after an exam deadline has passed, there are no make-ups, and a zero is recorded.

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), the incentives to submit it on time are steep. The penalty is 20 points if submitted within the first calendar day late (meaning the max score would be 80/100), and then no course project will be accepted (sorry – have to finalize and upload final course grades). Keep in mind that the Canvas upload interface will close at midnight on the project's due date, and so any submission after that point would need to be sent to my Tyler email address as an attachment. In fact, if you're planning to submit your project the day after the deadline, please email or call to ensure I'm looking for it.

## Course Project

**Due in .doc, .docx or .rtf format via upload using the Canvas interface by midnight per the schedule on the syllabus,** after covering *Ethics in a Nutshell* and *Justice: What's the Right Thing to Do?* we'll close out the semester by reviewing several philosophical readings on the ethics of abortion. You'll no doubt enter the class with some sort of view on whether abortion is permissible or impermissible, in which cases, and what details make a difference. My aim isn't to convince you to adopt a predetermined conclusion, but to enrich your understanding of the complexity of considerations thoughtful people take into account when examining an issue such as this. The course project will entail further analyzing the arguments we'll consider, formulating and presenting your own philosophical argument on abortion.

Note that the arguments politicians typically employ when discussing abortion are shamefully simplistic. By the end of the course project my goal is that you will possess and demonstrate a much more sophisticated understanding of the issue, key philosophical arguments surrounding it, as well as what you yourself rationally believe makes the most sense. Please keep this expectation in mind when completing the assignment – asserting and defending a “right to life” or a “right to control one’s body” without covering and engaging the course readings will result in a poor grade. Questions, as well as draft outlines for advance feedback, welcome and recommended.

Goal: The goal of this assignment is for you to develop a rich understanding of the morally relevant factors surrounding to the ethics of abortion, as well as the ability to think through a difficult issue in an objective fashion (that would make Spock proud) using concepts and techniques developed by philosophical ethicists. The approach and techniques honed while completing this assignment should be available for you to apply to other issues both now and for the rest of your life – it's intentionally designed to encourage and facilitate personal growth.

Assignment: *Per the detailed page-by-page instructions below, in six pages, succinctly summarize the abortion and ectogenesis assigned readings, then develop and defend an original argument that articulates whether artificial wombs, once medically perfected, will render terminal abortions in the vast majority of cases unethical, or whether pregnant women might permissibly have a UDH growing within them terminated even when it could be effectively gestated outside their body in an artificial womb.*

Before developing your own view on the ethics of artificial wombs as a possible solution to the traditional abortion debate, briefly reconstruct all of the abortion articles we've covered in this class, as well as the arguments from the two ectogenesis-specific readings (Singer/Wells and Sander-Staudt). Further specific directions on what to include on each page:

**Page 1:** In your own words and citing the articles reconstruct Thomson and Little's arguments concerning the ethics of abortion.

**Page 2:** In your own words and citing the articles reconstruct Noonan and Callahan's arguments concerning the ethics of abortion.

**Page 3:** In your own words and citing the articles reconstruct Singer/Wells's and Sander-Staudt's arguments concerning the ethics of artificial wombs and abortion.

**Page 4:** In your own words and citing the articles reconstruct Mathison/Davis's, Rasanen's, and Overall's arguments concerning the ethics of artificial wombs and abortion.

**Page 5 and top half of page 6:** Drawing on considerations from the assigned articles, concisely construct an original argument as to whether artificial wombs, once medically perfected, would render terminal abortions in the vast majority of cases unethical, or whether pregnant women might permissibly have a UDH growing within them terminated even when it could be effectively gestated outside their body in an artificial womb. Be sure to clearly explain nuances to the view you're defending, and to offer good reasons in support of it that build on, engage, address, respond to, etc. the course readings. (You can see from the readings where the conversation amongst ethicists has been and where it currently is. Your job here is to use your growing skill as an ethicist to extend it.)

**Bottom half of page 6:** Articulate what a smart and reasonable critic might say to challenge your view, and then effectively respond to this criticism.

**Works Cited** -- unnecessary if you draw on no outside sources. If you draw on sources beyond readings assigned for the class, individually note the author, article or book title, and provide a hyperlink when appropriate on this final page. You do not need to do this for any course assigned reading, and you do not need to follow any specific formatting guidelines. Instead, spend that mental energy and time writing a quality paper. Do, however, place *all* direct verbatim quotes within "quote marks," and note in the body of your paper when you are either quoting or drawing on an outside source. Example: "As Matt says in *Ethics in a Nutshell*, 'Blah, blah, blah blah' (6)."

**Paper Structure:** To facilitate clarity of expectations and ease of grading, your paper should be double spaced with 1" margins, 12 pt. font, using Times New Roman or Calibri font.

Note that the above prescribed paper format includes no introduction, no conclusion section, no cover page – nothing nonessential. Simply follow the prescribed format. When it comes to length, I expect each page to be full. No more, no less.

Biggest reasons students have done poorly on this assignment in the past:

1. \* Not meeting the length requirement.
2. \* Failure to effectively summarize all of the abortion and ectogenesis readings.
3. \* Rehashing an existing argument rather than developing an original, interesting one on pages 5 and 6.
4. \* Failure to include and effectively respond to an interesting objection at the end.
5. \* Plagiarism (failing to place verbatim within "quote marks," or submitting a paper they did not author)

*Various theories, tools, techniques, distinctions, etc. that you may choose to use in your paper in addition to concepts, reasons and ideas from the abortion article authors:*

- Ethical Theories
  - Utilitarianism (consequences, happiness, welfare)
  - Kantianism (respect, consistency)
  - Virtue Ethics (character)
  - Feminist Care Ethics (relationships)
- Ethical Reasoning Tools and Techniques
  - Argument by Analogy
  - Rawls's Veil of Ignorance/Original Position
  - Contrasting of Intuitions with Principles to Achieve Reflective Equilibrium
- Ethical Distinctions
  - Public vs. Nonpublic Reasons
  - Indecent vs. Unjust Actions
  - Legality vs. Morality
  - Morality vs. Psychology

COURSE PROJECT RUBRIC	
90-100%	<ul style="list-style-type: none"> <li>• The original argument is creative and clearly well-reasoned, demonstrating careful and extensive thinking about and understanding of the issue, including the existing arguments covered in the class</li> <li>• The required formatting and page length requirements are precisely met</li> <li>• The writing is logical and the reasoning clear and strong</li> <li>• Summaries of all required readings are present, clear, and cover all main points</li> <li>• The objection raised is creative, intelligent and reasonable, and the response to it thorough and satisfactory</li> <li>• Connections to the course materials are widespread and relevant</li> <li>• Grammar is excellent and typos are absent</li> <li>• Proper citations and bibliography (only needed when citing materials from outside the course)</li> </ul>
80-89%	<ul style="list-style-type: none"> <li>• The original argument is somewhat creative and fairly well-reasoned, demonstrating some thinking about and understanding of the issue, including the existing arguments covered in the class</li> <li>• The required formatting and page length requirements may not be precisely met</li> <li>• Logic and reasoning may be somewhat skewed or incomplete</li> <li>• Summaries of all required readings may be incomplete or incorrect</li> <li>• The objection raised may be uncreative, unreasonable, and/or too easy to address, or the response may be ineffective or dismissive</li> <li>• Connections to the course materials may be rare and/or irrelevant</li> </ul>

	<ul style="list-style-type: none"> <li>• Some grammatical errors and typos may be present</li> <li>• Improper citations and bibliography (only needed when citing materials from outside the course)</li> </ul>
70-79%	<ul style="list-style-type: none"> <li>• The original argument isn't very creative or well-reasoned, demonstrating a lack of thorough thinking about and understanding of the issue, including the existing arguments covered in the class</li> <li>• The required formatting and page length requirements may not be precisely met</li> <li>• Logic and reasoning may be poor or incomplete</li> <li>• Summaries of all required readings may be incomplete or incorrect</li> <li>• The required objection or response may be missing, or the objection raised uncreative, unreasonable, and/or too easy to address, or the response may be ineffective or dismissive</li> <li>• Connections to the course materials may be rare and/or irrelevant</li> <li>• Several grammatical errors and typos may be present</li> <li>• Improper citations and bibliography (only needed when citing materials from outside the course)</li> </ul>
1-69%	<ul style="list-style-type: none"> <li>• Paper may not follow basic instructions and/or fail to answer the prompt</li> <li>• Reading summaries may be incorrect, incomplete and/or missing</li> <li>• Grammatical and/or typographical errors may be widespread</li> <li>• Paper may lack a coherent argument and/or lack logical coherence</li> <li>• Formatting requirements egregiously unmet</li> <li>• The required objection or response may be missing, or the objection raised uncreative, unreasonable, and/or too easy to address, or the response may be ineffective or dismissive</li> <li>• Connections to the course materials may be missing, rare and/or irrelevant</li> <li>• Widespread grammatical errors and typos may be present</li> <li>• Proper citations and bibliography may be missing or incomplete (only needed when citing materials from outside the course)</li> </ul>
0%	<ul style="list-style-type: none"> <li>• No submission</li> <li>• Plagiarism (failing to place verbatim quotes within "quote marks," and/or failing to disclose a consulted source)</li> </ul>



### ***Free Philosophy Paper Writing Tips***

Tip 1: Contrary to legend, consuming hallucinogenic drugs before writing a philosophy paper typically will not improve its quality. It may inflate *your* assessment of the paper's quality. ("Dude, check out this dope paper I wrote!") But it will most likely deflate your professor's. Caffeine and careful thought usually facilitate philosophical writing. Weed/shrooms/acid/etc. usually hinder philosophical writing.

Tip 2: Good writing is RE-writing. Which means the more you rearrange and rewrite your sentences and paragraphs, the more likely the final product will be of high quality. Conversely, if you slap something together the night before it's due, it may still receive a good grade, but it very likely will not. Some subjects lend themselves to hasty, fluffy writing. You should know by now that philosophy isn't one of them. Writing an article or paper requires careful consideration, reflection, revision, etc. So sketch your ideas early, go back and flesh them out, revise as your position clarifies, and be willing to scrap things that once seemed plausible should further thought convince you they're actually wrong. \*Note that unlike the weekly reflection posts, for which I'm a super easy grader, I'll grade the course project for both content and format/grammar according to how well you satisfy the prompt.

Tip 3: Practice William Zinsser's 4 Principles of Good writing: **clarity** (make sure everything is obviously clear – not vague, ambiguous or otherwise confusing), **brevity** (eliminate all unnecessary words and phrases – ensure your page is filled with rich content, not fluffy filler), **simplicity** (don't try to write like Sandel or Kant or Rawls or Matt – explain your ideas in clear, simple language in a way that your parents or siblings could easily understand – accomplishing THAT will impress me, not fancy terminology or what you think is a scholarly tone), **humanity** (write in YOUR voice – not as informal as a text message, but as YOU, simply and clearly explaining what might be a complex idea in your own words, as you might do so over dinner).

Tip 4: Please submit original work. I don't want to fail you because you plagiarize, but I will :-( And it would be especially tragic to have to do it at the end of the semester. Warning from the syllabus: "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. 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.

Tip 5: Not sure how to proceed? Make me earn my paycheck by emailing or calling. That's what your UT-Tyler professors are here for – to teach you this stuff, generally help you understand, and to at the very least clarify things when you're confused. Didn't pay attention during the Kantianism, Utilitarianism, Libertarianism or Rawlsian Liberalism chapters? Afraid if you ask a question now I'll realize as much? Don't sweat it. I didn't pay attention in many of my classes (I had a life just like you), so I'm not going to think less of you if you admit you're struggling and ask for assistance, even if it's due to poor study habits or whatever. In fact, I'll likely think *more* of you for having the courage to admit you need help, and I'll feel MUCH better about the class knowing I was able to help you better understand these cool ideas. So don't be shy. If you're not sure how to proceed, reach out. I enjoy helping students, and unless you're a mean person, I'm sure I'd enjoy working more closely with you on this assignment.

### *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.

## UNIVERSITY POLICIES AND ADDITIONAL INFORMATION THAT MUST APPEAR IN EACH COURSE SYLLABUS

### **UT Tyler Honor Code**

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

### **Students Rights and Responsibilities**

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link:

<http://www.uttyler.edu/wellness/rightsresponsibilities.php>

### **Campus Carry**

We respect the right and privacy of students 21 and over 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 a Tobacco-Free University**

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors.

Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products.

There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit [www.uttyler.edu/tobacco-free](http://www.uttyler.edu/tobacco-free).

### **Grade Replacement/Forgiveness and Census Date Policies**

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions of which students need to be aware. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

### **State-Mandated Course Drop Policy**

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

### **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 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 <http://www.uttyler.edu/disabilityservices>, the SAR office located in the University Center, # 3150 or call 903.566.7079.

### **Student Absence due to Religious Observance**

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

### **Student Absence for University-Sponsored Events and Activities**

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

### **Social Security and FERPA Statement**

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

### **Emergency Exits and Evacuation**

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

### **Student Standards of Academic Conduct**

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

i. "Cheating" includes, but is not limited to:

- copying from another student's test paper;
- using, during a test, materials not authorized by the person giving the test;
- failure to comply with instructions given by the person administering the test;
- possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes". The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
- using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
- collaborating with or seeking aid from another student during a test or other assignment without authority;
- discussing the contents of an examination with another student who will take the examination;
- divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructor has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
- substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
- paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
- falsifying research data, laboratory reports, and/or other academic work offered for credit;
- taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
- misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.
- ii. "Plagiarism" includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the submission of it as one's own academic work offered for credit.
- iii. "Collusion" includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.
- iv. All written work that is submitted will be subject to review by plagiarism software.

### **UT Tyler Resources for Students**

- UT Tyler Writing Center (903.565.5995), [writingcenter@uttyler.edu](mailto:writingcenter@uttyler.edu)
- UT Tyler Tutoring Center (903.565.5964), [tutoring@uttyler.edu](mailto:tutoring@uttyler.edu)
- The Mathematics Learning Center, RBN 4021, this is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254)