

**Department of Psychology and Counseling****COUN 5308-560: Diagnosis and Treatment Planning****Summer 2023 Syllabus****Course Time: Tuesdays 10:00 AM - 12:45 PM CST****Location: ONLINE SYNCHRONOUS****Instructor:** Ramona I. Grad, Ph.D., LPC, NCC**Office:** HPR Bldg., Room 239**Phone:** 903.566.6269**Email:** rgrad@uttyler.edu**Communication:** I can be reached via **email**. I will respond to your emails as promptly as possible within 24 hours of receipt Monday-Thursday.**Online Office Hours:** Tuesdays 8:00 AM - 10:00 AM. Please let me know if you would like [to set up a meeting](#).**Dr. Grad's Professional Background Statement**

Ramona I. Grad, Ph.D. is an Assistant Professor in the Department of Psychology and Counseling at UT Tyler and received her doctoral degree in Counselor Education and Practice from Georgia State University. Dr. Grad teaches courses in the CACREP-accredited master's level clinical mental health counseling program. Dr. Grad has an ongoing program of research and scholarship that focuses on the experiences of individuals with a history of childhood interpersonal trauma as well as on therapeutic relationship aspects in counseling, counseling training, and supervision. Dr. Grad's scholarly work also includes numerous peer-reviewed articles and presentations focusing on topics such as post-traumatic growth and diversity issues in the counseling process. Dr. Grad has extended clinical experience, having worked as a counselor and supervisor in Romania and the United States in community mental health clinics, treatment facilities, college counseling centers, and private practice.

Dr. Grad's Teaching Philosophy

"Education is not the filling of a pail, but the lighting of fire" – Yeats

My philosophy of teaching is rooted in Individual Psychology, which I have implemented in my role as a counselor, supervisor, researcher, and instructor over many years. Therefore, my focus is on building a **collaborative relationship** with students and an **encouraging climate** that enables them to explore and challenge their own beliefs, take risks and grow, **take ownership of their learning**, and develop an understanding of the new material presented, to themselves, and of each other's unique individual and group identities, experiences and perspectives. In the classroom, I strive to create a respectful, optimistic, democratic, and growth-oriented atmosphere that emphasizes the unique skills, abilities, resources, and strengths of each student. I am implementing teaching strategies that encourage personal discovery and experiential learning. The natural character of experiential learning allows for greater transferability and application of the lessons to other situations outside of the classroom. Further, the variety of experiences associated with this type of learning tends to meet the needs of diverse learners. Promoting **intellectual and cultural humility** is critical for me as an instructor. I challenge students to share their diverse opinions and experiences with one another, I encourage brainstorming sessions, experiential projects, and group presentations. It is my hope that students leave the course knowing what it means to be a collaborator, and most of all feel encouraged to work with people who are different from them, and who have different opinions than the ones they have. Ultimately, I desire the students I work with to be inspired by the love I have for the counseling process. **"We should feel enlarged by the people who are different"** is a key quote that best describes my views on learning and teaching and represents my goal in the roles that I embrace.

Content Area

Catalog Description

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

Course Prerequisites

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

Course Objectives and Learning Outcomes

The student will demonstrate knowledge, skills, and practices necessary for success as a professional counselor via their participation in key assessments in this course. SLOs for this course are as follows:

Course Learning Outcomes Measures	CACREP 2016 Standards (CMHC)
1. Understand principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning.	5.C.1.c.
2. Understand the etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders.	5.C.2.b.
3. Understand the range of mental health service delivery modalities, such as inpatient, outpatient, partial treatment and aftercare, and the clinical mental health counseling services network.	5.C.2.c.
4. Know the principles of the diagnostic process, including differential diagnosis, and the use of current diagnostic system, including the current edition of the <i>Diagnostic and Statistical Manual of Mental Disorders (DSM)</i>	5.C.2.d.
5. Recognize the potential for substance use disorders to mimic and coexist with a variety of neurological, medical and psychological disorders.	5.C.2.e.
6. Recognizes the impact of crisis and trauma on individuals with mental health diagnoses	5.C.2.f.
7. Recognizes the impact of biological and neurological mechanisms on mental health	5.C.2.g.
8. Knows the classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation	5.C.2.h.
9. Identifies cultural factors relevant to clinical mental health counseling.	5.C.2.j.
10. Demonstrates skills in conducting an intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management.	5.C.3.a.
11. Demonstrates techniques and interventions for prevention and treatment of a broad range of mental health issues.	5.C.3.b.

Required Texts

- American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Washington, DC: Author.
- Sperry, L. & Sperry, J. (2020). *Case Conceptualization: Mastering this competency with ease and confidence* (2nd edition). New York, NY: Routledge. This textbook is available as an eBook with unlimited access through the UT Tyler Library at <https://libguides.uttyler.edu/c.php?g=1066647&p=7761774>

Optional

- Diagnostic Tabs (index tabs for the DSM-5; <http://diagnostictabs.com/>)

Recommended Readings

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

*Additional readings may be recommended/required throughout the semester in response to students' needs or requests and will be posted on Canvas

**Note: A student at UT-Tyler is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

Additional Resources

- DSM instruments: <http://www.tomwademd.net/psychiatric-assessment-measures-useful-in-primary-care-from-dsm-5/>
- American Counseling Association: www.counseling.org
- National Board for Certified Counselors: www.nbcc.org
- Online Writing Lab for APA Style: <https://owl.english.purdue.edu/owl/>

Methods of Instruction**Teaching Strategies**

This course is going to be taught online in a synchronous manner. This means that students will be expected to be available and fully participate in course activities during the scheduled time for this course.

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

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

Course Policies and Requirements**Informed Consent Statement**

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

student competencies within the realm of professional counseling and to address any concerns regarding students' professional competence. As such, please be aware of the following information regarding this course:

- The counseling profession encourages counselors fully integrate their own personal attributes and identity, as well as their strengths and weaknesses, into therapeutic processes. Therefore, self-awareness is critical because this knowledge relates to being an effective therapist.
- There will be an emphasis in many courses on self-awareness/exploration, as well as giving feedback to peers. Although uncomfortable at times, we encourage students to be open to self-exploration, since we frequently ask clients to do so.
- At times, the class may include experiential and self-awareness exercises. It is important to distinguish between sharing one's emotional reactions to such experiential class activities and revealing information about one's personal history. Self-disclosure of personal history is not required in order to successfully pass any course; however, students may be expected to share their reactions to experiential activities.
- Self-disclosures will not be used as a basis for grading in any course. However, should a student disclose information indicating impairment or the potential for harm to clients, the faculty member may take appropriate action in accordance with the ACA Code of Ethics (2014).
- Students often experience personal growth as they progress through the program. **However, the courses are not meant to be a means of personal therapy.** The focus in classes is on self-awareness and the enhancement and growth of necessary counselor skills.
- Please be aware that, although all instructors strive to create a safe environment for any personal disclosures, we cannot guarantee that other students will maintain the confidentiality of any such disclosures that are made.
- It is each student's responsibility to determine an appropriate level of self-disclosure (i.e., the content and depth of personal information that you share) in experiential learning activities.

Attendance Policy

Students are expected to participate in the synchronous meetings on Zoom on the assigned dates mentioned in the course calendar. **Students are required to attend all synchronous classes.** Each unexcused absence will result in a one-letter grade deduction from your final grade in the course (e.g., A →B). If there is an extenuating circumstance or emergency that will require you to miss a class, you should notify the professor ahead of time. You will then be asked to write a letter, and/or provide documentation that substantiates the extenuating circumstances which prevented you from coming to class. The instructor will then decide if the absence is excusable.

Class Punctuality

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

Class Participation on Zoom Policy

Participation is an essential component of this class. Students are expected to come to class fully prepared to actively participate in class activities and discussions. During class students will be provided with opportunities for dialogue, and questions, and to engage in activities related to course content. In order to receive full participation points for this course, students will need to stay engaged during class time and regularly participate in class discussions and activities.

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The expectations for students attending synchronous Zoom classes are similar to the expectations for students attending an in-person class.

- Students will fully attend each class from the start time to the end time of class. Being in attendance for a Zoom class means that a student has their camera turned on for the entire duration of the class. Being in attendance for class also means that students are not concurrently engaged in other activities while attending online synchronous Zoom classes (e.g., driving a car, working, attending an appointment, or sitting in a waiting room).
- Students exhibit the same professional behaviors during class time that would be expected in an in-person class. That includes sitting upright (i.e., not laying down), being awake and alert, and participating during class.
- Students need to find an appropriate environment to participate in class. An appropriate environment is one that is free from distraction and has privacy from other individuals (i.e., friends, family members, and children). This is essential in clinical courses and courses with large group discussion components, as confidential information is discussed that is not appropriate for others to hear.

Use of Technology

This is an online synchronous course. As such, the following are the requirements for this course:

- You will need to secure a quiet and private place for you to attend class. It is not appropriate for others to be present in the room in which you are attending class from.
- You must have your video running throughout class unless directed otherwise by the professor (note: *in the event of a bad internet connection please contact the professor via the chat function on Zoom and let them know that you will be turning off video*)
- You will need to consistently secure a strong enough internet connection to support both audio and video options on Zoom.
- All students taking this course should have access to a computer with an internet connection that can support the use of Canvas. If you are having trouble logging onto Canvas or uploading assignments, please contact the Canvas **helpdesk at (903)566-7439** or email them at **itsupport@patriots.utttyler.edu**. You can also receive help by using the **Help tab located on the left side of your Canvas screen, using the Canvas guides, or contacting Canvas help at (844)214-6949**.
- If you are having technical difficulties, please alert the professor as soon as possible. Assignments will be accepted through email **only** if there are difficulties with Canvas.
- Word of advice when taking an online course: **Do not wait until the last minute to submit your assignments as this is a sure way to ensure you will have technical difficulties (remember Murphy's law).**

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

Online Communication

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

Other things to keep in mind:

- Be aware that using capital letters to express yourself is considered SHOUTING.
- Whether in writing or in person, derogatory or prejudiced remarks are still considered bad manners, and discussion that contains such comments will be addressed by the instructor.
- Please refrain from sending junk mail, forwards, or advertisements to the class via Canvas.

Patriot E-mail

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

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

Diversity Statement

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

Course Feedback and Evaluation

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

Student Performance Evaluation Criteria & Procedure**Course Activities/Requirements**

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

Evaluation/Grading

The due dates for all assignments are listed in the Syllabus and on Canvas and **must be completed by the date and time listed**. Students should plan to work on their assignments around their life and submit them earlier in the week if need be. All assignments coming in any time after their due date/time will be reduced by 10% per day they are late. **NO** assignment will be accepted if submitted more than 4 days past the due date.

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

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

A grade of I (incomplete) is discouraged and is assigned at the discretion of the instructor, when illness, death in the immediate family, or other unusual and unforeseeable circumstances not encountered by the other students in the class prevent completion of the course requirements by the end of the semester (per UT Tyler Graduate School Guidelines). Under these circumstances, a grade of I may be assigned when all of the following conditions are met: (a) the student has been making satisfactory progress in the course; (b) the student is unable to complete all coursework or final exam due to unusual circumstances that are beyond personal control and are acceptable to the instructor; and (c) the student presents these reasons prior to the time that the final grade roster is due. The semester credit hours for an Incomplete will not be used to calculate the grade point average for a student.

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

*A lower grade of “C” will require that you retake the course.

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

Professional Disposition Assessment

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

Professional Disposition Assessment						
1.Pertinence and relevance of questions and comments	1	2	3	4	5	NA
2.Respect for ideas and integrity of others	1	2	3	4	5	NA
3.Collaborative professional relationship with peers	1	2	3	4	5	NA
4.Intercation with faculty	1	2	3	4	5	NA
5.Self-Awareness	1	2	3	4	5	NA
6.Self-confident when working with others/Leadership	1	2	3	4	5	NA
7.Commitment/Dedication/Enthusiasm/Curiosity	1	2	3	4	5	NA
8.Level of engagement in the learning process	1	2	3	4	5	NA
9.Diversity/Cultural Sensitivity- knowledge and application	1	2	3	4	5	NA
10.Responsiveness to feedback/supervision	1	2	3	4	5	NA

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

Tentative Course Schedule*

*This is a projected course calendar. Adjustments may be made based on class progress, pace, and interest.

Week/Date	Topic	Readings & Assignments	CACREP Standards
Week 1 May 9	<ul style="list-style-type: none"> • Introductions & Course orientation • Evolution and overview of the DSM • Role, risks, and benefits of diagnosis • Cultural Formulation • Glossary of Technical Terms 	DSM-5-TR Classification Preface Section I (5-28) DSM: 859-879 DSM: 873-879 African American Males Views	5.C.2.b; 5.C.2.d
Week 2 May 16	<ul style="list-style-type: none"> • DSM-5 assessment tools • Mental Status Exam (MSE) 	DSM: Section III (841-857)	2.F.7.e; 2.F.7.l; 5.C.3.a;
Week 3 May 23	<ul style="list-style-type: none"> • Case Conceptualization/Treatment Planning 	Sperry & Sperry (2020)	2.F.5.g; 2.F.5.h; 2.F.5.i; 5.C.1.c
Week 4 May 30	<ul style="list-style-type: none"> • Bipolar & Related Disorders • Depressive Disorders 	DSM: 139-175 DSM: 177-214 Beck Depression Inventory	5.C.2.b; 5.C.2.g; 5.C.2.h;
Week 5 June 6	<ul style="list-style-type: none"> • <u>Quiz 1 10:00 - 10:30</u> • Personality Disorders • Categorical vs. Dimensional 	DSM: 733-778 DSM: 881-903	2.F.3.c.; 5.C.2.b 5.C.2.g; 5.C.2.h;
Week 6 June 13	<ul style="list-style-type: none"> • Disruptive, Impulse Control & Conduct Disorders 	DSM: 521-541	5.C.2.b; 5.C.2.g; 5.C.2.h;
Week 7 June 20	<ul style="list-style-type: none"> • Anxiety Disorders • Obsessive-Compulsive & Related Disorders 	DSM: 215-261 DSM: 263-294	5.C.2.b; 5.C.2.h;
Week 8 June 27	<ul style="list-style-type: none"> • Trauma & Stressor-Related Disorders 	DSM: 295-328	5.C.2.b; 2.F.3.g; 5.C.2.f
Week 9 July 4	<ul style="list-style-type: none"> • 4th of JULY - NO CLASS TODAY 		
Week 10 July 11	<ul style="list-style-type: none"> • <u>Quiz 2 10:00 - 10:30</u> • Schizophrenia Spectrum & Other Psychotic Disorders 	DSM: 101-138	5.C.2.b; 5.C.2.g;
Week 11 July 18	<ul style="list-style-type: none"> • Neurodevelopmental Disorders • Substance-Related and Addictive Disorders • Dual Diagnosis 	<u>Case Study Paper</u> DSM: 35-99 DSM: 543-665	
Week 12 July 25	<ul style="list-style-type: none"> • Feeding and Eating Disorders • Dissociative Disorders • V codes 	DSM: 371-397 DSM: 329-348 DSM: 821-836	

Week 13 Aug 1	Final Exam	10:00 - 12:00 Good luck!	
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Program and Departmental Policies

Clinical Mental Health Counseling Program Mission Statement:

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

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

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

UT Tyler Clinical Mental Health Counseling Student Handbook:

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

University Policies

UT Tyler Honor

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.

Student 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.

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 (**May 22nd, 2023**) 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, and 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 purpose of this rule, a dropped course is any course that is dropped after the census (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.

Accommodations for Students with Disability

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Texas at Tyler offers accommodations to students with learning, physical, and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler> and fill out the New Student application here <https://hood.accessiblelearning.com/UTTyler/ApplicationStudent.aspx>. 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. Also, please contact me privately as soon as possible so we can discuss your accommodation. Please note that you will not be required to disclose your disability, only your accommodations. The sooner you let me know your needs, the sooner I can assist you in achieving your learning goals in this course.

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 an 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
- [UT Tyler Tutoring Center](#) (903.565.5964), 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)