

University of Texas at Tyler
Department of Health & Kinesiology
Communication Sciences & Disorders
COMD 1306 Introduction to Communication Disorders
Fall 2024 (100% ONLINE)

Instructor: Ahmed M. Abdelal, Ph.D., CCC-SLP
Associate Professor of and Director Communication Sciences & Disorders
Telephone: (903) 565-6417 **E-mail:** aabdelal@uttyler.edu
Class Meeting Time: 100% ONLINE

Office Hours: ONLINE upon request

I am available via email Monday through Friday. I make every effort to respond to emails as soon as possible and not later than 48 hours. I am also available on Zoom by appointment.

Note: MANDATORY LIVE ZOOM session on Monday August 26 from 6:00 PM to 7:00 PM to provide course overview and answer questions. A Zoom invitation will be announced 15-30 minutes before the session.

This syllabus is intended for use in conjunction with the course's Canvas site. All course announcements will be sent only through Canvas. Please check your Course Settings on Canvas and make sure all course announcements are connected to your email.

Course Prerequisites: NONE

INTRODUCTION

Welcome to *Introduction to Communication Sciences and Disorders*. The purpose of this syllabus is to provide a detailed explanation about the content, course requirements, and course expectations. Please refer to it as your guide toward attaining the highest possible grade at the end of the course.

COURSE DESCRIPTION AND OBJECTIVES

Introduction to Communication Sciences and Disorders is designed to provide students who are preparing for careers in healthcare with information about the professions of speech-language pathology and audiology. Students will learn about certification and licensure requirements for both fields, and roles speech language pathologists (SLPs) and audiologists play as integral members of the healthcare community. The course provides a survey/overview of various speech, language, swallowing, and hearing disorders, and basic diagnostic, intervention and case management techniques used by SLPs and audiologists. This includes information about the variety of services that these clinicians typically provide in educational and medical settings and in private practice.

Required Text:

Gillam, R.B. & Marquardt, T.P. (2021). *Communication Sciences and Disorders: From Science to Clinical Practice, 4th Edition*. Jones and Bartlett Learning: Burlington MA. Older editions of this textbook are not acceptable for this course. It does not matter if you have the print version or the electronic version. All that matters to me is that you have access to this edition.

COURSE LEARNING OUTCOMES

Upon completion of this course, students will:

1. Provide detailed information about the nature of speech language pathology and audiology as health professions; various settings where clinicians provide services; and requirements for certification and licensure in both careers.
2. Explain basic concepts, terminology, and principles of practice in both fields.
3. Discuss the basic principles of normal speech, language, hearing, and swallowing processes.
4. Differentiate among commonly used methods for classifying and describing disorders of communication and swallowing.
5. Identify the etiologies, symptoms, and characteristics of the various disorders of communication and swallowing.
6. Describe typical treatment approaches for major disorders of communication.

COURSE POLICIES:

Academic Integrity:

All students at UT Tyler are responsible for knowing and adhering to the institution's academic integrity policy. There is zero tolerance for academic dishonesty, including cheating and plagiarism. Please read the detailed UT Tyler Academic Dishonesty Policy below.

Examples of academic dishonesty/plagiarism:

- Submitting an article written by Artificial Intelligence (AI)
 - Copying part or all of a classmate'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
- These are just examples of dishonesty that will lead to failing the course and further disciplinary action.
- Assignments will be submitted via the Unicheck anti-plagiarism online system, which will immediately trace any words a student plagiarizes from any source out there.

Note: *All assignments in this course are to be completed individually. Submissions will be checked for plagiarism and the UT Tyler academic honesty policy will be strictly enforced.*

Accommodations for Students with Learning Disabilities

Students who are eligible to receive accommodations are required to provide a letter from the from the Office of Disability listing the specific accommodations they are entitled to. Please do so during the first week of the semester to ensure that you receive all accommodations throughout the duration of the course. The University's policy for disability and the application for accommodations are available at <https://hood.accessiblelearning.com/UTTyler>.

5.14.3 Student Pregnancy and Parenting Nondiscrimination Policy

The purpose of this policy is to maintain a learning environment that is free from discrimination of pregnant or parenting students, in accordance with the [Texas Education Code, Title 3, Section 51.982: Protections for Pregnant and Parenting Students](#) and other applicable laws. This policy entitles pregnant and parenting students to academic accommodations, including flexible attendance and extended dates for assignments. If you are a pregnant or parenting student, please complete the [Self-Reporting Form](#) and the UT Tyler Parent and Family Programs will contact the professors to provide the necessary accommodations. Detailed information about this policy are available at: <https://uttyler.smartcatalogiq.com/uttyler/ut-tyler-hop/series-500-student-success/5-14-3-student-pregnancy-and-parenting-nondiscrimination/>

No student should expect to receive:

- Special consideration for undocumented lack of participation

- Extensions of due dates, without an excused absence and written proof for that absence
- Modification of grading policies to improve grades that students earn
- A change in grade to address concerns regarding:
 - Progression in the student's program
 - Admission to an academic program
 - Family expectations

Missed Discussion Board Assignments CANNOT be made up under any circumstances (i.e., even if the student has a perfectly legitimate excused absence). The purpose of DB activities is to stimulate discussions on course topics. Once a discussion forum closes, participation will no longer be relevant.

Class Participation: Class participation is critical to your success in this class. The following criteria comprise online class participation:

- a. **Attendance:** Attendance for the purposes of this online course is defined as frequent and consistent logging in to the Canvas course site and regularly participating in online interactive activities such as discussion boards. Your expected presence online is 2.5 to 3.0 hours per week. If you do not regularly log into to the course you will not only miss important information, but you may also change the group dynamics by not being available to participate. Students who fail to log into the course for a full week will lose 5% of the total course grade. Students who do not login during 2 consecutive weeks will be reported to the Registrar to be removed from the course.
 - b. **Punctuality:** In this online course, punctuality is defined as regularly logging in and completing and submitting class assignments on time. When students wait until the last minute to participate in online discussions and activities, they not only miss out on important learning opportunities, but they will also disrupt the smooth flow of communication for other online participants.
 - c. **Engagement:** Active learning is essential for your success in this course. Students will participate in all online discussion topics by thoughtfully reading peer-contributions and responding with relevant comments that support the ongoing discussion.
 - d. **Preparation:** All course assignments and assignment guidelines and grading rubrics are available from the first day of the semester. Students are expected to plan for assignments in advance, and to submit them by their due dates. Having the assignment guidelines and grading rubrics from the beginning of the semester enables you to plan ahead and break lengthy assignments into smaller segments that can be completed in stages. Extensions will not be considered except under extenuating circumstances that are documented by written evidence. You must complete all readings and other course assignments prior to taking quizzes, and before participating in discussion board activities.
- c. **Grades and feedback** on assignments will be posted in the Canvas Grade Center. I will not transmit grades or feedback via email, due to privacy regulations. Please keep a personal copy of all assignments/projects/outlines that you have posted so your work can be resubmitted if there is a posting or transmission error. Students are not allowed to negotiate final grades with the professor. I do not give you grades: the grade you EARN is the grade you get. Students are expected to keep track of their own grades throughout the semester and inform the professor about any errors they may notice.

Teaching Methods

- This course is 100% online. It deals with various topics pertaining to the careers of speech-language pathology and audiology, disorders of communication, and swallowing disorders. A wide variety of teaching tools will be utilized including the following:

- Power Point presentations
- Recorded lectures
- Weekly quizzes
- Weekly discussion forums
- You Tube videos, websites, and individual assignments.

Class materials are released every Monday at 8:00 AM. All assignments are due by 11:59 PM on Friday. Except for the first live Zoom meeting, there are no synchronous meetings, which makes the schedule quite flexible. Therefore, the class will not be affected by holidays or emergency campus closures (unless bad weather causes wide disruptions to Internet services. **Students are expected to complete all assigned readings before completing quizzes and DB forum assignments.**

How Classes Are Organized:

Every week, we will focus on one topic/chapter. Materials for each class will be released every **Monday** at 8:00 AM. One small Discussion Board activity will be due on **Wednesday** by 11:59 PM. Then, regular weekly assignments (e.g., the weekly quiz and another Discussion Board activity) will be due on **Friday** by 11:59 PM. The 2 major assignments (ASHA Website Search, and the Interview Project) will be due on a **Saturday**. You are MOST welcome to complete these assignments earlier. However, knowing how busy the semester can get, this additional day may be very helpful.

Here is what a typical week will look like:

Every week on Monday you will receive a class agenda. You are required to do the following:

- Read the assigned chapter
- View the recorded lecture and take notes and be ready for the class quiz. Quizzes are timed. They are NOT meant as open-book quizzes. You are expected to take them as you would take a regular class quiz. The only difference is that these quizzes are taken online. More on quizzes below.
- Respond to the Discussion Board forum
 - Initial response will be due by 11:59 PM on Wednesday, and the second response will be due by 11:59 PM on Friday.
- Take the class quiz by 11:59 PM Friday. Quizzes will be released at 8:00 AM on same day.

COURSE REQUIREMENTS:

UT Tyler University Email Address/Canvas Account

Students are required to have and use their UT TYLER email address. They are expected to be familiar with Canvas, and to have the Canvas course announcements connected with their email. The instructor will ONLY use your UT Tyler email and Canvas to communicate with you. Students who may need technical assistance with Canvas (e.g., passwords, Internet issues) should contact IT. I can help you if a course module or an assignment are not accessible.

Submitting Assignment in the Correct Folder: NO Emailed Assignments

Assignments must be submitted on CANVAS, in their designated folder, and in the required format. The required format is WORD DOC. Please DO NOT upload assignments via Google shared doc. This may require a permission to view the document, and sometimes my feedback does not become accessible to you. Just use the regular attachment feature from your computer or USB.

Missing an Assignment Due Date or Resubmitting an Assignment:

Students are required to submit assignments within designated time frames, and in the designated folders. Please refer to the class schedule grid below. Under certain conditions, I will accept a late assignment or allow

you to resubmit an assignment for partial credit. Here are the conditions:

Partial credit for written assignments that missed the due date

Students who miss an assignment deadline will have the opportunity to submit the late assignment within 6 days from the due date. However, 21% will be deducted due to missing the deadline. Assignments that are more than 6 days overdue will NOT be accepted for credit. Example: If an assignment is originally worth 100 points, the highest possible grade for the re-submitted assignment is 79 points out of 100 (i.e., $100-21=79$). Any points missed due to errors will be subtracted from the 79 points.

Partial credit for resubmitting assignments that receive 50% or lower

If a student submits the wrong assignment or earns a grade of 50% or lower, the student can resubmit the assignment (within 6 days) for partial credit. As is the case with late assignments, 21% will be subtracted and the student starts with 79 points. Any points missed due to errors will be subtracted from the 79 points.

DESCRIPTION OF COURSE REQUIREMENTS:

1. Read this **syllabus** thoroughly and bring any questions you may have to the **Live Zoom session on Monday 8/26 (6:00PM-7:00PM)**

2. **Self-Introductions Assignment:** (20 points)

The purpose of this assignment is to help course participants know one another and to identify their learning goals for this course. You will develop a PowerPoint presentation to fully address how key factors in your life history have influenced your career choice or have had an impact on your career goals. You will apply this information to your interest in learning more about the fields of speech-language pathology and audiology. You will post this assignment in the DB forum designated for it. After posting your self-introduction, you are required to respond to the introduction of at least 1 classmate. Here are main points you should address in your self-introduction:

- Your academic background, major and minor, current work, etc.
- What makes you interested in communication sciences and disorders/speech-language pathology
- What do you expect to learn in this course?
- What are your career goals?
- From a professional standpoint, where do you see yourself 4-5 years from now?
- Include a picture, unless you prefer not to

Power Point is the only acceptable format for this introduction assignment. There is no set number of slides, but an average intro is about 5-8 slides.

3. **Online quizzes:** (460 points)

In this course, there is no mid-term or final. Instead, there will be a weekly quiz on each assigned topic. Quizzes are based on information presented in text chapters, the lecture recordings, any assigned YouTube videos, and any content presented during classes. These quizzes are not meant as take-home quizzes: you are expected to thoroughly study the assigned chapter and related materials and be well-prepared before you take the quiz. As soon as you complete a quiz, your grade will be available in the grade book.

The quizzes consist of multiple-choice and true-false questions, and the time it takes to read a question is the time to answer it. Most quizzes consist of 30 multiple-choice questions. On average, most students finish a quiz within 15 -20 minutes. However, to accommodate students who may have learning disabilities, the time is doubled for the whole class. Thus, except for Chapter 4 quiz, the average quiz time limit is 25-40 minutes, depending on the lengths of individual quizzes. Chapter 4 quiz (which focuses on speech science) consists of 70 questions and you will have more time. Additionally, to allow you more time to study for this quiz, there will be no Discussion Board activities during that week.

Quizzes will go offline after the submission deadline and will not be reopened, unless a student has an excused absence (see attendance policy).

To do well on these quizzes, you need to complete the assigned readings, view the recorded lecture, and take good notes BEFORE taking a quiz. The purpose of these quizzes is to help you understand and retain course materials. During a quiz, if you spend time flipping through the text and looking for answers, your time will expire before you finish. In this case, you will only get credit for questions that you answered. Under these circumstances there will be no makeups of any kind. The system keeps a detailed history of your login activity and the number of seconds/minutes you spend on each question. If you have read to this point, you should email me by 5:00 pm on the first day of the semester to claim twenty-five bonus points.

4. ASHA Website Search (100):

Students will download a list of questions (posted on Canvas in the designated Assignment folder). Each student will access the website of the *American Speech Language Hearing Association* (www.asha.org) and related official sites (e.g., US News and World Report) to answer these questions. You can also access any other credible websites you want to answer these questions. To earn the maximum grade for this assignment, you need to answer each question fully and accurately and must copy and paste the link of the page where the answer was found. Answers not followed by the weblink will receive zero. You also need to keep the questions. More instructions are available in the Course Assignments and Grading Rubrics module.

5. Interview Project: ONLY Choose one of the following OPTIONS (100 points)

Interview EITHER a patient with a communication disorder OR a Clinician (speech-language pathology or audiology). Detailed guidelines and a grading rubric for each option are available in the Assignments and Grading Rubrics module. The interview can be online or in person. It is your responsibility to identify the clinician or patient you want to interview. Please do not ask me for suggestions or if I know someone. If you choose to interview a patient (child or adult), that patient must be OFFICIALLY diagnosed with a communication or swallowing disorder.

Once you have decided who you will interview, you need to contact the person and schedule the interview. Then, following the assignment guidelines and grading rubric, develop the interview questions. After you complete the interview, write down the person's answers below the questions. **These answers must be written word by word** exactly as provided by the interviewee.

You may contact local school, private clinics, hospital websites, etc. to identify and reach out to professionals. If you choose to interview a patient, that person CANNOT be a sibling or another close family member. If the person is a young child (i.e., up to 10 years old), you can interview the parent/caregiver with (or instead of) the child. The law requires strict protection of the patient's privacy. Therefore, if you interview a patient, you can only refer to them by their initials or with a fake name.

VERY IMPORTANT: You are strongly advised to identify the person to interview and to schedule the interview during the first week of classes. This is why I am providing all the instructions that you need at the beginning of the semester. You should make a timeline for this assignment and complete it in stages. Being proactive and planning ahead will help you avoid much unneeded stress. Procrastination and waiting until the last minute could jeopardize the quality of your work.

6. Discussion Board Forums and Interactive Activities: (240)

Students will participate in an online discussion about the topic of each class. Thus, there will be 1 discussion forum every week (except week 4). Forums will open at 8:00 am on Monday and will close at 11:59 PM on Friday. Detailed instructions are available in the forum window. It is critical that you thoroughly understand

and follow the guidelines below. Not following these guidelines could lead to failing this assignment or getting a poor grade. Here are the guidelines:

DB Forum Assignment Guidelines: For each forum, you are required to post 2 SUBSTANTIAL comments. Your first posting will respond directly to the forum prompt that I post and MUST be at least 150 words in length. Postings will be entered into a word count. Any postings not meeting this basic requirement will automatically receive a grade of ZERO. This initial posting is worth 12 points. After that, each student will analyze and comment on the response of at least 1 classmate. This second posting must be at least 100 words in length and is worth 8 points.

Generally, initial DB postings (in response to the forum prompts) are due by 11:59 PM on Wednesday. The minimum word count for an initial posting is 150 words. The response to a classmate's posting is due by 11:59 PM Friday, and the minimum word count is 100 words.

Each posting is graded separately. Thus, if someone chooses to submit a 300-word response to the forum prompt, and a 50-word response to a classmate's comment, the first posting will receive full credit, but the second will receive ZERO. Before posting your responses, do a word count to ensure they meet this basic word count requirement.

Note: To ensure that each student gets a response, students should find a classmate who has not received a response from anyone. So, at some point on Monday, you need to reply to a classmate in one sentence saying that you will comment on their posting. This will help other students know that this person has been selected and they should look for another person. After that, you can write your response by Wednesday (11:59 PM). Also, you should respond to different people every week, to ensure that all students learn from each other.

Additional Guidelines for DB Forum Postings:

- Your postings must show good understanding of the course content. You are encouraged to support the points you make by referring to scientific sources, and to cite your sources at the end of your comments/responses.
- Postings containing spelling or grammatical errors will receive a lower grade. You are advised to type your postings first in WORD DOC. Then, you could copy and paste them INSIDE the DB forum window. This will help you edit and see the word count before posting.
- Postings CANNOT be submitted as attachments. Any comment that is not submitted directly INSIDE the discussion forum window will receive a grade of ZERO.
- Because the purpose of this assignment is to generate class discussions, discussion postings CANNOT be made up, even if the student has an excused absence. Please plan accordingly.

7. Course Reflections: (30 points)

Students will write a reflection paper in which they reflect on what they have learned in this course, and things they found to be eye-opening. Students also explain how the content they learned will help them in their future studies and careers. This is an informal assignment that does not require research. It can be single-spaced or double-spaced and can be 500-600 words. Additional information will be available in the Assignments and Grading Rubrics module.

Grades and Feedback on assignments will be posted in the Canvas Grade Center. I will not transmit grades or performance assessments through email due to privacy regulations. Please keep a personal copy of all assignments, in case of any unexpected technical failures. The grade of the course is based on a 1000-point grading system distributed as follows:

Grade Distribution and Grading Key

<i>Final Grade Itemization</i>		<i>Grading Scale</i>	
Self-Introduction	20	A	100-90%
ASHA website search	100	B	89.99-80%
Interview	150	C	79.99-70%
Online Quizzes	460	D	69.99-60%
Discussion Boards	240		
Course Reflections	30		
Total	1000		

CLASS SCHEDULE AND ASSIGNMENT DUE DATES

ASSIGNMENT DUE DATES: Weekly assignments are due by 11:59 PM FRIDAY of each week; the 2 Major assignments are due by 11:59 PM Saturday (to allow you more time)

Date	Assigned Readings	Assignment Due Dates
Class 1 8/26	<ul style="list-style-type: none"> • Course overview • Chapter 1: Introduction to the Disciplines 	Due Monday by 6:00 PM Read syllabus and bring any questions to first class live Zoom session at 6:00 PM-7:00 PM Due Wednesday by 11:59 PM -Initial DB Response Due Friday by 11:59 PM -Second DB response; Online Quiz
Class 2 9/02	<ul style="list-style-type: none"> • Chapter 2: Communication Across the Lifespan • Contact your interviewee and schedule the interview by 9/06 	Due Wednesday by 11:59 PM -Initial DB Response Due Friday by 11:59 PM -Second DB response; Online Quiz Due 11:59 PM Saturday ASHA Website Assignment
Class 3 9/09	<ul style="list-style-type: none"> • Chapter 3: Social and Cultural Bases of Communication 	Due Wednesday by 11:59 PM -Initial DB Response Due Friday by 11:59 PM -Second DB response; Online Quiz
Class 4 9/16	<ul style="list-style-type: none"> • Chapter 4: Speech Science 	No DB forum Activities this week Due Friday by 11:59 PM -Online Quiz
Class 5 9/23	<ul style="list-style-type: none"> • Chapters 15 Hearing Disorders 	Due Wednesday by 11:59 PM -Initial DB Response Due Friday by 11:59 PM -Second DB response; Online Quiz
Class 6 9/30	<ul style="list-style-type: none"> • Chapter 5 Developmental Speech Disorders 	Due Wednesday by 11:59 PM -Initial DB Response Due Friday by 11:59 PM -Second DB response; Online Quiz
Class 7 10/07	<ul style="list-style-type: none"> • Chapter 6 Voice Disorders 	Due Wednesday by 11:59 PM -Initial DB Response Due Friday by 11:59 PM -Second DB response; Online Quiz

Class 8 10/14	• Chapter 7: Cleft Lip and Palate	Due Wednesday by 11:59 PM -Initial DB Response Due Friday by 11:59 PM -Second DB response; Online Quiz
Class 9 10/21	• Chapter 8 Fluency Disorders	Due Wednesday by 11:59 PM -Initial DB Response Due Friday by 11:59 PM -Second DB response; Online Quiz
Class 10 10/28	• Chapter 9: Motor Speech Disorders	Due Wednesday by 11:59 PM -Initial DB Response Due Friday by 11:59 PM -Second DB response; Online Quiz
Class 11 11/04	• Chapter 12 Language Disorders in Children	Due Wednesday by 11:59 PM -Initial DB Response Due Friday by 11:59 PM -Second DB response; Online Quiz
Class 12 11/11	• Chapter 11 Dysphagia	Due Wednesday by 11:59 PM -Initial DB Response Due Friday by 11:59 PM -Second DB response; Online Quiz Due by 11:11:59 PM Saturday Interview Paper
Class 13 11/18	• Chapter 13 Acquired Neurogenic Language Disorders	Due Wednesday by 11:59 PM -Initial DB Response Due Friday by 11:59 PM -Second DB response; Online Quiz
11/25	• Thanksgiving No Classes	
Class 14 12/02	• Chapter 10 Augmentative and Alternative Communication- AAC	Due Tuesday by 10:00 PM -Ch 10 Quiz (Quiz available from 12:00 AM) Due Friday by 11:59 PM - Course Reflections Paper

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, guidelines, 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
- xiii 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)