

The University of Texas at Tyler
Communication Sciences and Disorders Program
COMD 3350 Neurological Foundations of Speech, Language, and Hearing
Fall 2022

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Class Meeting Time: Tuesday & Thursday 11:00 AM-12:20 PM (Ratcliff B North 4034)

Office Hours: Tuesday & Thursday 8:15-9:15 am; 5:00-5:30 pm

In addition to these office hours, I am available by appointment on Wednesday 2:00-4:00 pm. I am available via email 5 days a week. I make every effort to respond to emails as soon as possible and not later than 48 hours unless I am attending conferences.

Please make sure to download and save a copy of this syllabus and all course materials. Please refer to the syllabus regularly to keep up with assignments.

Please Keep in Mind:

I am here to help and support you in every way that I possibly can. I will be available for you as many times as you need. I will work with you to reach your academic goal and achieve your utmost potential. So, please do not feel that you are inconveniencing me if you write too many emails or ask too many questions. I encourage you to ask questions, no matter how small they may be. It is by your questions and inquiries that I can understand you better and provide you with the help you need.

We will achieve the best learning outcomes when each of us (you as a student and myself as a faculty) does and takes responsibility for his/her part as they should.

During this course you will learn a great deal about the human nervous system and all that it enables us to do in terms of speech, language, and hearing. However, it requires frequent studying. It is expected that you will make full use of what you learned in the anatomy and physiology course.

Please keep in mind that the grade you get at the end of the semester is the grade that YOU earn. **I do not give extra credit work in this or any of my courses.** I do provide my students with every tool and resource and all the support they need to enable them to attain their goal and perform at their utmost potential.

Course Description

This course is designed to introduce students of communication sciences and disorders to the neuroanatomy and neurophysiology of the systems and networks responsible for programming and production of speech, receptive and expressive language processing, and central auditory processing. The course starts with a basic analytic review of nervous system anatomy and the study of brain circulation. Following that, topic discussions will follow a physiological approach whereby the physiology leads the anatomy. As such, topics will be explored in a process-based manner, whereby the anatomy is discussed within the context of the specific process at hand. These processes include speech

cognitive planning, speech motor programming, speech motor activation and coordination; central auditory processing and receptive language processing; and expressive language processing. Related neurocognitive processes will be discussed in context and based on the nature of individual topics. Upon completion of this course, students will be able to provide comprehensive, cohesive descriptions of the processes of speech motor production, central auditory processing and receptive language processing, and expressive language production.

Prerequisites:

Upper-division standing (COMD 1306; COMD 3357; COMD 2358; COMD 2110)

Course Goals and Purposes

Upon completion of this course students will:

1. Provide an overview of major neuron types and neuroglial cells that make up the human nervous system
2. Describe The process of neural transmission and explain the nature and functions of major neurotransmitters
3. Explain the relationship between genetics and the environment; and describe how experience determines and refines neural connectivity
4. Analyze the structure and organization of the human nervous system and explain how they give rise to behavior
5. Discuss brain blood circulation and explain neuropathophysiology of stroke and related cerebrovascular disease
6. Describe the anatomy and physiology of the auditory central nervous system and the process of sound transduction and auditory perception
7. Identify major left and right hemisphere structures responsible for language processing
8. Discuss the cerebral and cerebellar structures and networks responsible for planning, initiation, coordination, and refinement of movement and speech production
9. Analyze the types of age-related and acquired brain damage, and explain the process of spontaneous brain recovery and nervous system repair
10. Discuss the neurobiology of the aging brain and how aging alters behavior, movement and various neurocognitive functions
11. Discuss the nature and neural substrates of specific neurodevelopmental disorders, with a special focus on Autism, Down Syndrome

Text: NONE required

The instructor will provide you with written summaries of book chapters and articles that will be assigned and posted online on a weekly basis. Please have a 1.5 or 1-inch binder to keep this content together. This content will be the textbook for the course.

How the Course is Organized

This course is organized into 4 major units focusing on Cellular Neuroanatomy, The Nervous System, and Sensory, Motor, Experience and Brain Connectivity, and Cognitive Functions. The course begins with the cellular anatomy and neurophysiology and moves on to the structural anatomy and physiology of the nervous system. Once these two units discovered, students will be ready to understand the sensory, motor and cognitive systems and how they perform their unique functions.

Teaching Method:

Students are required to study all assigned materials BEFORE arriving to class. While studying, you should keep a notebook by your side. In this notebook write down any questions that may come up and list specific concepts and/or areas that are hard for you to understand. Class time will be used for explaining complex concepts, discussion, and expanding on specific areas of the content. To benefit from this teaching method, you must come to class well prepared. Course content will be presented through various modalities including discussion, student presentations, You Tube videos, images, class quizzes, and hands-on research projects.

During class be prepared to answer questions, as I will ask questions to every student in the class. Inability to answer questions will be counted as lack of class participation. For a student to earn participation points, s/he MUST come well prepared and ready to answer questions.

Given the nature of the content and teaching method, your success will depend on the following 3 conditions: (A) regular attendance and regular class participation; (B) reading assigned materials PRIOR to coming to class; and (C) studying and reviewing the materials DAILY.

Course Policies:

Laptops are permitted ONLY for taking notes.

Note: *It is essential that you read this syllabus thoroughly and refer to it REGULARLY. Not doing so could cause you to miss some very important deadlines, and you certainly do not want to be overwhelmed. Students are expected to show responsibility and to thoroughly follow all course guidelines outlined in this syllabus.*

Course Assignments:

Very important

- *You are required to keep WORD copies of each assignment you submit until the very end of the course.*
- *All assignments MUST be submitted in Word format and ONLY in the designated folders on Canvas.*
- *All assignments submitted for this course MUST be ORIGINAL and must be ONLY written for this course and ONLY for this semester. Any assignments submitted in previous courses or previous semesters will receive zero credit.*
- **Absolutely NO** emailed assignments. Assignments must be submitted on CANVAS, in their designated folder and by the due date (which is listed in the course schedule grid at the end of this document).
- All written assignments must follow APA Style: i.e., they must be in Word Document form, in double-space, and in Times New Roman font # 12. To learn how to use APA style documentation, please go to Purdue OWL: <https://owl.english.purdue.edu/owl/section/2/10/>. Also, there on CANVAS (course menu) you will find a folder titled "APA Resources." In this folder you will find a videotaped lecture explaining step by step how to use APA. Following these steps will help you avoid losing points.

Late Assignment and Assignment Rewrite Policy:

All assignments must be submitted online and are expected by the due dates, unless a student has an EXTENDED emergency (including hospitalization, death in the family, court duty, accident). In that case, the student MUST present written evidence. A student who misses the deadline will be allowed to submit the assignment within 6 days. However, that assignment will lose 21% of the total grade. For example, if the missed assignment is worth 100 points, the maximum possible points for that assignment would be 79/100. Then, any points lost because of errors, will be subtracted from the 79 points. *The best way to avoid this scenario is to keep up with assignments, to plan ahead, and not to wait until the last minute.*

- *Important: Please do not ask me to edit or your work or “look it over” prior to submitting it. You are welcome to seek editing support help from the Writing Center (at the Student Success Center). You are welcome to ask me any specific questions about the assignment, but I do not edit assignments or read them before grading them.*

Completing Assignments PRIOR to class

Students are expected to read ALL assigned materials, view any assigned videos, and complete ALL other assignments before coming to class. The class will focus on (a) expanding your understanding of the content, answer your questions about the material; and explain any concepts that you may need more help with. You are responsible for the information in the class presentations and discussions, chapter summaries, articles, any videotaped lectures, You Tube videos, articles, material discussed in class, cases, etc. All of these are content for quizzes and exams. The professor reserves the right to assign additional reading materials or new research upon his discretion.

Submitting Assignments:

Absolutely NO emailed assignments. The SINGLE piece that can be emailed is the title of your research paper. Assignments must be submitted on CANVAS, in their designated folder. If the folder is not visible or accessible for any reason, please inform me and I will look into it immediately.

To submit assignments, please go to the Course Assignment folder on Canvas (course menu). In this folder you will find links for submitting each assignment. You will also find guidelines and grading rubrics pertaining to each assignment. All written assignments must be submitted as WORD Docs and as ATTACHMENTS. Please do NOT copy and paste: this will change your format and may make your entire assignment unreadable. Also, before uploading the assignment, please verify that you are submitting the right file. Wrong assignments, or assignments not submitted in the designated folder, will receive zero.

ASSIGNMENTS

The Research Paper & Class Presentation: Individual Assignment (200 points)

Every student will write a term paper focusing on one of the topics addressed in this course. The process begins with developing a title and writing a proposal. Once you get the feedback on the title and proposal, you will write the actual paper. The proposal should include (a) a title page; (b) an abstract; and (c) an outline. All must strictly follow APA guidelines. The only piece that can be emailed for approval is the title. Everything else is submitted online. The paper must strictly follow APA guidelines. Detailed grading rubrics and assignment guidelines are available on Canvas.

Examples of Topics:

- Designing a study to investigate the effect of morning exercise on speech fluency, language inhibition, or editing of written language.
- Studying the effects of sleep deprivation on speech production, written language processing, reading comprehension, etc.
- The effect of a neurological disease (e.g., Parkinson’s, Autism, Tourette, etc.) on speech, language, or auditory processing.
- Speech motor production
- Anatomy and physiology of RECEPTIVE language
- Anatomy and physiology of EXPRESSIVE language
- Neurological bases of stuttering disorder

Etc., etc.,.....

The BODY of the paper will consist of 1200-1500 words, using a 12 Times New Romans or another acceptable APA font. The paper must follow all APA guidelines. The word count does not include the title page, the abstract, or the reference page. Papers with a body less than 1200 words or exceeding 1500 will not be accepted for credit.

The paper should include 1 title page, an abstract page, the body of the paper itself with the title centered on the top of the first content page, and a page for references. Ask me what the first content page is. Here is the link to APA style formatting:

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html.

Following and implementing the guidelines and grading rubric is your best guarantee for earning the highest grade for this assignment.

Acceptable Sources for Research Project:

ONLY scholarly articles from peer-reviewed scientific journals, books, and documents from Official Institution are acceptable for this assignment.

The Proposal: (30 points):

The purpose of this assignment is to enable you to chart the course of your study. The proposal will consist of:

- A title page showing the title of the study and students' names
- An abstract that summarizes the main idea of the paper and its purpose
- An outline following one of APA acceptable formats
- Please refer to detailed guidelines and grading rubric on canvas.

Class Presentation (50 points)

Based on their papers, every student will develop a 15-20-minute class Power Point presentation to discuss their paper. You will not present anything other than what the paper discusses. This is just a way to present the important findings. Please refer to the guidelines and grading rubric on Canvas.

Valuable Resource: Purdue OWL provides detailed APA guidelines for developing a research proposal AND model proposals. You will find 2 types of proposal formats and you are welcome to choose either one.

However, choosing one type means sticking to it from beginning to end. Here is the link:

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

With this said, here are some recommended search tools:

- American Journal Pediatrics
- www.sciencedirect.com (accessible for free from campus and from your Maxwell Library portal at home).
- Medline (National Library of Medicine)
- American Journal Neuroscience
- ASHA journals www.asha.org

Editing the First Draft of a Colleague's Paper: (50 points)

After you finish the first draft of your paper, you will post it to a DB forum for one of your colleagues to review it and identify any errors pertaining to APA Style, grammar, organization, accuracy of the content, etc. You will then select the first draft of 1 of your colleagues and edit it. The grade will be based on the

number of errors identified and the number not identified. You will have 6 days to implement the feedback from your colleague and post the final draft.

General Written Assignment Guidelines

- The writing must be clear and information must be paraphrased in your own words.
- Assignments must have paragraphs. Each paragraph focuses on a single idea. Papers consisting of long blocks of words will lose 10% of the total assignment grade.
- If you take 2 words or more that are attached to each other from a reference, you must use quotation marks and cite the source and page number at the end of what you take. Failure to do so will imply that the wording is your own, which will be an act of **plagiarism**.
- Your paper should be double-spaced, and in a 12, Times New Roman font or another APA font.
- Please refer to Purdue OWL website (<https://owl.english.purdue.edu/owl/resource/560/01/>) for details on how to write in APA style. Also, an example paper in APA style is available at: https://owl.english.purdue.edu/media/pdf/20090212013008_560.pdf

Exams (600 points)

There will be a total of 4 exams including the final (150 points each). The final will cover more material than the first 3 exams. Makeup exams are allowed only when a student produces a written document proving that s/he missed the exam due to a DOCUMENTED emergency or court duty.

Exams will consist of a computer-based segment and a written segment that will be provided at the time of the exam. Students can work on both parts of the exam at the same time during the allocated time. Exam time will NOT be extended for students who arrive late. Time will be adjusted for students with documented disabilities who choose to take exams at the Disabilities Center.

Online Assignments (50 points)

There will be 2 Discussion Board assignments in this course. First, a question or discussion point will be posted, and students will answer the question and/or provide a thoughtful comment that is at least 150 words in length. Then, the student will read the responses of at least 2 colleagues and will provide a response that is at least 100 words in length. Thus, each student will provide a total of 3 meaningful responses (one to the questions/topic I post; and 2 in response to the responses of 2 colleagues). Discussion questions/topics will encourage dialogue through which a topic can be explored on a personal dimension.

Here are the guidelines:

- The responses MUST be substantial and meaningful: i.e., Comments like “I agree with you,” “You are right about this,” will not count. Your responses must focus on analyzing the findings of your colleague. You must think deeply about the topic and try to find evidence to either support or contradict the points the presentation makes.
- Your first posting will respond directly to the forum’s prompt and MUST be at least 150 words in length. Posts will be entered into a word counter. A post that does not meet the word count rule will receive ZERO. The forum will be opened on a Monday. The initial response is due by 10:00 PM on the Wednesday of week in which the forum opens. The 2 additional responses will be due at 10:00 PM Sunday of the week in which the forum opens.
- Your responses must show good understanding of the course content (lectures, assigned readings, videos, etc.). In your response you should substantiate the points you make with evidence from academic sources (journal articles, documentaries, books, etc.). Then, you must

document any sources you use according to APA guidelines. For step-by-step information on how to use APA style, visit Purdue OWL.

Important: To form a well-thought posting, you should first type it as a word document, use the word counter to make sure it meets or exceeds the word count requirement. Posts that are entered as an attachment are not considered discussion and will receive a ZERO. You must use the reply button and enter your responses directly into the discussion window.

Missed Discussion Board Assignments CANNOT be made up under any circumstances (i.e., even if the student has a perfectly legitimate absence). The purpose of DB assignments is to expand your knowledge, engage your analytic skills, and stimulate discussion on topics pertaining to the course content. Therefore, once a discussion ends, contributing to it will be totally irrelevant. Once a DB forum closes, it will not be reopened under any circumstances.

Another DB assignment involves responses to the recorded presentations posted by your colleagues. Once you complete your research paper, you need to post it to the Discussion Board. Then, you need to view the presentations of at least 1 of your colleagues and provide a critical analysis on it. You need to examine the points that presentation makes, point out any contradictions or errors, expand on the topic, and/or share additional resources (e.g., papers, studies, etc.) that you might have come across that either support or contradict your colleague's findings. You must provide evidence for the points you make. You must also document any references that you get information from. This reflective analysis must be at least 150 words. Before posting, make sure you use the word counter to ensure that you meet this requirement. Any responses less than 150 will receive no credit.

Grading: *This course is based on 900 points. This is to ensure that you get every fraction of a point that you deserve, and that if you make a few mistakes in exams or assignments, your grade will not suffer as much. Meanwhile, if you earn a fraction of a point, it will be added to your grade.*

Grade Distribution and Grading Key

<i>Final Grade Itemization</i>		<i>Grading Scale</i>	
Exams	600	A	100-90%
Research Paper	200	B	89.99-80%
Online Assignments	50	C	79.99-70%
Editing Classmate's paper	50	D	69.99-60%
Total	900		

Tentative Class Schedule

Week	Topic	Text Reading	Assignment Due Dates
Week 1 8/23 8/25	-Course Overview -Overview of Neural Structure and Function	Syllabus Campbell Chap 48 summary	Please read the syllabus and bring questions to class
Week 2 8/30 9/01	-The Cells of the Nervous System Neural Transmission	Chap 4 Chap 8	
Week 3 9/06 9/08	Neural Transmission Neurotransmitters	Chap 8 Chap 13	Email Research Paper title

Week 4 9/13 9/15	Exam 1 (9/13) Experience and Refinement of Synaptic Connections	Chap 56	
Week 5 9/20 9/22	Experience and Refinement of Synaptic Connections -Brain and Behavior	Chap 56 Chap 1	
Week 6 9/27 9/29	-Brain and Behavior -Organization of the CNS	Chap 1 Chap15	Due by 10:00 PM Thursday 9/27 -Research Proposal
Week 7 10/04 10/06	Brain Circulation Cerebrovascular Neuropathology	Appendix-C	
Week 8 10/11 10/13	Exam 2 on 10/11 Language	Ch 55	
10/18 10/20	-Language -Auditory Processing	Ch 55 Ch 26-28	
Week 10 10/25 10/27	Organization and Planning of Movement	Chap 30-34	Due by 10:00 PM Thursday 11/03 Research Paper First Draft due on Discussion Board
Week 11 11/01 11/03	Organization and Planning of Movement Exam 3 (11/03)	Chap 30-34	
Week 12 11/08 11/10	The Aging Brain & Aphasia	Chap 59	
Week 13 11/15 11/17	-The Aging Brain & Aphasia -Recorded Lecture for 11/17 Due to ASHA Convention	Chap 64	Due by 10:00 PM Thursday 11/17 Research Paper FINAL Draft due on Discussion Board
Week 14 11/22 11/24	Thanksgiving Break No Classes		
Week 15 11/29 12/01	-Autism and Other Neurodevelopmental Disorders Affecting Cognition -Repairing the Damaged Brain	Chap 62 Chap 50	
12/08	Final Exam		11:00 AM-1:00 PM in class

UNIVERSITY POLICIES

A. **UT Tyler Honor Code:** 1. 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>

B. **Campus Carry:** 1. 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>

C. **UT Tyler a Tobacco-Free University:** 1. 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.

D. **Academic Honesty Policy:** Students will adhere to the highest standards of academic honesty. Anyone caught cheating will earn a “0” for that assignment and will be subject to academic and disciplinary action. Plagiarism (the use of written and oral words or ideas of another person, including another student, without the expressed acknowledgment of the speaker’s or writer’s indebtedness to that person) will not be tolerated. This includes the use of papers or other materials previously submitted to instructors in other classes, as well as video and audio recordings. Students caught plagiarizing will fail this class and be subject to academic and disciplinary action.

E. Student Standards of Academic Conduct 1. 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.

a. “Cheating” includes, but is not limited to:

- i copying from another student’s test paper;
- ii using, during a test, materials not authorized by the person giving the test;
- iii failure to comply with instructions given by the person administering the test;
- iv 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;
- v using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
- vi collaborating with or seeking aid from another student during a test or other assignment without authority;
- vii discussing the contents of an examination with another student who will take the examination;
- viii divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors 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;
- ix substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
- x 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;

xi falsifying research data, laboratory reports, and/or other academic work offered for credit; xii 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
 xii 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.

b. "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.

c. "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. d. All written work that is submitted will be subject to review by plagiarism software.

Additional Examples of academic dishonesty and plagiarism:

- Copying part or all of a colleague's assignment and submitting it as if it were your own work. In this situation both students will be penalized.
- Putting information from a book, article, etc. into a written assignment without clearly attributing the information to the source and documenting the source in the body of the assignment.
- Copying, printing or sharing online quizzes
- Submitting assignments that were previously used for another course.
- Sharing information about exams and/or quizzes with other students

These are just examples of acts of dishonesty that lead to failing the course and further disciplinary action.

Assignments will be submitted via the Safe Assign anti-plagiarism online system, which will immediately trace any words a student plagiarizes from any source out there. Any violations will be taken very seriously.

2. **The U-T Tyler Writing Center** provides professional writing tutoring for all students in all disciplines. If you wish to use the Writing Center, you should plan for a minimum of two hour-long tutorials per assignment: the first to provide an initial consultation and drafting plan, and the second to follow up. Be prepared to take an active role in your learning, as you will be asked to discuss your work during your tutorial. While Writing Center tutors are happy to provide constructive criticism and teach effective writing techniques, under no circumstances will they fix, repair, or operate on your paper.

Location: BUS 202. Appointments: 903-565-5995.

3. Disability/Accessibility Services:

a. 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.

b. **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.

4. **Grade Replacement/Forgiveness and Census Date Policies:**

a. 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.

b. 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.

c. The Census Date (Sept. 10th) is the deadline for many forms and enrollment actions of which students need to be aware. These include:

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

5. **State-Mandated Course Drop Policy:** a. 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). b. 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.

6. **Student Absence due to Religious Observance:** a. 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.

7. **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.

8. **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. 10. **Emergency Exits and Evacuation:** a. 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.

F. UT Tyler Resources for Students:

1. UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu
2. UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu
3. 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).
4. UT Tyler Counseling Center (903.566.7254)
 1. Demonstrates professional demeanor and a passion for their chosen profession.
 2. Receptive to constructive feedback and reflects on his/her work, behavior, and/or practice.
 3. Exhibits personal integrity and professional conduct with all members of the learning community