Physiological Psychology Syllabus
PSYC 4318-001
Dr. Kirby
University of Texas at Tyler
Fall 2018

Instructional Team Information

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Preferred name</th>
<th>Full name</th>
<th>Office</th>
<th>E-mail address</th>
<th>Office hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor</td>
<td>Dr. Kirby</td>
<td>Lauren</td>
<td>HPR</td>
<td><a href="mailto:lkirby@uttyler.edu">lkirby@uttyler.edu</a></td>
<td>M-F 10-11am</td>
</tr>
<tr>
<td></td>
<td>Kirby</td>
<td>212</td>
<td></td>
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</tr>
<tr>
<td>GTA</td>
<td>Allison</td>
<td>Allison</td>
<td>HPR</td>
<td><a href="mailto:ABarrett10@patriots.uttyler.edu">ABarrett10@patriots.uttyler.edu</a></td>
<td>T/R 12:30-2pm</td>
</tr>
<tr>
<td></td>
<td>Barrett</td>
<td>212</td>
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</tbody>
</table>

Course Meeting Information

We will meet for lectures, discussions, and demonstrations in BRB 01025 on Tuesdays and Thursdays from 3:30-4:50pm. Please see this campus map for help finding the classroom and my office: http://www.uttyler.edu/maps/campus-map-printable.pdf

Course Materials and Resources

Required Textbook


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. You may use editions 11-13 and used textbooks in this course.

Recommended Textbook


Recommended Website


Required Canvas Use

Check the course Canvas page daily: you are responsible for any information I convey through Canvas, UT-Tyler email, or in class, as well as information contained in documents under the “Files” tab. You will also be asked to complete regular Canvas discussion posts. Pay special attention to the Course Calendar and the Assignments and Activities descriptions.
Technology

You will need to use Microsoft Word for writing papers outside of class. Apple’s Pages or any other formats are not allowed. If you do not have Microsoft Word, please visit the following page for instructions for how to download it for free: https://www.uttyler.edu/it/office365/365-proplus-students.php

E-mail

Please check e-mail and Canvas daily. Before asking a question via e-mail, always check the syllabus first.

Course Catalog Description

Examines research techniques in the physiological psychology and the neurobiological basis of learning, memory and abnormal behavior. Recommended: Introductory biology or equivalent.

Student Learning Outcomes

As a result of this course the successful student will be able to:
1. Describe the structure and functions of cells of the nervous system, including communication within neurons and between neurons.
2. Describe the structure of the nervous system including the basic features of the central nervous system including the basic features of the central and peripheral nervous system.
3. Describe the basic principles of psychopharmacology.
4. Describe the physiological processes involved in vision.
5. Discuss the physiological processes involved in sleep and understand sleep disorders.
6. Describe the physiological and anatomical basis of learning and memory.
7. Understand the neural circuitry underlying addiction.
8. Describe the neurological basis of schizophrenia and affective disorders.

Course Policies and Assignments

Contacting Us

Personal meetings. To meet with me, drop into office hours as listed above: you do not need to message or arrange an appointment for these. If none of the office hours work for you, please email, suggesting a meeting time in your first message. I hold office hours HPR 212. Similar contact procedures apply for your TA. Contact the TA first for general questions and study help.

Assignments and Activities

Discussions. These are participation-based graded assignments in Canvas that ask you to write a response to an open-ended question about the corresponding module content. In order to earn the credit, you must post before seeing others’ posts, and you must reply to at least one other student with actionable, specific, and kind feedback. There are 12 Discussions available and I will drop the lowest two Discussion grades.

Essays. Instead of traditional exams, this course requires that you communicate your understanding of the material in more open-ended and open-resource ways. You may write the
essay in response to a choice of prompts from most recent modules’ content. Your essay must be formatted in APA style: I will grade more gently on APA style for the first essay, and then increase the deductions for errors in later essays. Each essay must include a title page, a reference page, and at least two pages of content. You will write two such essays, but you have four choices of due dates on the syllabus. Prompt choices will be posted to Canvas within the first 2 weeks of the semester. Essay submissions will be electronic (Canvas).

**Prep guides.** Prep Guides are to be brought to class (in either printed or electronic form) on the dates listed on the course calendar and used for team discussions. Each team member will bring their own PG to class, and they will discuss their answers with their teammates. Then the team will fill out one PG for the entire group, benefitting from the notes and changes made during team and class discussions. To work on and submit a Prep Guide, go to Files in Canvas, download on the appropriately numbered Prep Guide (corresponding to the chapter covered), save it under a different name including your initials (or print it out and write on it), and type your answers in bold spaced below the question (or print it out and write on it). Bring this version to class. You may turn in a final team version (one PG per team) on paper or electronically by the end of the class period during which we discuss it. Make sure it includes the first and last names of all group members who were present or participated and should get credit. To submit it electronically, click on “Assignments” to find the appropriate Prep Guide submission box, and submit a Microsoft Word document (.doc or .docx). You must completely fill out the Prep Guide using complete sentences and attempt each question: if you skip any question you will be awarded no points with no resubmission opportunity. **There are 11 Prep Guides and I will drop the lowest grade. There are no make-ups for Prep Guides.**

**Quizzes.** In-class quizzes test your factual knowledge of the material after we have finished covering a chapter. They contain 6 multiple-choice questions (MCQs), and 4 short-answer questions. There are 12 Quizzes available, and I will drop your lowest two Quiz grades.

**Presentations.** Instead of taking exams, you write essays as well as demonstrate your understanding of cognitive psychology theories and applications with a group oral presentation. You will be allowed a maximum of 10 minutes and a maximum of three PowerPoint slides (not required) to give a spoken presentation from a list of topics with a larger focus on applications and everyday examples. You need to engage the class by clearly explaining in layman’s terms both sides of a theory and why the theory matters with examples and applications. You should watch “Three Minute Thesis” or “Ted Talk” videos to emulate the style. Just as with the essays, you will create two group presentations with four choices of due dates on the syllabus. You will also complete an anonymous form to estimate what percentage of the presentation was completed by each group member to ensure everyone pulls their weight.

**Final portfolio.** Your portfolio will be a collection of your selection of two of your major assignments (one essay and one presentation). Once you have chosen your assignments, write some brief text explaining why you chose those particular assignments to showcase. You must give, receive, and incorporate peer feedback (from anyone in the class) on the chosen assignments, as well as revise them based on my feedback from when I graded them. Thus, your portfolio will include your original submission of each selection, evidence of the feedback you received, and a revised version of each selection that incorporates feedback. Although the
assignment is due at the end of the semester, I strongly encourage you to revise the assignments based on my feedback as soon as you can after I grade them. You may also seek and respond to peer feedback either before or after your first submission. You will also be asked to write some reflective text on each of the selections. For example, what did you learn while completing the assignment the first time? What did you learn from my feedback and that of your peers? What was the experience like when you created the revised assignment? You may complete these reflections at any point in the semester as well, but they are most useful to you if you write them immediately after completing the assignment. You may compile and present these components in either of the following formats: you could 1) include all feedback and reflective text in one large Microsoft Word document or pdf, or 2) you may create an ePortfolio (free website using Wix.com that requires no coding knowledge). Taken all together, justifications and reflections must in total reach about 2 double-spaced pages of written content.

Grading

There are 100 points available in this course. The following table displays the number of points devoted to each type of assignment.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Number</th>
<th>Category Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussions</td>
<td>1</td>
<td>10/12</td>
<td>10</td>
</tr>
<tr>
<td>Prep Guides</td>
<td>1.5</td>
<td>10/11</td>
<td>15</td>
</tr>
<tr>
<td>Quizzes</td>
<td>2</td>
<td>10/12</td>
<td>20</td>
</tr>
<tr>
<td>Essays</td>
<td>10</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>Presentations</td>
<td>10</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>Portfolio</td>
<td>15</td>
<td>1</td>
<td>15</td>
</tr>
<tr>
<td>Extra Credit</td>
<td>Varies</td>
<td>Varies</td>
<td>2.5</td>
</tr>
<tr>
<td>Total:</td>
<td></td>
<td></td>
<td>100</td>
</tr>
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</table>

I do not round grades. You will have plenty of opportunities to earn points in this course and your final grade is one you earn. The last opportunity to earn points is the final exam day, 15 December 2018. If you have a concern about a grade at any time, please feel free to ask me about your issue and submit a Grade Complaint Form on Canvas if appropriate.

Extra credit. You may earn extra credit by participating in research studies through SONA (https://uttyler.sona-systems.com/Default.aspx?ReturnUrl=%2f) (0.2 pts/hr), writing response papers to research articles (0.2 pts/paper), writing response papers to podcasts (0.2 pts/paper), completing extra assignments in the categories from which I drop grades (0.2pts/assignment), or for extracurricular work at my discretion. Extra credit points are added to your Portfolio grade. You may earn a maximum of 2.5 points of extra credit and the deadline to earn any points is 15 December 2018.
### Course Calendar

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Topic</th>
<th>Due</th>
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</thead>
<tbody>
<tr>
<td>8/28</td>
<td>T</td>
<td>Introductions and Syllabus</td>
<td>Syllabus</td>
</tr>
<tr>
<td>8/30</td>
<td>Th</td>
<td>Neurons</td>
<td>Read Ch 1; PG 1; QS; DS</td>
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<tr>
<td>9/4</td>
<td>T</td>
<td>Neurons</td>
<td>D1</td>
</tr>
<tr>
<td>9/6</td>
<td>Th</td>
<td>No Class</td>
<td>Career Success Conference</td>
</tr>
<tr>
<td>9/11</td>
<td>T</td>
<td>Synapses</td>
<td></td>
</tr>
<tr>
<td>9/13</td>
<td>Th</td>
<td>Neurons &amp; Synapses</td>
<td>D2</td>
</tr>
<tr>
<td>9/18</td>
<td>T</td>
<td>Presentations</td>
<td>Presentation and Essay Due Date</td>
</tr>
<tr>
<td>9/21</td>
<td>Th</td>
<td>Anatomy &amp; RM</td>
<td>Read Ch 3; PG 3; Q2</td>
</tr>
<tr>
<td>9/25</td>
<td>T</td>
<td>Anatomy &amp; RM</td>
<td>D3</td>
</tr>
<tr>
<td>9/27</td>
<td>Th</td>
<td>Genetics &amp; Development</td>
<td>Read Ch 4; PG 4; Q3</td>
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<td>Genetics &amp; Development</td>
<td>D4 Midterm SONA Credits Due</td>
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<tr>
<td>10/4</td>
<td>Th</td>
<td>Genetics &amp; Development</td>
<td>Presentation and Essay Due Date</td>
</tr>
<tr>
<td>10/9</td>
<td>T</td>
<td>Presentations</td>
<td></td>
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<tr>
<td>10/11</td>
<td>Th</td>
<td>Vision</td>
<td>Read Ch 5; PG 5; Q4</td>
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<tr>
<td>10/16</td>
<td>T</td>
<td>Vision</td>
<td>D5</td>
</tr>
<tr>
<td>10/18</td>
<td>Th</td>
<td>Movement</td>
<td>Read Ch 7; PG 7; Q5</td>
</tr>
<tr>
<td>10/23</td>
<td>T</td>
<td>Movement</td>
<td>D7</td>
</tr>
<tr>
<td>10/25</td>
<td>Th</td>
<td>Sleep</td>
<td>Read Ch 8; PG 8; Q7</td>
</tr>
<tr>
<td>10/30</td>
<td>T</td>
<td>Sleep</td>
<td>D8</td>
</tr>
<tr>
<td>11/1</td>
<td>Th</td>
<td>Internal Regulation</td>
<td>Read Ch 9; PG 9; Q8</td>
</tr>
<tr>
<td>11/6</td>
<td>T</td>
<td>Internal Regulation</td>
<td>D9</td>
</tr>
<tr>
<td>11/8</td>
<td>Th</td>
<td>Presentations</td>
<td>Presentation and Essay Due Date</td>
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<td>11/13</td>
<td>T</td>
<td>Emotional Behavior</td>
<td>Read Ch 11; PG 11; Q9</td>
</tr>
<tr>
<td>11/15</td>
<td>Th</td>
<td>Emotional Behavior</td>
<td>D11</td>
</tr>
<tr>
<td>11/20</td>
<td>T</td>
<td>Break</td>
<td>Break</td>
</tr>
<tr>
<td>11/22</td>
<td>Th</td>
<td>Break</td>
<td>Break</td>
</tr>
<tr>
<td>11/27</td>
<td>T</td>
<td>Learning &amp; Memory</td>
<td>Read Ch 12; PG 12; Q11</td>
</tr>
<tr>
<td>11/29</td>
<td>Th</td>
<td>Presentations</td>
<td>Presentation and Essay Due Date</td>
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<tr>
<td>12/4</td>
<td>T</td>
<td>Psychological Disorders</td>
<td>Read Ch 14; PG 14; Q12; D12</td>
</tr>
<tr>
<td>12/6</td>
<td>Th</td>
<td>Psychological Disorders</td>
<td>Q14; D14</td>
</tr>
<tr>
<td>12/13</td>
<td>Th</td>
<td>Final Portfolio</td>
<td>Due online at 5:30pm</td>
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</tbody>
</table>

Note: You are required to attend the Career Success Conference (they will provide a record of your attendance) instead of attending class on 6 September, 2018.
Dr. Kirby’s Additional Course Policies and Tips

- Have a question? Check the syllabus!
- Read the textbook before the information is covered in class.
- Use proper email etiquette and address me as Dr. Kirby, please. Check out these tips for more useful email etiquette with instructors:
  https://www.scribendi.com/advice/how_to_email_a_professor.en.html
- Give your TA the same respect you give me, please, including preferred name and e-mail etiquette.
- Read the textbook first and come to class expecting presentations, discussions, and activities to be supplemental. Your first contact with and responsibility to the material is the textbook. I guide you in practicing skills: I do not teach by transferring facts from my head to yours.
- If you think there is a mistake in any of your grading (I am only human!), please let me know ASAP. It will be very helpful if you bring evidence from the textbook with you about why you think your answer was correct.
- You have only the class period to take an exam, regardless of your arrival time (unless you have accommodations otherwise).
- There are no make-ups for anything other than exams in this class.
- Notify me ahead of time if you will miss an exam or are having trouble making a deadline for any assignment. For exams, if you do not notify me ahead of time but still bring an excuse afterward, you may make it up for 70% of the original credit.

Dr. Kirby’s Final Comments

- Organizational Skills: Use calendar, reminder, and to-do list features on your mobile device to keep up with responsibilities. All assignments are already on the course calendar so there is no excuse. You should also schedule regular uninterrupted time to do your reading and studying for this class. For example, for a Tuesday-Thursday class you may want to study at the same time every Monday, Wednesday, and Friday. You will remember the information better if you study in an environment and state of mind that are similar to where and how you will be asked to remember it (such as a quiz, essay, or presentation). Remove distractions during class time and study time. As difficult as it may be, DO NOT use your electronics for any playtime during studying or class. Turn off notifications to recreational apps while studying.

- Read the Textbook (Well): Read PG questions before you begin reading: answer the pre-reading ones first. Then, read the rest. Now you will be oriented to the parts of the chapter I expect you to focus on. Pay attention to the parts of the textbook students normally skip over. Orient yourself by first looking at the outlines, headings, and learning objectives. Pause to look at all figures and tables when they are referred to in the main text. Test yourself by trying to predict what the summaries will say before you read them. Pay special attention to bolded vocabulary words and italicized words. DO NOT SKIP any extra boxes. They are especially relevant to the objectives of this course and you may be tested on them. Finally, answer the Prep Guide reading questions as you read. Take notes as you read: connect it to something you already know. Bring any reading notes to class to update them with information from an activity, discussion, or lecture point. The bottom line is that reading before class is essential to doing well in this course. You will not be spoon-fed the information you need for exams: you should come to class prepared and during class you will
encounter new examples, applications, and thought-provoking questions about the material you read. Exposure to information and basic memorization are to be done before class: my role is primarily to guide you in thinking deeply and critically about the material rather than relating facts to you.

- **Study Strategies:** Study with a partner. If this results in too much loafing or wasted time, imagine you are teaching the material and organize it for someone else. Make your own “lecture notes” or study guide. When you use a Prep Guide or homemade study guide, fully write out or speak the answer to each question without looking in the book or your notes for the answer. This way you will practice what you will do on quizzes: retrieving the answer without looking at source material. Flash cards are generally a waste of time. You need to be able to use the information you learn about, not simply recite it. This course features only a very small proportion of your grade sourced from vocabulary definitions. If you must use flash cards, write on them something like “generate an example of late selection attentional filtering in your daily life.” Re-reading chapters is also a waste of your time. Do not excessively re-read the chapters or lecture notes. Instead, quiz yourself. Use the Prep Guides and textbook features to check your understanding: if you find you have some areas needing improvement, go back and re-read that material for understanding and/or contact me for clarification. Quizzing yourself can improve your performance by an entire letter grade.

- **Participate:** Ask questions. There are no stupid questions in my class. Questions, wrong answers, and failure are the path to learning. Fully participating in this course should take between 6-9 hrs/week, and perhaps more when writing essays and preparing for presentations, so come prepared for that time and effort commitment. You get out of my courses what you put in.

- **Check your Mindset:** According to Carol Dweck, students have either a fixed or growth mindset about learning. Fixed mindset students believe their academic abilities are fixed traits. They are focused on performance (grades) and take pride in doing better than other students. To them, good grades mean they are good at something and bad grades mean they are bad at it. They think failure is a result of poor abilities and it discourages them. On the other hand, growth mindset students believe their performance is the result of their effort. They focus on how much they learn and grow from an experience. They take pride in doing better than they did before. To them, bad grades or areas of improvement are valuable information. They believe failure is encouragement to try harder or do something different. Growth mindset students perform better in many aspects of life than do fixed mindset students: they are more flexible and are better problem-solvers. I take a growth mindset to learning: I want to help you get over your fear of failure. Thus, I give feedback and give you opportunities to revise assignments. I will also give you practice in giving and taking actionable, specific, and kind feedback. Perfectionism is unhealthy, so give yourself some grace and come ready to “fail” at something!

- Ask for help early and often. That is what your TA and I are here for!

**Research Participation Policy**

The following information is provided by Dr. Eric Stocks.

The Department of Psychology and Counseling requires that all students taking 1000- and 2000-level psychology courses to complete a research requirement. Research Methods and Statistics are exempt from this policy. However, these two courses and certain 3000- and 4000-
level courses also may include some type of research experience as either a course requirement or as extra credit. **In order to fulfill this requirement or access extra credit opportunities, all students should register in Sona within the first week of class. The registration will take only a few minutes, and will include a brief survey to collect demographic data.** This data will serve as a screening tool to determine potential survey eligibility.

After registering, you may complete research credits by participating in psychology studies. A credit is earned for every 30 minutes of research participation. Most studies are 30 minutes long or less, so most studies will count as 1 credit. If the study is longer than 30 minutes, you will receive 2 credits.

**Timeline:**

If you choose to complete the research participation, at least 3 of the credits must be submitted on or before midterms. The specific due date for these credits will be determined by your course instructor. Failure to do so will result in a **5% reduction** to your final course grade. The remaining 3 credits needed to fulfill the requirement must be submitted on or before the last day of the regular semester (i.e., before the start of finals week). Failure to submit the remaining credits by this date will result in an **additional 5% reduction** to your final grade.

If you choose, instead, to complete the research report, the final report must be submitted to your instructor no later than midterms. The specific due date for this report will be determined by your course instructor. Failure to do so will result in a **10% reduction** to your final course grade. If you are caught plagiarizing or engaging in other forms of academic dishonesty with regard to the research report, you will face university disciplinary measures in addition to the 10% reduction to your final grade.

**Initial Registration and Account Setup:**

The psychology pool administrator maintains the student credits in the department’s online research participation system, which is called Sona Systems. Students are required to register with this online system to track and submit their credits.

**How to Create an Account for the Research/Counseling Sign-up System**

Go to the following website: [http://uttyler.sona-systems.com](http://uttyler.sona-systems.com)

Please follow these steps:

1. On the right-hand side of the page, click the link that says “Request Account.”
2. Type in your information. Your user ID can be anything you wish. However, note that **YOUR EMAIL ADDRESS MUST BE ACCURATE!!!!** You will also enter your telephone number and select the psychology course(s) that you enrolled in this semester.
3. The system will use your email address to send you a password.
4. Log into the system at the web address above with your username (that you created) and password (that the system will email to you). You may change your password upon logging in to the system for the first time.
5. Click the link that says “Study Sign Up”
6. Click the link of the study you wish to participate in (the number of credits the study is worth will be listed on the webpage).
7. Click the link that says “Timeslots Available.” Note that a specific study is available until the study is completed, after which you can no longer sign up for it. New studies are posted
throughout the semester, but the timing of new study availability depends on the individual researchers in charge of those specific studies.

Start early!!!! Do NOT wait until the end of the semester to start your research participation. There will NOT be a large number of studies available toward the end of the semester because the researchers and their student assistants are trying to analyze the data from their semester projects before the semester ends. Check Sona each week throughout the semester in order to find new studies in which you can participate!!!!!

(8) Select a date and time that will work for you. Some studies are completely online, so you can complete that study immediately. Other studies require that you show up to one of the psychology research laboratories on campus. There are three psychology laboratories on campus, so please note which one you need to attend.

(9) The Sona system will send you an email reminder about your study sign up (including information about the day, time, and location of the study) at 5:00 pm the night before the study is to take place.

(9) Repeat Steps 5 - 8 until you have completed all credits that are required for your course. Any credits you complete beyond those required for your course(s) can potentially be used for extra credit, at the discretion of your instructor.

Once you participate, the system will track the number of credit hours you have completed. This information is available by clicking the “My Schedule/Credits” link.

Types of Studies:
There are two basic types of studies. The first is a laboratory study, and you will meet with a researcher at a specific location on the UT-Tyler campus. The second type is an online study. With this type of study, you can complete it from any computer connected to the internet. Although the majority of studies are of the first type, a few online studies may be posted during the semester for your convenience. The type of study will be listed in the description of the project on the website.

Cancelling an Appointment:
If you need to cancel an appointment for a timeslot you have signed up for, you can do this from the My Schedule / Credits page on the website. Select this link, and you will see all the studies you have signed up for, as well as those you have completed. Click “Cancel” on the appointment you need to cancel, and you will see a confirmation page. Note, however, that you should avoid cancelling an appointment unless absolutely necessary. Aside from not receiving the credit from the study, you are also inconveniencing the student researchers who are waiting at the laboratory to greet you. If you do need to cancel, you may try to contact the researcher in charge of the study (listed on the website) to reschedule.

To assign credits to specific courses – in the event that you are in more than one course that requires participation and/or offers extra credit for participation – please do the following:
(1) Click the “My Schedule/Credits” link.
(2) Assign the credits for each study in which you have participated to a specific course. This may include volunteer hours for student counseling.
(3) The system will allow you to assign any number of the total credits you have accumulated to any specific course. However, you only have your total number of
accumulated credits to distribute to your course(s). For example, if you have two courses that require participation and you have 10 accumulated credits, you can allocate those 10 credits to one course, the other course, or divide them in some way between both courses.

Before the end of the semester, be sure that you “apply” the credits that you have accumulated to the course(s) that require research participation and/or that offer extra credit for participating in research or volunteering for counseling.

If you have any questions about Sona or the research participation requirement for your course, please talk with your course instructor. Or, you may contact the Sona System administrator, Dr. Stocks, directly at estocks@uttyler.edu.

University Policies

Student Rights and Responsibilities

To know and understand the policies that affect your right 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 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 any 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% refund for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (session 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 for 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 Tyler at Texas offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including non-visible a 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 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 2 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 imitated against any students 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.

(i) “Cheating” includes, but is not limited to:
• Copying from another students’ 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 us by another, when the instructor 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 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, homework 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 U. T. Tyler, or of another, if the student knows or reasonably should know than an unfair academic advantage would be gained by such conduct; and,
• Misrepresenting facts, including providing false grades or resumés, for the purpose of obtaining an 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 obtaining by any means another’s work and the submission of it 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 assignment offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

College of Education and Psychology Vision and Mission and Program Standards

Vision. The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century, to make significant contributions to local and global communities, and to work toward individual and cultural equity.

Mission. The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. Additionally, the College is committed to affirming and promoting global perspectives, cultural diversity, and respect for individual differences as a means of enhancing learning, service, and scholarship.