SYLLABUS
HEALTH PSYCHOLOGY (PSYC 3310.060)
TERM: SUMMER II (July 11 – Aug 13, 2016)

Instructor: Dr. Dung Ngo
Office Phone: 903-566-7208
Email: dngo@uttyler.edu (email is preferred)

Office Hours: Virtual, on as need basis (students have access to the Instructor or the TA as much as they need)
Office Location: HPR 224 (I will be out of the office much of the summer; therefore, email is preferred)
Class Location: Online

Teaching Assistant: Paul Miller
Email: pmiller5@patriots.uttyler.edu

The Course Catalog Description

Welcome to Health Psychology! This course takes the stance that health and human behavior are closely related. For example, health condition may influence whether you go jogging, stay in bed, or even choose a particular career. In this course you will examine the contributions of psychological research to the understanding, prevention, and treatment of a variety of health concerns. We will emphasize a bio-psycho-social-spiritual model, which means we will study how social, emotional, behavioral, biological, and spiritual factors influence health outcomes. Accordingly, we will cover a variety of topics including, but not limited to, injury, stress, pain management, addictions, patient-physician relations, health care systems, and chronic illnesses such as Alzheimer's, diabetes, and AIDS. Pre-requisite: Introduction to Psychology.

Course Objectives

This course will further expand your knowledge of the importance and significance of psychology in health, illnesses, and chronic health conditions. It will provide a theoretical foundation (i.e., bio-psycho-social) for exploring the relationship/interaction between biology, social, cognitions, emotions, and behaviors within the reviewed topics, areas, and/or persons. This course will examine various medical conditions from the etiology, prevention, and treatment but through a Health Psychology perspective. Finally, this course will also demand critical thinking of the research, assigned readings, and articles that supports or contradicts a certain theoretical perspective/viewpoint.

Student Learning Outcomes

By the end of this course, you will be able to:
• describe the science of the field of Health Psychology by identifying and discussing the interplay of psychological, biological, behavioral, and social factors (Biopsychosocial Model) in the study of health issues including mechanisms and pathways in disease processes such as the initiation, promotion, and management of disease;
• summarize the theory and research of the field of Health Psychology by reviewing and discussing the fundamental and more recent contributions to the science;
• critique and synthesize research on the factors involved in causing, maintaining, contributing to, preventing, and treating a specific health issue;
• better examine one's own health history and describe and enact a positive, proactive attitude toward healthy living for oneself;
The Text

- Supplemental readings materials will be provided on as need basis.

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

Course Description and Structure

This is an online course, which gives you-the student-the flexibility of managing your time between personal obligations and completing the course. You are responsible for all the material in the assigned readings in each module. I urge you to bring up any problems you have with the readings via personal emails to me. Please take advantage of the Discussion Board to ask questions and offer constructive comments related to your readings, life experiences, or daily observations. You may also forward your questions about the course materials to my email address.

The On-line activities and assignments are outline in the course schedule (see below). Accordingly, for every chapter, you are expected to:

- read the assigned readings,
- watch the selected video clips,
- complete the assignments/activities,
- take the chapter quiz, or video quiz
- participate in the discussion board,
- complete the weekly journal entry.

Overview of Course Activities

- **Calendar of Course Activities**
  The schedule of course dates and deadlines can be accessed from the Syllabus and Modules on the course menu in Black Board. It is your responsibility to be aware of dates and deadlines posted in the calendar and keep up with course requirements.

- **Learning Modules**
  Learning Modules are used to organize content, activities, assignments, and course resources into specific units for each week of the course. You may access Learning Modules from the link on the course menu.

  Each week you should begin by visiting the corresponding Learning Module for an overview and links to the week’s activities, assignments, and deliverables.

  While Learning Modules serve as an organized place to find all activities for a particular week or unit, you may also access individual activities directly from the respective tools as explained in the sections below.

- **Course Assignments and Projects**
  Assignments and projects can be accessed from the Assignment Tool on the course menu (or from the corresponding Learning Module for the week in which they are assigned).

- **Assignment Submission Instructions**
  All assignments for this course will be submitted electronically through Black Board unless otherwise instructed. Refer to each assignment for specific instructions regarding expectations, deadlines, and submission.

  Prior to the deadline, you may have the opportunity to “take back” an assignment, make revisions or updates and resubmit. Once the deadline passes, you may not take back an assignment.
(Not applicable this semester) Group assignments will have specific instructions for completion and submission. Typically, one person from each group will be responsible for submitting the group’s assignment file(s).

- **Discussion Activities**
  The Discussion area can be accessed from the **Discussions Tool** on the course menu (or from the corresponding Learning Module for the week in which they are assigned). In this course, there will be four types of postings required

  - **1. General Discussion Assignments**
    The primary discussion category used for course discussion activities. This space includes threaded discussions with topics posted by the instructor. You will respond, and often be asked to respond to your peer’s postings. (This activity is required)

  - **2. Private Journal**
    This discussion category serves as your personal reflection journal. Post to this journal as indicated in the course assignments and weekly learning modules. The journal is a private space where only you and your instructor can view and reply to your journal posts. (This activity is required)

  - **3. Course Blog**
    The Course Blog is designed to build community in our course. It is open to all students in the course and the instructor to post comments and messages related to both face-to-face and online activities and topics. This activity is different from the Discussion Board in that the topics are open and NOT restricted to the ones post by the instructor. (This activity is optional but highly encouraged.)

  - **4. Group Discussions**
    A space provided for groups to discuss group assignments, collaborate on projects, and share feedback with group members. (This activity is optional but highly encouraged.)

- **Collaborate - Live and Pre-Recorded Presentations**
  Access Collaborate live lectures and presentations or pre-recorded archives through the Collaborate link on your course home page.

**Quizzes & Exams**
Quizzes can be accessed from the **Assessments Tool** on the course menu (or from the corresponding Learning Module for the week in which they are assigned). Each Quiz question/item is worth 2 points for a total of 20 points per quiz. There will be a total of 10 quizzes.

The midterm and final exams will be conducted online. You may access the midterm and final exam via Black Board when they become available. Each multiple-choice question/item on the exam is worth 2 points (60 questions). Thus, exam points will be calculated as follows:

- Midterm Exam: 60 multiple choice questions (2 point each) = 120 points
- Final Exam: 60 multiple choice questions (2 point each) = 120 points

You can only take the quizzes or exams within the specified time frame. **Be sure to pay close attention to deadlines—there will be no make-up quizzes or exams.** When a quiz or an exam becomes available, the link will become active and you can then begin your exam.

**Important Note:** The activities listed above serve as a reference to the types of activities we will complete in this course. This list is subject to change. Specific information about each required activity will be provided in the weekly Learning Module.

**Expectations**
**What I expect from you:**
An Online Course requires you, the student, to be in control of your learning. In a face-to-face (F2F) course, I can play a much bigger role in actively directing your learning, since I see you more often. In an online course, I have to do a lot more work in designing an appropriate learning environment, so that you can learn at your own pace, at your convenience sitting in your pajamas. Since you are in control, you need to be disciplined enough to stay up to date with the course. The following tips will help you succeed in the course:

1. **Black Board Login**: Log in to Black Board (BB) every day to view announcements, discussion posts and replies to your posts. You may need to log in multiple times a day when group submissions are due.

2. **Manage your Time**: To be successful in this course, you will need to develop excellent planning and organizational skills. Good planning allows you to plan for the unexpected sickness, travel requirements, Internet outages etc.

3. **Keep track of due dates**: Use the calendar tool on BB to keep track of due dates. Print out the schedule at the end of the syllabus, but look for updates on BB.

**What your peers expect from you**:

1. **Netiquette**: In any social interaction, certain rules of etiquette are expected and contribute to more enjoyable and productive communication. The following tips for interacting online in e-mail and/or Discussion Board messages are adapted from guidelines originally compiled by Chuq Von Rospach and Gene Spafford.
   a. Remember that the person receiving your message is someone like you, someone who deserves and appreciates courtesy and respect.
   b. Be brief. Succinct, thoughtful messages have the greatest impact.
   c. Your messages reflect on YOU. Take time to make sure that you are proud of their form and content.
   d. Use descriptive subject headings in e-mail messages.
   e. Think about your audience and the relevance of your messages.
   f. Be careful with humor and sarcasm; without the voice inflections and body language of face-to-face communication, Internet messages can be easily misinterpreted.
   g. When making follow-up comments, summarize the parts of the message to which you are responding.
   h. Avoid repeating what has already been said. Needless repetition is ineffective communication.
   i. Cite appropriate references (e.g., name) whenever using someone else's ideas, thoughts, or words.

2. **Giving Feedback**: This course is designed along the principles of synergy and collaborative learning. Therefore, it is important that you understand how to provide quality feedback to your peers. Here are a few tips for providing, positive, constructive, and useful feedback to peers:
   a. Be empathetic and remember that this environment is a safe place for making mistakes.
   b. Use nonjudgmental language and phrases that do not attack an individual. One way of doing this is to ask the individual to discuss his/her process for making the final decision.
   c. Use specific questions, examples, and references to research as a way of making your
point.

d. Make your feedback useful by providing suggestions that the individual can understand and use to improve her/his work.

3. Maintain Professional Conduct Both in the Classroom and Online
   The classroom (or online course) is a professional environment where academic debate and learning take place. I will make every effort to make this environment safe for you to share your opinions, ideas, and beliefs. In return, you are expected to respect the opinions, ideas, and beliefs of other students—both in the face-to-face classroom and online communication.

Students have the right and privilege to learn in the class, free from harassment and disruption. The course follows the standards set in the Code of Students Rights and Responsibilities, other codes of conduct can be found at the following link: http://www2.uttyler.edu/wellness/rightsresponsibilities.php and you are subject to disciplinary action for violation of that code.

Communication Guidelines:

- The best way to get a hold of me is via email (dngo@uttyler.edu). This is the preferred way.
- When sending an email, please clearly state the subject matter (e.g., Module 1 Assignment) and the course number (i.e., PSYC 3310) the in the Subject line.
- I will try my best to respond to your email within 24 hours.
- I may not have Internet access on weekends; therefore, any emails received on Friday will be answered on Monday.

Description of Required Assignments

- **Discussion Board Participation (Required, 10 pts/chapter; 100 pts total):** I believe that learning is best achieved if you actively participate in sharing your thoughts, ideas, and experiences. To facilitate active learning, I will set up the discussion board on Black Board (BB). For each chapter, I will post several open-ended questions for you to share ideas among your peers. After reading each chapter, you are required to log onto BB to respond to the posted questions and constructively communicate to your classmates’ comments. Your participation will be monitored and graded on a weekly basis. Up to ten (10) points will be awarded for active participation (see rubric). To learn how your discussion board participation is graded, please refer to the Discussion Board Grading Rubric posted on BB.

- **Private Journal (10 points/entry; 10 entries are required; 100 pts total):** This is where you document your weekly journal. No one has access to these entries except you and your instructor. A total of 10 journal/blog entries are required for this course. Your reflection is your personal journey toward the path of becoming healthier. In this course, not only you will learn how various factors influence your health and your decision to seeking help, you will also be an active participant in making changes to your lifestyle. Each week you are to thoughtfully reflect on your current lifestyle and how it may influence your current health status. The following ideas may be helpful; however, you are free to reflect on what’s on your mind or your personal experiences:
  - What aspects of your current lifestyle you are most satisfied with? How do they positively affect your health?
  - What aspects of your lifestyle you are least satisfied with? How do they negative affect your health?
  - Which aspects would you like to maintain (and why?) and which aspects would you like to change (and Why)?
  - [Ideas: You may comment on the types of food/drink you eat/drink, your eating/drinking habit, the people you associate with, the amount (or lack of) exercise, your addictive behaviors (e.g., tobacco smoking, gambling, etc.), your sleeping pattern (e.g., too much or too little), help-seeking behavior, your conception of health and illness, your family background, your belief systems, etc.]
  - I especially encourage you to focus your discussion based on the biological, sociological, psychological, and spiritual factors in your reflection.
Assignments: Please complete all assignments assigned in each chapter. All assignments will be graded.

Quizzes (20 points per quiz): There will be a multiple-choice quiz at the end of every assigned chapter. Thus 10 chapters are assigned; therefore 10 chapter quizzes are anticipated.

Videos: There will be one or two video quiz questions at the end of every video posted in the module.

Midterm Exam (120 points).
- You get two attempts on both the Midterm and Final exams. The highest grade will be used toward your final grade.

Final Exam (120 points).

Grading

<table>
<thead>
<tr>
<th>Assignment/Readings</th>
<th>Total Points</th>
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<tbody>
<tr>
<td>Discussion Board Participation (1 post/chapter; 10 posts are required @ 10 pts/post):</td>
<td>100</td>
</tr>
<tr>
<td>Private Journal (10 entries required @ 10 points/entry):</td>
<td>100</td>
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<tr>
<td>Chapter Quizzes (10 quizzes @ 20 points/quiz):</td>
<td>200</td>
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<tr>
<td>Assignments</td>
<td>110</td>
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<tr>
<td>Midterm Exam (120 points):</td>
<td>120</td>
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<td>Final Exam (120 points):</td>
<td>120</td>
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<tr>
<td>Video Quizzes:</td>
<td>11</td>
</tr>
</tbody>
</table>

Total possible: 761

A = 685 – 761 (90%)
B = 609 – 684 (80%)
C = 533 – 608 (70%)
D = 457 – 532 (60%)

Make-up Quizzes and Exams: NO make-up quizzes or exams will be given without pre-approved arrangement or permission. Because exam dates are specified well in advance and scheduled during class times you will be expected to be able to take all of them. Exceptions for catastrophic cases will be reviewed individually.

COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment/Readings</th>
<th>Due Dates/Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>1. CHAPTER 1: An Overview of Psychology and Health</td>
<td>All readings, assignments, quizzes for Chapters 1 &amp; 2 are due by Sat. Jul 16, at 11:59 PM.</td>
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</tbody>
</table>

Jul 11 – Jul 16
• Chapter Objectives: In this chapter you will learn (1) the definition of health; (2) historical viewpoints on physiology, disease processes, and the mind; (3) psychology’s role in health care; (4) current perspectives on health and illness; (5) the foundations and connections for health psychology; (6) and research methods use in health psychology research.
• **Assignment:** Your Life style *(10 pts)*

Objective: This assignment will help you to reflect on your current life style in relation to your current health.

Assignment Description: Please write a 1-2 page description of your current lifestyle. Please address the following issues, in paragraph format: (1) Describe three undesirable habits that you currently have; (2) reflect on the factors that caused these habits, as well as factors that act to maintain these habits; (3) how do these habits negatively influence your current health; and, finally (4) what changes might you take to change these habits and in turn improve your health status.

2. **CHAPTER 2: The Body's Physical Systems**

• **Chapter Objectives:** After reading this chapter, you should be able to (1) summarize how the nervous system works; (2) summarize how the endocrine and nervous systems working together; (3) summarize how the digestive system works; (4) summarize how the respiratory system works; (5) summarize how the cardiovascular system work; and (6) summarize how the immune system works.

• **Assignment: Understanding the body's physical system** *(8 pts)*

Assignment Objectives: This assignment will help you understand how our body physical systems work and how these systems could be affected by our lifestyles.

After reading this chapter, please select four body systems and do the following:
(1) Summarize how these systems works.
(2) Describe whether or not they function independently or synergistically?
(3) How are these systems impacted by our lifestyles? Please discuss the impact of both adaptive (e.g., exercise, healthy diet) and maladaptive (e.g., smoking, drinking) lifestyles on these systems.

• **Videos:** Please view the following videos. After watching these videos, please take the quizzes related to each video. *(6 points)*

  o Clip 1: Nervous System *(http://www.youtube.com/watch?v=UabDiuTtU0M)*
  o Clip 2: The Endocrine System *(http://www.youtube.com/watch?v=f_Z1zsR9IFM)*
  o Clip 3: The Digestive System *(http://www.youtube.com/watch?v=E1tWXQ5BiA)*
  o Clip 4: The Respiratory System *(https://www.youtube.com/watch?v=hc1YtXc_84A)*
  o Clip 5: The Cardiovascular System *(https://www.youtube.com/watch?v=Y335KJ-EuDw)*
  o Clip 6: The Immune System *(http://www.youtube.com/watch?v=Non4MkYQpYA)*

• Please complete **CHAPTER 1 & 2 QUIZZES**
### Week 2
**Jul 18 – Jul 23**

#### 1. CHAPTER 4: Stress, Biopsychosocial Factors, and Illness

- **Chapter Objectives:** to examine the psychosocial modifiers of stress; to examine how stress affects health; to summarize psychophysiological disorders; and to summarize relationship between stress and cardiovascular disorders.
- **Assignment:** Please write a 1-page answer to this question: How does acculturation affect blood pressure? Please explain and defend your answer by citing research evidence. (10 pts)
- **Video:** Biopsychosocial Model of health and illness ([http://www.youtube.com/watch?v=pQbnmi5fTZY](http://www.youtube.com/watch?v=pQbnmi5fTZY)) (Video quiz, 1 point)

#### 2. CHAPTER 5: Coping With and Reducing Stress

- **Chapter Objectives:** to define coping; to examine ways to reduce stress; and to identify stress management strategies.
- **Assignment:** Please write a 1-page essay: What can we learn about the Amish way of social support in dealing with stress? Please be specific and give examples in your answer. (10 pts)
- **Videos:** Clip 1—Stress Management—Health Matters ([http://www.youtube.com/watch?v=lT17Jr1EEJQ&feature=related](http://www.youtube.com/watch?v=lT17Jr1EEJQ&feature=related)) (1 point)

  Clip 2: Coping with stress ([https://www.youtube.com/watch?v=3l7qR4NO8Ag](https://www.youtube.com/watch?v=3l7qR4NO8Ag)) (1 point)

- **Please complete CHAPTER 4 & 5 QUIZZES**

**Deadline: Saturday July 23, 2016**

### Week 3
**Jul 25 – Jul 30 (Midterm Week)**

#### 1. CHAPTER 6: Health-Related Behavior and Health Promotion

- **Chapter Objectives:** to summarize the relationship between health and behavior; to examine what determines people’s health-related behavior; to identify the development, gender, and sociocultural factors in health; and to examine ways for promoting health.
- **Assignment:** In a table format, please identify all the risk factors for the following conditions—heart disease, lung disease, diabetes, stroke, smoking, and alcohol drinking. Then, list the prevention methods for each condition. (12 pts)

**Deadline: Saturday July 23, 2016**

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**Deadline: Saturday July 16, 2016**

**All readings, assignments, quizzes for Chapters 4 & 5 are due by Sat. Jul 23, at 11:59 PM.**

**All readings, assignments, quizzes for Chapters 6 & 8 are due by Sat. Jul 30, at 11:59 PM.**
<table>
<thead>
<tr>
<th><strong>Week 4</strong></th>
<th><strong>Aug 1 – Aug 6</strong></th>
<th><strong>MID TERM EXAM: The midterm exam will cover chapters 1, 2, 4, 5, 6, &amp; 8</strong></th>
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<tr>
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<td><strong>Exam opens Friday Jul 29, 2016 at 10 AM.</strong></td>
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<td><strong>Exam closes Saturday Jul 30, 2016 at 11:59 PM.</strong></td>
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<td><strong>Once you started the exam, you must finish the exam.</strong></td>
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<td><strong>You have two chances; the highest score will be accepted.</strong></td>
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<td><strong>Exam questions will be randomly selected from a pool.</strong></td>
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<td><strong>There are 60 multiple choice questions. You will have two hours to complete the exam.</strong></td>
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1. **CHAPTER 9: Using Health Services**

   - **Chapter Objectives:** to identify different types of health services; to examine why people use, don’t use, and delay using health services; to summarize the patient-doctor relationship; and to list factors why patients do and do not adhere to medical advice.

   - **Assignment:** Compare and contrast the American Health Care system with a health care system in another country. Please describe the similarities & differences and list the pros and cons for both systems. (10 pts)

2. **CHAPTER 10: In the Hospital: The Setting, Procedures, and Effects on Patients**

   - **Chapter Objectives:** to summarize how the setting of the hospital affects patient recovery; to describe the coping processes in hospital patients; to summarize how health psychologists assist hospitalized patients; and to summarize the psychosocial adjustments to terminal illness.

   - **Assignment:** Please design a detailed outline preparing patients for a stressful medical procedures. (10 pts)

   - **Please complete CHAPTER 9 & 10 QUIZZES**
<table>
<thead>
<tr>
<th>Week 5</th>
<th>Aug 8 – Aug 13 (Final Exam Week)</th>
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<tbody>
<tr>
<td><strong>1. CHAPTER 13: Serious and Disabling Chronic Illnesses: Causes, Management, and Coping</strong></td>
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<td><strong>Chapter Objectives:</strong> to describe the coping process in chronic illness; to identify the impacts of different chronic conditions; and to summarize the psychosocial interventions for people with chronic conditions.</td>
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<td><strong>Assignment:</strong> After watching the video clip, please answer the following questions: (1) what is the relationship between spirituality and health? (2) are there any evidence that spirituality aids in enhancing health? (3) what are the arguments for and against physicians addressing patient’s spirituality in their treatment. (15 pts)</td>
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<td><strong>Video:</strong> Spirituality and Health (<a href="http://www.youtube.com/watch?v=A0ucsxP0vUk&amp;feature=related">http://www.youtube.com/watch?v=A0ucsxP0vUk&amp;feature=related</a>) (1 point)</td>
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<tr>
<td><strong>2. CHAPTER 14: Heart Disease, Stroke, Cancer, and AIDS: Causes, Management, and Coping.</strong></td>
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<td><strong>Chapter Objectives:</strong> to describe the causes, management, and coping of heart disease, stroke, cancer and AIDS, and to examine the intervention methods for bereavement.</td>
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<td><strong>Assignment:</strong> Write a one-page Reflection—What are your thoughts about integrative medicine (e.g., herbal medicines and Tai Chi)? Should we incorporate these alternative treatment techniques in our everyday health care practice? Why or Why not? (15 pts)</td>
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<td><strong>Video:</strong> The Health Benefits of Tai Chi: Art and Science (<a href="http://www.youtube.com/watch?v=co1uxOF8Mc&amp;feature=relmfu">http://www.youtube.com/watch?v=co1uxOF8Mc&amp;feature=relmfu</a>) (1 point)</td>
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<tr>
<td><strong>Please complete CHAPTER 13 &amp; 14 QUIZZES</strong></td>
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<td><strong>Deadline: Saturday Aug 13, 2016</strong></td>
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**Completed by 8/13/2016**

**FINAL EXAM:** The midterm exam will cover chapters 9, 10, 13, 14
- Exam opens Friday Aug 12, 2016 at 10 AM.
- Exam closes Saturday Aug 13, 2016 at 11:59 PM.
- Once you started the exam, you must finish the exam.
- You have two chances; the highest score will be accepted.
- Exam questions will be randomly selected from a pool.
- There are 60 multiple choice questions. You will have two hours to complete the exam.

**All readings, assignments, quizzes, for Chapters 13 & 14 are due by Sat. Aug 13, at 11:59 PM.**
University Policies

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://www2.uttyler.edu/wellness/rightsresponsibilities.php

Grade Replacement/Forgiveness and Census Date Policies
Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at http://www.uttyler.edu/registrar. Each semester’s Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions that students need to be aware of. 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 Services
In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University offers accommodations to students with learning, physical and/or psychiatric disabilities. If you have a disability, including non-visible disabilities such as chronic diseases, learning disabilities, head injury, PTSD or ADHD, or you have a history of modifications or accommodations in a previous educational environment you are encouraged to contact the Student Accessibility and Resources office and schedule an interview with the Accessibility Case Manager/ADA Coordinator, Cynthia Lowery Staples. If you are unsure if the above criteria apply to you, but have questions or concerns please contact the SAR office. For more information or to set up an appointment please visit the SAR office located in the University Center, Room 3150 or call 903.566.7079. You may also send an email to cstaples@uttyler.edu

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.

Technical Support
If you experience technical problems or have a technical question about this course, you can obtain assistance by emailing support@patriots.utyler.edu or call 903.565.5555. When you email IT Support, be sure to include a complete description of your question or problem including:

• The title and number of the course
• The page in question
• If you get an error message, a description and message number
• What you were doing at the time you got the error message

You may also visit the Help Tab in Blackboard for useful information or check out On Demand Learning Center for Students http://ondemand.blackboard.com/students.htm

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

• Mozilla Firefox is the recommended browser for Blackboard. http://www.mozilla.org/en-US/firefox/new/
• Adobe Reader allows you to view, save, and print Portable Document Format (PDF) files. http://get.adobe.com/reader/
• 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/
• RealPlayer allows you to view and listen to streaming video and audio. http://www.real.com

More on Netiquette Guide
"Netiquette" is network etiquette, the do's and don'ts of online communication. Netiquette covers both common courtesy online and informal "rules of the road" of cyberspace. Review and familiarize yourself with the guidelines provided. (URL: http://www.learnthenet.com/learn-about/netiquette/index.php)

*This COURSE SYLLABUS is subject to change as seen fit by the instructor.