**THE UNIVERSITY OF TEXAS AT TYLER**

**DEPARTMENT OF REHABILIATION SCIENCES**

**COURSE SYLLABUS**

**FALL 2025**

Course Title: Applied Neuroanatomy (Occupational Therapy Program)
Course Number: OCTH 5300
Credits: 3 Hrs.
Format: Online via CANVAS

## INSTRUCTOR INFORMATION

Dr. Susanne Boisvert, OTD, OTR, MOT, BS
Phone: 210.831.6821
Email Address: sboisvert@uttyler.edu
Emergency Number: 903.566.7031 (Tina Taylor)
Offices Hours: By Appointment Only

## REQUIRED TEXTBOOK

*Gutman, S. A. Quick Reference Neuroscience for Rehabilitation Professionals: The Essential Neurologic Principles Underlying Rehabilitation Practice 4th Edition* (2025). Slack Inc. ISBN: 978-7-638-22054-1

## COURSE DESCRIPTION

This course provides foundational knowledge in neurophysiology and its impacts upon occupational performance and participation. The course includes emphasis on neurophysiology, neuroanatomy, and disorders of the nervous system. The course will focus on the relationship between occupational therapy practice and the structure and function of the nervous system. Its content is built upon in courses taught later in the curriculum as it applies specifically to practice areas such as pediatrics, physical rehabilitation, work programs, geriatrics, and psychosocial settings.

## LEARNING OUTCOMES

At the completion of this course the student will be able to:

1) Describe the structure and function of the nervous system.
2) Describe the cellular anatomy and principles of human neurophysiology related to the somatosensory, autonomic, motor, emotional and cognitive systems.

3) Demonstrate understanding of the development and plasticity of the nervous system across the life span.
4) Describe the impact of injury or conditions on the nervous system and the impact on occupational performance.
5) Demonstrate understanding of neurological systems on human behavior.
6) Apply foundational knowledge, previous professional experiences and new academic learning to fieldwork and community engagements to meet the needs of clients in various contexts and cultures reflecting ethical practice.

**IMPRORTANT**

You must read this syllabus carefully and in its entirety. The syllabus is intended to provide key information at the outset of the course, as well as throughout the entire semester. You should refer to the syllabus frequently throughout the course.

**METHODS OF INSRUCTION: ONLINE VIA CANVAS**

Student learning experiences include but are not limited to a) lectures with related PowerPoint slides, b) demonstrations, c) problem solving situations, d) observation and analysis, e) reading textbook and supplementary material, and f) online engagement through quizzes and discussions.

**TECHNICAL SUPPORT**

Please contact CANVAS. CANVAS will provide technical support for this course. Information about technical support is available from the CANVAS global menu (Help).

**COMMUNICATION**

The best method to contact me is by email. Every email you sent to me related to the course, you must 1) use your Patriot email account instead of a personal email (or it will end up in my spam/junk emails), 2) have "OCTH 5300 – (bridge program OR EMOT)" in the subject line, and 3) clearly and accurately describe your concerns. Email your concerns in a timely manner, as I will be checking my email during the weekday evenings only. I will check my email on the weekends as I am able.

**COURSE OUTLINE**

Important information is provided in the "Announcements" in CANVAS (link located in the navigation bar on the left side of the screen in the course). The "Announcements and Course Materials" links will have most of your learning tasks including information about assigned

reading, assignments, and other important information pertaining to what you are supposed to contribute. Please familiarize yourself with these links as you will use them a lot throughout the semester.

**COURSE EXPECTATIONS**

1) Participate and complete all class activities and learning tasks.
2) Barring an act or force of nature (the University being officially closed), assignments and exams will be given at the time and date indicated in the syllabus. Only for extremely extenuating circumstances and only with the prior approval of the instructor, will a student be allowed to take an examination that is missed.
3) Pay close attention to assignment instructions and deadlines. Doing exactly what is required for a given assignment will greatly improve your chances of getting a good grade. Be sure to work on each assignment BEFORE the due date, not ON the due date. As you are given ample time to complete each assignment, past-due assignments will not be accepted, no exceptions!

**QUIZES AND EXAMS**

You will complete 10 quizzes and 1 final exam on CANVAS throughout the semester. You are allowed 2 attempts for each quiz. If both attempts are taken, the average score will be used as your recorded score. You are allowed 1 attempt for the final exam. The final is comprehensive and consists of true/false, multiple choice, and one short answer. The specific date/time of the final exam will be discussed later in the semester.

**CHALLANGES**

You will complete 4 Challenges on CANVAS throughout the semester. You will be asked to exercise critical thinking skills while writing professional level answers and post your reports.

**OT NEURO CASE STUDIES WITH ASSESSMENTS**

You will complete 4 OT Neuro Case Studies with Assessments on CANVAS throughout the semester. You will be asked to exercise critical thinking skills and perform OTR assessments in a clinical setting and post your assignments.

**GRADING (Point scale)**

Quizzes – 500 points (50 points each x 10; 40% of the grade)

Challenges – 200 points (50 points each x4; 25% of the grade)

OT Neuro Case Studies – 200 points (50 points each x4; 25% of the grade)

Final Exam – 100 points (10% of the grade)

**GRADING (Number scale)**

A = 100-90;  B =89-80,  C = 79-70;  D = 69-65;  F= BELOW 65

**ACOTE STANDARDS**

**ASSESSMENT MEASURES**

1. Assignment
2. Lab test
3. Objective test
4. Essay test
5. Project
6. Presentation
7. Demonstration
8. Alternative assessment

| ACOTE 2018 Standard | | Syllabus Objective Number | Assessment Measure Number |
|---|---|---|---|
| B.1.1 | Demonstrate knowledge of:<br>• The structures and function of the human body to include the biological and physical sciences, neurosciences, kinesiology, and biomechanics.<br>• Human development throughout the lifespan (infants, children, adolescents, adults, and older adults). Course content must include, but is not limited to, developmental psychology.<br>• Concepts of human behavior to include the behavioral sciences, social sciences, and science of occupation. | 1,2,3,4,5,6 | 1,3,5 |

## CLASS SCHEDULE AND COURSE ASSIGNMENTS

| Content | Assignment with Due Dates |
|---|---|
| Syllabus Quiz | **Available from Aug 25 – Aug 31 at 11:59 pm** |
| Self-Introduction | **Available from Aug 25 – Aug 31 at 11:59 pm** |
| **Module 1: Anatomy of the Brain – Basic Structures** | |
| 1.1 - Readings- Gutman textbook | - Section 1: Directional Terminology, p. 2-3<br>- Section 2: Division of the Nervous System, p. 6-8 |
| 1.1 – PowerPoint | Directional Terminology |
| 1.1 - Lecture | - Watch Required Videos<br>- Directional Terminology<br>- Planes of the Brain<br>- Division of the Nervous System<br>- Watch supplemental videos, if time permits |
| 1.1 - Quiz | Contains questions from the materials above<br>**Available from Aug 25 – Sept 7 at 11:59 pm**. |
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| Challenge #1: Brachial Plexus Assignment | **Available from Aug 25 – Sept 7 at 11:59 pm** |
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| 1.2 – Readings – Gutman textbook | Section 3: Gross Cerebral Structures, p. 10 – 14 |
| 1.2 - PowerPoint | Cerebral Structures |
| 1.2 – Lecture | -Watch Required Videos<br>- Basic Brain Structures Part 1<br>- Basic Brain Structures Part 2<br>- Basic Structures and Functions<br>- Gray Matter vs White Matter<br>- Watch supplemental videos, if time permits |
| 1.2 – Quiz | Contains questions from the materials above<br>**Available from Sept 1 – Sept 14 at 11:59 pm.** |
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| 1.3 – Readings – Gutman textbook | Section 3: Gross Cerebral Structures, p. 15 – 20 |
| 1.3 - PowerPoint | Diencephalon |
| 1.3 – Lecture | -Watch Required Videos<br>- Diencephalon<br>- Thalamus in 2 minutes<br>- Thalamus in just over 2 minutes<br>- Hypothalamus in 2 minutes<br>- Hypothalamus in more than 2 minutes<br>-Watch supplemental videos, if time permits |
| 1.3 – Quiz | Contains questions from the materials above<br>**Available from Sept 15 – Sept 28 at 11:59 pm.** |
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| Challenge #2: Cranial Nerves Assignment | **Available from Sept 15 – Sept 28 at 11:59 pm** |

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| 1.4 – Readings- Gutman textbook | Section 3: Gross Cerebral Structures, p. 26 – 30 |
| 1.4 – PowerPoint | Basal Ganglia |
| 1.4 – Lecture | -Watch Required Videos<br>- Basal Ganglia 1<br>- Basal Ganglia 2<br>- Basal Ganglia 3<br>-Watch supplemental videos, if time permits |
| 1.4 – Quiz | Contains questions from the materials above<br>**Available from Sept 22 – Oct 5 at 11:59 pm.** |
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| 1.5 – Readings- Gutman textbook | Section 3: Gross Cerebral Structures, p. 30 - 33 |
| 1.5 – PowerPoint | Cerebellum |
| 1.5 – Lecture | -Watch Required Videos<br>- Cerebellum 1<br>- Cerebellum 2<br>-Watch supplemental videos, if time permits |
| 1.5 – Quiz | Contains questions from the materials above<br>**Available from Sept 30 – Oct 12 at 11:59 pm.** |
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| OT Neuro Case Study: Mental Health Screening | Case Study about Marcus **Available from Sept 30 – Oct 12 at 11:59 pm** |
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| 1.6 – Readings- Gutman textbook | - Section 22: Motor Functions and Dysfunctions of the Central Nervous System, p. 330 - 352<br>- Section 23: Sensory Functions and Dysfunctions of the Central Nervous System, p. 354 – 364<br>- Section 24: Thalamus and Brainstem: Sensory and Motor Functions and Dysfunctions, p. 366 – 373<br>- Section 25: Perceptual Functions and Dysfunctions of the Central Nervous System, p. 374 – 402 |
| 1.6 – PowerPoint | Functions and Dysfunctions |
| 1.6 – Lecture | -Watch Required Videos<br>- Cerebral Cortex – Quick Overview<br>- Cerebral Cortex – Locations and Functions<br>-Watch supplemental videos, if time permits |
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| **Module 2: Circulatory System of the Brain: Ventricles and Vascular Supply** | |
| 2.1 – Readings – Gutman textbook | Section 4: Ventricular System, p. 40 - 47<br>Section 5: The Cranium, p. 48 – 50<br>Section 6: The Meninges, p. 52 - 55 |
| 2.1 - PowerPoint | Circulatory System of the Brain |
| 2.1 – Lecture | - Watch Required Videos<br>- Ventricles and CSF<br>- Ventricles in 2 minutes<br>- Ventricles and CSF 3D<br>- Ventricles 3D |

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| | - Watch supplemental videos, if time permits |
| 2.1 – Quiz | Contains questions from the materials above.<br>**Available from Oct 6 – Oct 19 at 11:59 pm** |
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| 2.2 – Readings – Gutman textbook | Section 26: Blood Supply of the Brain: Cerebrovascular Disorders, p. 404-415 |
| 2.2 – PowerPoint | Vascular Supply of the Brain |
| 2.2 – Lecture | - Watch Required Videos<br>- Cerebral Blood Supply: Part 1<br>- Cerebral Blood Supply: Part 2<br>- Circle of Willis – 3D<br>- Strokes<br>- Watch Supplemental videos, if time permits |
| 2.2 – Quiz | Contains questions from the material above<br>**Available from Oct 13 – Oct 26 at 11:59 pm** |
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| OT Neuro Case Study: Functional Visual Screening | Case Study about Maria **Available from Oct 6 – Oct 26 at 11:59 pm** |
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| **Module 3: Functional Systems** | |
| 3.1 – Readings – Gutman textbook | Section 15: Spinal Cord Tracts, p. 210-246<br>Section 16: Spinal Cord Injury and Disease, p. 248-264<br>Section 21: Neurologic Mechanisms and Disorders of Muscle Tone, p. 316 – 328 |
| 3.1 - PowerPoint | Control of Movement |
| 3.1 – Lecture | - Watch required Videos<br>- Spinal Pathways/Tracts Part 1<br>- Spinal Pathways/Tracts Part 2<br>- Pyramidal Motor Pathways<br>- Motor Neurons<br>- Upper Motor Neurons<br>- Motor Unit and Lower Motor Neurons<br>- Watch supplemental videos, if time permits |
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| OT Neuro Case Study: Motor Screening | Case Study about Scott **Available from Oct 20 – Nov 2 at 11:59 pm** |
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| 3.2 – Readings- Gutman textbook | Section 9: Sensory Receptors, p. 134 - 151<br>Section 17: Pain, p. 266 – 283<br>Section 20: Proprioception, p. 304 – 314 |
| 3.2 – PowerPoint | Somatosensory Systems |
| 3.2 – Lecture | - Watch Required Videos<br>- Somatosensory Tracts<br>- Primary Somatosensory Cortex<br>- Somatosensation<br>- Somatosensory Homunculus<br>- Pain explained in 2 minutes |

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| | - Pain – Introduction and the Nociceptors<br>- More Pain! The Ascending and Descending Pathways<br>- Watch supplemental videos, if time permits |
| 3.2 – Quiz | Contains questions from the materials above<br>**Available from Oct 20 – Nov 2 at 11:59 pm** |
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| 3.3 – Readings- Gutman textbook | Section 11: Special Sense Receptors, p. 162 - 182<br>Section 12: Vestibular System Functions and Dysfunctions, p. 184 - 191 |
| 3.3 – PowerPoint | Other functional systems |
| 3.3 – Lecture | - Watch Required Videos<br>- Visual System<br>- The Eye<br>- The Retina<br>- Auditory system #1<br>- Auditory System #2<br>- The Vestibular System<br>- Watch supplemental videos, if time permits |
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| OT Neuro Case Study: Cranial Nerve Screening | Case Study about Kristen **Available from Oct 27 – Nov 9 at 11:59 pm** |
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| 3.4 – Reading – Gutman textbook | Section 13: Autonomic Nervous System, p. 194 - 202<br>Section 29: Neurologic Mechanisms of Memory, p. 444 – 457<br>Section 30: The Neurologic Mechanisms of Emotion, p. 460 – 472 |
| 3.4 - PowerPoint | The Limbic system |
| 3.4 – Lecture | -Watch Required Videos<br>- The Limbic System<br>- The Limbic system in 2 minutes<br>- The Limbic system and Amygdala<br>- Watch supplemental videos, if time permits |
| 3.3 and 3.4 - Quiz | Contains questions from the material above.<br>**Available from Nov 3 – Nov 16 at 11:59 pm** |
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| **Module 4: Neurodiagnostic Tools** | |
| 4.1 and 4.2 – Readings – Gutman textbook | Section 28: Commonly Used Neurodiagnostic Tests, p. 330 – 337 |
| 4.1 - PowerPoint | Neurodiagnostic Tools 1 |
| 4.1 – Lecture | - Watch Required Videos<br>- How do brain scans work?<br>- How do MRI, PET, and CAT scans work?<br>- Functional MRI Explained<br>- Watch supplemental videos, if time permits |
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| Challenge #3: Stroke | **Available from Nov 3 – Nov 16 at 11:59 pm** |
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| 4.2 – PowerPoint | Neurodiagnostic Tools 2 |
| 4.2 – Lecture | - Watch Required Videos<br>- How does EEG work?<br>- Electromyography (EMG) and Nerve conduction studies (NCS)<br>- Cerebrospinal Fluid (CSF) Examination<br>- Watch supplemental videos, if time permits |
| 4.1 and 4.2 - Quiz | Contains questions from the material above.<br>**Available from Nov 17 – Nov 23 at 11:59 pm** |
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| Challenge #4: Parkinsonism | **Available from Nov 17 – Nov 23 at 11:59 pm** |
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| **Final Examination, time (evening at 7pm) and date, will be determined by mid semester. This is so that the final does not interfere with the other courses and those exams/ assignments. Final exam week is Dec 8 – 12.** | |

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## SEMESTER KEY DATES

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| **August** | |
| **18** | First Day for Faculty |
| **22** | Payment Deadline, 5:00PM CST |
| | Opening Convocation |
| | New Student Convocation |
| **25** | Classes begin for 15-Week session |
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| **September** | |
| **1** | Labor Day holiday: all offices closed; no classes held |
| **2** | First drop for non-payment |
| **8** | Census Date |
| **15** | First Day to File for Summer 2026 Graduation |
| | Deadline to Resolve Outstanding Items for Summer 2025 Graduation |
| **17** | Second drop for non-payment |
| **29** | Mid-Term Grade Rosters Open |
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| **October** | |
| **1** | Final Filing Deadline for Fall 2025 Graduation |
| **3** | Textbook orders due from Faculty for Spring 2026 |
| **20** | Last Day to enter Mid-Term Grades |
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| **November** | |
| **3** | Registration for Spring 2026 begins for graduate/senior/Presidential |
| | Fellow/Honors/SI Leader/NCAA students |
| **4** | Last Day to Withdraw from one or more 15-Week courses. |
| | Registration for Spring 2026 begins for juniors |
| **5** | Registration for Spring 2026 begins for sophomores |
| **6** | Registration for Spring 2026 begins for freshmen |
| **10** | Last day to schedule thesis or dissertation defense for Fall 2025 Graduation |
| **21** | Last day to submit completed thesis or dissertation for Fall 2025 Graduation |
| **24-28** | Thanksgiving holidays for faculty and students |
| **27-28** | Thanksgiving holidays for staff, all offices closed |
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| **December** | |
| **8 - 12** | Final exams for all 15-Week session classes |
| **9** | Final grade roster open for 15-Week session |
| **12 - 13** | Fall Commencement |
| **13** | End of 15-Week session |
| **15** | Classes Begin for Winter Session |
| **16** | Final 15-Week grades due in Faculty Center by 12:00PM CST |
| **22-31** | Winter Break, all offices closed |
| **23-31** | Winter Break (refer to university website for updates) |

## UT TYLER HONOR CODE

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

## 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 member 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, ad all other tobacco products. There are several cessation programs available to students looking to quit smoking, including counseling, quit lines, 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 Contract are available in the Enrollment Services Center or at http://www.uttyler.edu/registrar Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar. Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

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

- Submitting Grade Replacement Contract, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a ness 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

Teas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career/ This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date). Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

## DISABILITY/ACCESSIBILITY SERVICES

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Texas at Tyler offers accommodations of 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 education environment, you are encouraged to visit https://hood.accessiblelearning.com/UTTyler and fill out the New Student application. The Student Accessibility and Recourses (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 SSAR webpage at http://www.uttyler.edu/disabilityservices , the SAFE office located in the University Center, #3150 or call 903.566.7079.

## PREGNANT AND PARENTING STUDENTS

With the passage of Texas Laws SB 412, SB 459, and SB 597/HB 1361, pregnant and parenting students have a suite of supports available to them. Part of the support for pregnant students includes excused absences. *Students must opt into these resources*. They do this by contacting the Parenting Student Liaison at parents@uttyler.edu and completing the Pregnant and Parenting Self-Reporting Form. Accommodations for pregnant and parenting students mirror the SAR accommodations process, and these accommodations are required.

**AI Use:**

UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools' ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler's Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course (see below) is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy.

For this course: AI is not permitted in this course at all. a. Example 1: I expect all work students submit for this course to be their own. I have carefully designed all assignments and class activities to support your learning. Doing your own work, without human or artificial intelligence assistance, is best for your efforts in mastering course learning objectives. For this course, I expressly forbid using ChatGPT or any other artificial intelligence (AI) tools for any stages of the work process, including brainstorming. Deviations from these guidelines will be considered a violation of UT Tyler's Honor Code and academic honesty values. b. Example 2: To best support your learning, you must complete all graded assignments by yourself to assist in your learning. This exclusion of other resources to help complete assignments includes artificial intelligence (AI). Refrain from using AI tools to generate any course context (e.g., text, video, audio, images, code, etc.) for an assignment or classroom assignment. c. Example 3: The work submitted by students in this course will be generated by themselves. This includes all process work, drafts, brainstorming artifacts, editing, and final products. This extends to group assignments where students must create collaboratively create the project. Any instance of the following constitutes a violation of UT Tyler's Honor Code: a student has another person/entity do any portion of a graded assignment, which includes purchasing work from a company, hiring a person or company to complete an assignment or exam, using a previously submitted assignment and/or using AI tools (such as ChatGPT). This document was adapted from AI Syllabus information from Carnegie Mellon University, Stanford University, The University of Texas at Austin, and The University of Texas at San Antonio. This document was edited for grammar using Grammarly, an AI tool for writing.

**STUDENT ABSENCE DUE TO RELIGIOUS OBSERVANCE**

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

**STUDENT ABSENCE FOR University-Sponsored Events and Activities**

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

**SOCIAL SECURITY AND FERPA STATEMENT**

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

**EMERGENCY EXITS AND EVACUATION**

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

**STUDENT STANDARDS OF ACADEMIC CONDUCT**

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

i. "Cheating" includes, but is not limited to:
    a. Copying from another student's test paper;
    b. Using, during a test, materials not authorized by the person giving the test;
    c. 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 text;

d. Using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
e. Collaboration with or seeking aid from another student during a test or other assignment without authority;
f. Discussion the contents of an examination with another student who will take the examination;
g. 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 be returned or to be kept by the students;
h. Substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignments;
i. Paying or offering money or other valuable things 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;
j. 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
k. Misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining and 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 obtained by any means another's work and the submission of its 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 of 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