UT TYLER

THE UNIVERSITY OF TEXAS AT TYLER

COLLEGE OF NURSING & HEALTH SCIENCES

NURS 5341.061 Special Topics:
Integrated Advanced Health Assessment, Pathophysiology,
and Pharmacology

SYLLABUS

Spring 2019

Faculty:

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NURS 5341.061 Special Topics

**Integrated Advanced Health Assessment, Pathophysiology, and Pharmacology Course
Syllabus
Spring 2019**

WELCOME

Welcome to all! While this course is designed for registered nurses choosing a career in education, all nurses will find this course helpful in understanding the assessment findings and pathophysiological basis for pharmacological and non-pharmacological therapies of patients across the lifespan. For nurse educators, whether you would like to teach in an academic classroom to pre-licensure nursing students or in a healthcare facility to registered nurses needing continuing education, this course will arm you with invaluable concepts of clinical care. For healthcare or nursing administrators, this course will prepare you to understand the complexities of developing a care plan that is patient-centered. This course combines the principles of Advanced Health Assessment (physical and mental), Advanced Pathophysiology, and Advanced Pharmacology. Each week you will focus on a body system and will work individually and in teams to integrate your knowledge and skills from the "3 Ps". ***This course cannot be used to replace the Advanced Health Assessment, Advanced Pharmacology, or Advanced Pathophysiology course requirements for MSN students seeking an advanced practice role or those who may eventually seek a post-master's FNP.***

COURSE INSTRUCTOR

> Katheryn Courville PhD RN
> Assistant Professor
> **Email:** kcourville@uttyler.edu   preferred as first contact after discussion board question.
> **Phone:** Office-(903) 663-8200
> **Cell -** (903) 235-5890 (preferred as second contact after email, unless personal)
> **Office Location: Longview University Campus Room 228**
> **Office Hours: Monday 1p-4p and Tuesday 1p-4p and as needed.**

Total Credits: 3 semester credit hours.

COURSE DESCRIPTION

This course is designed for current registered nurses pursuing a Masters of Science in Nursing with a specialty in Nursing Education, but is available as an elective to other graduate nursing students. To teach students, nurses, patients, and caregivers regarding health promotion, disease prevention, or disease management, the masters-prepared nurse educator builds on baccalaureate knowledge with advanced level content in the areas of health assessment, pathophysiology, and pharmacology to strengthen his/her scientific background and facilitate his/her understanding of nursing and health-related information.

No on-campus meetings are required for this course. Online conference calls via Zoom will be employed multiple times throughout the semester.

COURSE PREREQUISITES
- Undergraduate-level health assessment, pharmacology, and pathophysiology course.
- Minimum grade point average of 3.0 for the last 60 semester credit hours of undergraduate work.
- A Bachelor of Science in nursing degree from a nationally accredited school.
- Current licensure as a Registered Nurse.

COURSE OVERVIEW
This advanced course builds upon baccalaureate and professional practice health assessment, pathophysiology, and pharmacology. Each module presents advanced concepts from the 3Ps. Content is arranged mostly by systems. Lecture is mainly an overview of content while detailed content is obtained through textbooks and online resources. Weekly quizzes examine the Key Concepts and big picture ideas that influence clinical decision-making in the current healthcare climate.

Calendar of Weekly Modules
1. Introduction to individual subjects (subject-specific)
2. Subject-specific
3. Infection
4. Cancer
5. Endocrine
6. Renal
7. Digestive
8. Pulmonary
9. Cardiovascular 1
10. Hematologic
11. Reproductive
12. Musculoskeletal
13. Neuro
14. Neuro – Psych/Mental Health

The course provides an opportunity to work in teams to assess clinical problems and develop a comprehensive plan of care that incorporates evidence-based therapies, culturally- and developmentally-appropriate, patient-centered treatment plans. You will use current health assessment, pathophysiology, and pharmacology resources to guide your clinical decision-making.

Advanced concepts are learned through self-directed learning. However, discussion assignments and Grand Rounds presentations require excellent communication, collaboration, organization, and teamwork skills.

The content of this syllabus or web-based course is subject to change at the discretion of the faculty according to current learning needs. Therefore, it is wise to review assigned readings and assignments on Canvas at the beginning of each week for possible updates. Notify the faculty immediately if there are issues that would delay submission of assignments.

Student Learning Outcomes

Building upon basic health (physical & mental) assessment, pathophysiology, and pharmacology (3Ps) knowledge, this course focuses on the application and synthesis of this knowledge for clinical decision-making. Upon successful completion of this course, the student will be able to:

1. Master and apply advanced concepts in **health assessment** including interviewing for holistic health history, advanced health examination, documentation strategies, and frameworks for diagnostic reasoning
2. Master and apply advanced concepts in **pharmacology** including pharmacodynamic and pharmacokinetic properties of drugs, pharmacogenetic concepts influencing drug therapy, legal prescription writing techniques for controlled substances, and advances in safe medication administration
3. Master and apply advanced concepts in **pathophysiology** including genetics and epigenetics, the influence of neurobiology on daily functioning and mental health, inflammation and its role in disease, and all major body systems.
4. Appraise current topics impacting pharmacologic treatment (novel treatments for cancer, antimicrobial resistance, opioid overuse and abuse, etc.)
5. Synthesize clinical diagnoses from information from multiple sources (patient history, health assessment, review of systems, lab reports, and medication history).
6. Integrate pathophysiologic concepts of disease in the assessment and treatment of patients across the life span
7. Integrate pharmacologic concepts as well as non-pharmacologic concepts into a patient-centered care plan
8. Collaborate with team members to develop an effective, evidence-based, safe, individualized plan of care for the patient that takes into consideration life circumstances, cultural, ethnic, and developmental variations.

INSTRUCTIONAL METHODS

The course uses multiple learning activities to help understand principles from three core nursing courses: health assessment, pathophysiology, and pharmacology.

- 3Ps concepts and principles will be tested using weekly, multiple choice-style quizzes and weekly 3Ps Case Studies.
- Clinical reasoning, cognitive skills, teamwork, and communication skills will be tested using the 3Ps Case Studies and Grand Rounds Presentation
- Physical and mental health assessment skills, communication, and documentation will be tested using Shadow Health Simulations.
- Educator skills will be tested using peer-responses and peer-evaluations.
- Ethical, legal, and professional attitudes will be assessed using reflective assignments.

Students will work individually and in teams. The 3P's principles will be learned individually and applied in teams. To be successful, you should read assigned materials, participate in all team sessions, and complete all assignments in a timely fashion.

REQUIRED SOFTWARE & TEXTBOOKS:

NURS 5341.061 combines required content that is normally taught in three separate courses. Textbooks are needed to fully understand advanced content and to be successful in various activities in the course.

Resource Author / Publisher	Resource Name	Edition	Ordering Instructions
Elsevier	Shadow Health Digital Clinical Experience (simulation software)		See ordering instructions below
EBSCO	DynaMed Plus Web-based Resource		Free Subscription through UTT Library – see below
McCance, K. L., & Huether, S. E. (2019)	Pathophysiology	8th ed.	ISBN: 9780323583473
Burchum, J., & Rosenthal, L. (2019)	Lehne's Pharmacology for Nursing Care	10th ed.	ISBN: 9780323512275
Rhoads, J. & Petersen, S.	Advanced Health Assessment and Diagnostic Reasoning	3rd ed	ISBN-13: 9781284105377 ISBN-10:1284105377

RECOMMENDED TEXTBOOKS

AUTHOR	TITLE	EDITION	PUBLISHER and/or ISBN
Ball, J. W., Dains, J. E., Flynn, J. A., Solomon, B. S., Steward, R. W. 2019	Seidel's Physical Examination Handbook	9th Ed.	ISBN-13: 978-0323545327

ELECTRONIC SUBSCRIPTIONS

DynaMed Plus (Required): Free through UTT library. Medications source for clinicians. Located within the library site's databases. If access from off-campus, please contact your instructor for special link.

EMedicine by Medscape (Recommended): Free online source for diseases and drug monographs. Registration is required. Extras include CEUs, alerts on favorite topics, and articles on current topics.

UpToDate (Recommended): UpToDate is an evidence-based clinical decision support resource, trusted worldwide by healthcare practitioners to help them make the right decisions at the point of care.

Epocrates (Recommended): You can buy a student subscription. This is a great reference for drugs, labs, and disease processes.

Estimated Time Required for Completion of Assignments:
To accomplish the required weekly tasks, set aside 8 hours per week for this class. Weekly quizzes (2 hrs), 3Ps Case Studies (3 hrs), and peer-responses of Case Studies & Grand Rounds Presentations (2 hrs). Other assignments throughout the semester include one Grand Rounds Group Presentation (10-12 hours) and 6 Shadow Health assignments (2 hours each). Reading of professional materials (books, journals, etc.) is an integral aspect of role development of the masters prepared nurse. Each module will include articles and research on clinical topics and professional issues. Note that more additional hours may be necessary to fully comprehend the didactic content as well as the clinical skills.

Every student is responsible for completing the recommended reading, completing the course module components, assignments, and quizzes according to due dates in the course calendar. Reading assignments consist of associated materials in the course textbooks and this list may be viewed on the course calendar and in each module. All assignments are made with the assumption that required reading assignments will be completed prior to completion of the assignments.

COURSE EVALUATION
Course Grading Scale:
        A = 90 to 100%
        B = 80 to 89%
        C = 70 to 79%
        D = 60 to 69%
        F = Below 60%

ASSIGNMENTS:	POINTS
I. Weekly 3Ps Case Studies (12)	20 %
II. Weekly Module Quizzes: (14 quizzes total)	20 %
III. Grand Rounds Team Presentation (1)	20 %
IV. Peer-Responses (Discussion) (12)	20 %
V. Shadow Health Simulation Assignments (5)	20 %

ASSIGNMENTS

I.   Weekly 3Ps Case Studies (20%)

Becoming a nurse educator requires understanding disease processes and therapies at a depth greater than required during an undergraduate program. The 3Ps Case Studies are in-depth clinical work-ups for specific disease processes. A 3Ps Case Study Template provides the outline to prepare the information. Section 1 starts with epidemiology, pathophysiology, and genetic-involvement of the disease. The 2nd section asks for patient presentation, differential diagnoses, physical/mental assessment. The 3rd section requires a write-up for disease prevention and disease management including pharmacological and non-pharmacological therapies. The 4th section is the work-up of a patient with the disease.

This assignment requires the use of the most current resources. You have available, for free, DynaMed Plus. However, you can also use any of the recommended textbooks, UpToDate, or Epocrates.

Students will be required to summarize material. Do not cut and paste text from textbooks/websites. All 3Ps Case Studies will go through the UT Tyler plagiarism software. If you have questions about plagiarism, refer to the student handbook, this syllabus policy on plagiarism (below), or contact your instructor. APA style will be used for citations and references.

Students will work in teams and will select their disease topics early in the semester based on team agreement. Teams will post to the appropriate Discussion area in Canvas, and be available for the remainder of the week to reply to peer-responses (see below).

> **Evaluation of 3Ps Case Studies:** There are 12 3Ps Case Studies worth 100pts each. The combined total of points for all 3Ps Case Studies will account for 20% of the final grade. Post the 3Ps Case Study in the discussion area by **Friday @ 2359** of the module week and remain available until **Tuesday @ 2359** to reply to peer-responses

> Late Policy: 5pts deducted each day late per syllabus up to 1 day. If the Case Study is not posted by **Satuday @ 2359** then the team will score a zero (0) for the assignment because classmates will not have sufficient time to make a peer-response.

> Tool used to evaluate: "3Ps Case Study Rubric" completed by instructor. The team score will be given to all team members.

II.   Weekly Module Quizzes (20%)

There will be a weekly quiz corresponding with the content of that week's module. Content will come from the three required textbooks and the weekly Case Studies. The material covered is equally distributed across all three subjects (health assessment, pathophysiology, and pharmacology) and therefore, substantial in quantity. Therefore, quizzes are open-book.

Evaluation of Module Quizzes: There are 14 total quizzes worth 100pts each. The combined total of points for all quizzes will account for **20%** of the final grade. Quizzes will open the **Friday @ 2359** of the module week and close the following **Tuesday at 2359**.

Late Policy: 5pts deducted each day late per syllabus.

Tool used to evaluate*:* Canvas quiz

III.   Grand Rounds Team Presentations (20%)

"Grand Rounds" are a formal meeting at which health professionals discuss the clinical case of a patient. Grand Rounds originated as part of residency education and has become a standard in medical and nurse practitioner schools. They are an integral component of health professions education, wherein new information is taught, and clinical reasoning skills are enhanced.

Teams will choose one of the Case Studies to present in a Grand Rounds format. Grand Rounds Presentations will be video-recorded and posted to the appropriate Discussion area. Because the Grand Rounds presentation is essentially a teaching activity, teams should use educational theories and frameworks to guide the design of the presentation and supplemental materials. The team should pose at least three (3) thought-provoking, open-ended questions to the class. The Presentation should be no more than 10 minutes in length and should follow the Grand Rounds Instructions found in Canvas. Professionalism, creativity, and accuracy of information is required. All team members should participate in the actual video in a fair and equal workload.

Evaluation of Grand Rounds Team Presentation: There will be 1 Grand Rounds Presentation per team worth 100pts. This score will account for **20%** of the final grade. Team Score will be the average of the scores submitted by your peers using the "Grand Round's Peer-Evaluation Rubric".

The Grand Rounds presentation and script will be posted to the Discussion area by **Friday @ 2359** corresponding to the week of the content and will close on the following **Tuesday @ 2359**. The team will monitor and comment on the discussion that ensues. Classmates have until **Monday @ 2359** to post peer-responses to the Grand Rounds Presentation (See Grand Rounds Peer Response). This timing ensures that the team has at least 24 hours to reply to all peer-responses.

Late Policy: 5pts deducted each day late per syllabus up to 1 day. If the Grand Round Presentation video is not posted by **Satuday @ 2359** then the team will score a zero (0) for the assignment because classmates will not have sufficient time to make a peer-response.

Tool used to evaluate:
"Grand Rounds Peer-Evaluation Rubric" completed by peer audience and instructor.
1. Overall organization & delivery
2. Clarity of script and speaking
3. Knowledge base
4. Time (no more than 10 min)
5. Creativity
6. Professionalism of Presentation (references/citations using APA)
7. Questions – Team poses thought-provoking questions for audience response
8. Late assignment deduction

IV. Peer-Responses to Grand Rounds & Case Studies (20%)

Individual peer-responses are required for two (2) of your classmates' weekly Case Studies and one (1) for the Grand Rounds Presentation (when appropriate). The "Peer-Response Rubric" will be completed by your instructor weekly.

Simply watching a presentation does not assure learning. The purpose of this peer-response activity is to ensure students are engaged in the presentation, reflective and critical of the content, and curious enough to seek out relevant, current, and possibly controversial content that helps all students understand the topic in depth. This peer-response activity creates a opens a dialogue about the case; and the pathophysiology, assessment, and pharmacological and non-pharmacological therapies associated with the case. In the peer-response, classmates have an opportunity to (a) answer the thought-provoking questions posed by the Grand Rounds team, (b) supplement the presentation content, or (c) present an argument that questions something from the presentation or conflicts with traditional knowledge. For example, the response can propose a different treatment plan based on new evidence or comment on a trending topic or controversy. Please note that 100% agreement is NOT educational. Presenting conflicting or alternative views and initiating debate in a professional, respectful manner is a skill that all masters-prepared nurses should practice.   We learn when we are challenged, not when we are passively spoon-fed.

The Peer-Response posting should be typed in directly into Canvas by "replying" to the original Grand Rounds presentation (you may want to create it in Word, then copy/paste to Discussions section but do not 'attach' a word document with your response.

> **Evaluation of Peer-Responses:** There are 12 peer-response assignments worth 100pts each. The total score will account for **20%** of the final grade.

> The peer-response opens on the same day that the Case Studies and Grand Rounds opens, **Friday @ 2359** and closes on **Monday @ 2359**. This assignment closes a day earlier than the original Case Study or Grand Rounds Presentation because the team needs time to reply to all peer-responses.

> Late Policy: Due to the conversational nature of this assignment, if the peer-response is not posted by **Monday @ 2359**, then the student will receive a zero (0).

<u>Tool used to evaluate</u>: "Peer-Response Rubric" completed by instructor weekly
- Two (2) Case Study Responses and one (1) Grand Rounds Response (when appropriate)
- Integration/synthesis of concepts and principles
- Application of knowledge with personal/professional examples
- Writing standards (APA, no plagiarism, professional writing)
- Using current peer-reviewed articles as sources to support comments
- Professional tone of response
- Relevance of response to case

V.   Shadow Health Digital Clinical Experience (DCE) (20%)

Shadow Health is a virtual patient module experienced online. Shadow Health provides a clinical simulation designed to improve your assessment skills in a safe learning environment. You will examine digital patients throughout the course that are accessible online 24/7.

The Digital Clinical Experience (DCE) is free of many of the constraints and interruptions you face in a hospital or clinical setting. This unique simulation experience allows you to conduct in-depth patient exams and interviews at your own pace. Because the exams are in-depth, these assignments will often take over an hour to complete, so it is important to plan enough time to complete your assignments each week.

The cost of this component of the course is $99 + 3.99 Learner Support Fee. This is a one-time fee and will be accessible to the student in other classes should it be required. A pricing schedule from Shadow Health may be accessed at this link: Shadow Health Pricing Schedule
Shadow Health provides a clinical simulation designed to improve your health assessment skills in a safe learning environment. Here are a few things you will need to complete on your first day to ensure you have the smoothest experience possible. Please follow the steps below. If you have any questions about Shadow Health throughout the semester, please contact Shadow Health's fantastic Support Center by emailing support@shadowhealth.com or by calling 800.860.3241.

For registration and purchase
1. Registration directions: http://link.shadowhealth.com/How-To-Register
   - If you already have a Shadow Health account, you do not need to register for an additional student account. To add a course to your existing account log in and follow these instructions: http://link.shadowhealth.com/How-To-Add-A-Course
2. Enter Course PIN - [include your unique course PIN here]
3. [include payment method here]
4. Register for a Shadow Health student introduction webinar: http://link.shadowhealth.com/Student-Orientation-Webinar

Login page: http://app.shadowhealth.com

Technical requirements
1. Review requirements: http://link.shadowhealth.com/Minimum-System-Specifications
2. Tablets and mobile devices are not currently supported.
3. To use Speech-to-Text, you must complete assignments in Google Chrome

Shadow Health Support:
1. Contact Shadow Health with any questions or technical issues regarding Shadow Health before contacting your instructor.
2. Support is available at http://support.shadowhealth.com.

Other questions regarding SH are answered in the FAQ tab in Canvas. CAREFULLY review the Registration Guide found in the FAQ section of Canvas and follow the steps to complete your registration. Please complete your textbook readings and Canvas videos, links, and readings BEFORE attempting the SH modules. This will make it easier to complete the SH assignments without spending an inordinate amount of time in SH. Please turn in each assignment within the Shadow Health website.

You will have the option of reopening and re-attempting each assignment, but you will need to click 'Turn In' so that Shadow Health will save that particular attempt for the module. If you do not click 'Turn In', Shadow Health will save the most recent attempt as your 'turned in' attempt.

Evaluation of Shadow Health DCE: There are 5 graded Shadow Health assignments worth 100pts each. The first 2 (weeks 1 and 2) are practice assignments and do not count towards the final Shadow Health score. The combined total of points for all quizzes will account for **20%** of the final grade. Shadow Health will open **Wednesdays at 0001** of the module week and close the following **Tuesday at 2359**.

Late Policy: 5pts deducted each day late per syllabus.

Tool used to evaluate: Shadow Health DCE will automatically score the assignment. The DCE score will be the grade that is recorded for completed modules. This score normalizes student results based on national averages and a normal grade distribution of 80%. You can view this grade within each of the modules in the SH platform. Please note that SH modules close automatically on the stated close date/time.

You will also be able to see your progress rated as Beginner, Developing, or Proficient, as indicated by Student Proficiency Indexes. Even though you may experience a slower start at the beginning of your attempts in the SH modules, your diligence in studying the directions, reading the assignment completely before beginning, and contacting the Help Desk within SH for any questions will give you the best chance of reaching proficient levels in each module and receiving a high grade as reflected in the DCE score.

There is a certain learning curve involved with the technical components of SH, such as learning the 'vocabulary' required for Tina to understand your questions, so be patient and persistent, allowing adequate time to become familiar with this virtual learning

resource. Reading all the instructions offered in the online modules before you begin will be particularly helpful.

EVALUATION OF THE COURSE AND FACULTY

- Students are requested to complete an end of semester evaluation of course faculty so that improvements can be made and the course updated from semester to semester. Your comments, critiques, and recommendations are welcomed in this regard and will be taken seriously. An anonymous link will be provided to you towards the end of the semester and your feedback will go directly to Administration and will remain completely anonymous, having no effect whatsoever on your course grade.
- Also, your input throughout the semester contributes to the faculty commitment to continuous improvement in the quality and relevance of this course. If you have ongoing feedback that you feel would improve this course for future students, please feel free to contact the Course Faculty.

IMPORTANT UNIVERSITY DATES

- **You may view the complete Academic Calendar for UT Tyler here.**

COMMUNICATION
A. With Faculty
- Regular communication with the course faculty is required to review clinical lab activities, develop on-going objectives, and evaluate both didactic and clinical progress.
- Faculty will respond by email within 24 hours if on a weekday and by Monday @ 8pm if on the weekend. DB will be monitored in the same fashion. Response times are usually even more prompt than this since we sincerely want to make ourselves available for your questions.
- An optional Zoom session will be scheduled monthly to facilitate student communication. Joining the sessions is completely optional but would be an excellent opportunity to get all your questions answered, communicate directly with faculty, and meet other students.

B. On Canvas
- Students are to check the Discussion Board (DB) of Canvas **daily** for announcements and new information.
- A **Course Questions** forum is available for posting questions to instructors. In this way, all students may benefit from the question/answer exchanged. Again, we will try to answer within 24 hours on weekdays, and by Monday @ 8pm if on weekends.
- Students may also post questions in **Coffee House** forum to discuss items/questions to other students. This forum will not be consistently monitored by faculty.

C. Patriot Email
- Students must check their *Patriots* email on a regular, **preferably daily**, basis. Second to the Discussion Board forums, this is the preferred method of communication by faculty with students. Personal email addresses should never be used to communicate with faculty.

- Failure to check your email may result in a lack of feedback regarding course changes and other important information. Failure to monitor your email will not constitute an excuse for missed/late assignments.
- To communicate by email with other students or faculty within the course, click the Communications link on the left. Click *Send E-mail* to send a message. In this way, you may to send messages to *All Users* or *Select Users* in the course, including the instructors.
- If you need more instructions on how to send email messages through Canvas, please review [Canvas 101-Students](#)

COURSE OR CANVAS PROBLEMS
- For general questions about the course, first utilize the Course Questions forum under the Discussions tab on Canvas. Questions will usually be answered within 24 hours, or on Monday by 8pm if on the weekend.
- For other questions or problems that may be too personal for placement on the Course questions Discussion Board Forum, please email your section faculty, or any course faculty. Emails are usually answered within 24 hours during the week and by Monday at 8pm if on the weekend. Please note that occasionally, technical problems in email systems may slow down response times.
- For technical issues with Canvas, please check out [Canvas 101-Students](#)

ACCESSING LIBRARY RESOURCES
- Students enrolled in this course have several options to access library resources. You may visit your home campus library or the [Robert R. Muntz Library](#) at the University of Texas at Tyler. Follow this link, and then complete the instructions at those sites for accessing information from a distant site.

TECHNICAL SUPPORT
- There are two options to receive UT Tyler technical assistance:
  - Phone: (903) 565-5555 or extension 5555 on campus
  - Email: [itsupport@patriots.UT Tyler.edu](#)

Necessary Skills for taking an Online or Hybrid Course
As an online/hybrid student you will have a much different "classroom" experience than a traditional student. In order to ensure that you are fully prepared for the online portion of your instruction, following is a list of expectations and requirements:
- Self-discipline
- Problem solving skills
- Critical thinking skills
- Enjoy communication in the written word

Minimum Technology Skills
As part of your online experience, you can expect to utilize a variety of technology mediums included in the course curriculum:
- Navigate Canvas
- Ability to send and receive email

- Browsing for and uploading documents and computer files to your Canvas course
- Downloading and saving files to your computer
- Navigate the Internet using a Web browser such as Mozilla Firefox, Internet Explorer or Chrome.
- Posting to a discussion board and wiki
- Open PDF files
- Playing and viewing video and audio files

Minimum Technology Requirements

- Access to a computer (PC or Mac), personal or on campus
- Internet access (high-speed preferred; Canvas and the videos may be slow to load on satellite or dial up)
- Microsoft Office, or a Word and PowerPoint compatible program such as Apple iWork or Apache Open Office (free) to view handouts and presentations.

Plug-ins and Helper Applications

UT Tyler online courses use Java, JavaScript, browser plug-ins, helper application and cookies. It is essential that you have these elements installed and enabled in your web browser for optimal viewing of the content and functions of your online course. Always ensure that you are using the most update version for the browser you choose to access the online learning content.

- **Adobe Reader** allows you to view, save, and print Portable Document Format (PDF) files.
  http://get.adobe.com/reader/
- **Java Runtime Environment** (JRE) allows you to use interactive tools on the web.
  http://www.java.com/en/download/
- **Adobe Flash Player** allows you to view content created with Flash such as interactive web applications and animations.
  http://get.adobe.com/flashplayer/
- **QuickTime** allows users to play back audio and video files.
  http://www.apple.com/quicktime/download/
- **Windows Media Player** allows you to view, listen and download streaming video and audio.
  http://windows.microsoft.com/en-US/windows/products/windows-media-player

Netiquette Guide
Please see The University of Texas at Tyler's Netiquette Guide

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

Students Rights and Responsibilities
- To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: http://www.uttyler.edu/wellness/rightsresponsibilities.php

Campus Carry

- We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at http://www.uttyler.edu/about/campus-carry/index.php

UT Tyler a Tobacco-Free University

- All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors.
- Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products.
- There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit www.uttyler.edu/tobacco-free .

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. (For Spring, the Census Date is January 30th) Grade Replacement Contracts are available in the Enrollment Services Center or at http://www.uttyler.edu/registrar . Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.
- Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.
- The Census Date **(January 28th)** is the deadline for many forms and enrollment actions of which students need to be aware. These include:
  - Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
  - Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
  - Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
  - Being reinstated or re-enrolled in classes after being dropped for non-payment
  - Completing the process for tuition exemptions or waivers through Financial Aid

State-Mandated Course Drop Policy

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

Disability/Accessibility Services

- In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Texas at Tyler offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit https://hood.accessiblelearning.com/UTTyler and fill out the New Student application. The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director of Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at http://www.uttyler.edu/disabilityservices , the SAR office located in the University Center, # 3150 or call 903.566.7079.

Student Absence due to Religious Observance

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

Student Absence for University-Sponsored Events and Activities

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

Social Security and FERPA Statement

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

Emergency Exits and Evacuation

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

Student Standards of Academic Conduct

- Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.
  - "Cheating" includes, but is not limited to:
    - copying from another student's test paper;
    - using, during a test, materials not authorized by the person giving the test;
    - failure to comply with instructions given by the person administering the test;
    - possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes". The presence of textbooks

constitutes a violation if they have been specifically prohibited by the person administering the test;

- using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
- collaborating with or seeking aid from another student during a test or other assignment without authority;
- discussing the contents of an examination with another student who will take the examination;
- divulging the contents of an examination, for the purpose of preserving questions for use by another, when the 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;
- substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
- paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
- falsifying research data, laboratory reports, and/or other academic work offered for credit;
- taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
- misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

- o "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.
- o "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.
- o All written work that is submitted will be subject to review by SafeAssignTM, available on Canvas.

UT Tyler Resources for Students

- UT Tyler Writing Center (903.565.5995)
- UT Tyler Tutoring Center (903.565.5964)
- 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)