

University of Texas at Tyler
School of Health Professions
Department of Rehabilitation Sciences
Communication Sciences and Disorders
COMD 3313 Hearing Science
(Fall 2023)

Instructor: Ahmed M. Abdelal, Ph.D., CCC-SLP
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Office: 126 HPR
Class Meeting Time: Tuesday 5:00-7:45 PM (HPR 262)

Office Hours: Tuesday & Thursday 3:30-4:30 PM (Office hours need no appointment and are first-come-first serve)

I am also available by appointment only (in person or via Zoom) on Wednesday 2:00-4:00 pm, and by email 5 days a week. I make every effort to respond to emails as soon as possible and not later than 24 hours, unless I am attending conferences.

This syllabus is intended for use with the online resources that are available on Canvas. It is important that you refer to it regularly to prepare for classes and keep up with course assignments. You are strongly advised to download and retain a copy of this syllabus and assignment guidelines in case you need them in the future for graduate school purposes.

Prerequisites: COMD 2358 Anatomy and Physiology of Hearing and Language
Hearing Science builds upon what you learned during the prerequisite anatomy and physiology course. Hearing Science involves analytic and problem-solving skills and integrates information from multiple sources. Therefore, students are expected to demonstrate effective knowledge of anatomy and physiology and are expected to review related concepts on their own PRIOR to classes.

Important:

I encourage you to ask questions, no matter how simple or “dump” they may sound to you. It is by your questions and inquiries that I can understand you better and provide you with the help you need. We will achieve the best learning outcomes when we communicate well and each of us (you as a student and myself as a faculty) does his/her part as they should. I am available to help you throughout the week. I will be happy to help you in person, via Zoom, or through email.

Course Description

This course focuses on the acoustic, physiological, and psychological bases of human hearing and sound perception. It presents an in-depth exploration of the properties and physics of sound. It discusses the processes involved in the transmission, reception, recognition, and analysis of sound, with a special focus on speech. Students will also study the specific physiological contributions of the inner ear, auditory nerve, ascending auditory pathways, and the auditory central nervous system in sound localization and processing. The course also analysis of various sound waves and the applications of the instrumentation for analyzing and interpreting sound. The course also focuses on pathologies of the peripheral and sensory mechanisms and discusses implications for assessment and treatment.

Required Text:

Lass, N., & Donai, J. (2021). *Hearing Science Fundamentals*, 2nd Edition. Plural Publishing. Older edition is not acceptable. **Note:** There are online quizzes that you need to complete on the publisher's website. Whether you purchase a printed or electronic text, make sure your text comes with access to online resources.

The instructor reserves the right to assign any additional readings as deemed necessary to meet student learning outcomes.

Student Learning Outcomes:

Upon completion of this course, and consistent with the 2020 ASHA Certification Standards (May 2023 Revision), students will:

- Explain the basic concepts pertaining to sound propagation, transmission, and perception; and the nature of impedance, energy transfer, and resonance (*ASHA CS# IV-B: "knowledge of basic human communication ... Including the appropriate ... Acoustic ... bases"*)
- Analyze the physical properties of sound and sound measurements (*ASHA CS# IV-B*)
- Identify the various types of sound waves and conduct the necessary measurements and calculations involved in determining pure tones, harmonics, basic speech formants (esp. F1, F2, & F3), and aperiodic tones (*ASHA CS# IV-B*).
- Compare types of filters, calculate harmonic frequencies, and explain their implications for normal and disorders functioning (*ASHA CS# IV-B; IV-D*)
- Analyze the acoustic properties of speech sounds and the biological and environmental factors required for normal functioning (*ASHA CS# IV-D "...current knowledge of the principles and methods of prevention, assessment, and intervention for persons with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates?"*)
- Read audiograms, analyze results of pure tone and bone conduction assessments, and identify their implications for patients (*ASHA CS# IV-D*)
- Explain frequency and intensity encoding and factors required for optimal functioning (*ASHA CS# IV-C "... knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, and anatomical/physiological, acoustic ..., developmental, and linguistic and cultural correlates in ...-Hearing, including the impact on speech and language"*)

Teaching Method & Course Organization:

Students are required to read the assigned chapters and other reading assignments PRIOR to class and should be ready to answer questions when they are called upon. This course requires knowledge of anatomy and physiology. Therefore, you are advised to review related concepts that you learned during your anatomy and physiology course. Class time will be dedicated to discussions and explanation of complex concepts.

Hearing Science involves analytic and problem-solving skills and integration of information from multiple sources. This will not be possible without completing and understanding the assigned readings BEFORE class. While preparing for classes, you should write down questions and concepts that need further explanation and bring them to class. Every class will begin with student questions and will end with student questions.

Three Important Things to Keep in Mind:

This course is based on 1000 points that students must EARN. Your gradebook starts with zero points, and any points you EARN become part of your grade. Thus, instead of saying "I lost X points

out of a total exam/assignment grade,” it will be more accurate to say, “I EARNED X points.” Simply stated, you do not lose something that you have not EARNED.

Another thing is that it is the responsibility of a **professor** to teach students how to think, explain complex concepts, and ensure that students fully understand the material. Meanwhile, it is the **students’ responsibility** to communicate their needs effectively by asking questions, requesting clarification of content that they do not understand, and figuring out effective ways for retaining and consolidating what they learn. Strategies for retention of information differ from one person to another. Finding out what works for you is your responsibility. If you use a strategy multiple times and it does not produce the desired results, you should explore DIFFERENT ways.

Lastly, for those taking more than one course with me this semester, different courses have different requirements and expectations. What applies to a course does not necessarily apply to another. If you are taking more than one course with the same instructor, treat each course in the same manner you would if it was taught by another instructor. Thus, if a certain criterion or policy is implemented in one course, do NOT assume that it will be implemented in another course. Likewise, faculty do not coordinate their assignment or exam dates with each other. It frequently happens that students may have more than one exam on the same day. The same applies to multiple classes taught by the same professor. With this said, I will do my best not to schedule more than one exam on the same day for those taking more than one class with me.

- As for assignments, if assignments in more than one course have the same due date, that should not present as a problem for a college student. First, as a college student, you are expected to plan ahead for long-term assignments. This is why I make all assignment guidelines and grading rubrics available to you BEFORE classes start. Additionally, I will make assignment folders available for you to submit assignments long before their due dates. Thus, it is totally up to you to plan for assignments and begin working on them early to avoid having to submit them on the same day.

COURSE POLICIES

Professional Conduct

Students are expected to demonstrate professional behavior in class and in school environments. Professional behavior in class includes:

- Arriving on time, completing assigned readings PRIOR to class, being ready to answer questions, and actively participating in all course activities.
- Communicating effectively by asking questions and requesting help when you need it.
 - This is critical for your success as a student and as a professional. The CORE duty of speech-language pathologist is to teach people how to express their thoughts and needs and realize their full potential as effective communicators. To be prepared for this CORE duty, you must develop your own communication skills by being an ACTIVE participant throughout the course.
- Seeking information about the course and the program directly from the professor, and avoiding the spreading of misinformation about professors, courses, and the program.
 - Instead of asking the professor, some students may ask another student, who may be equally confused about the information. Doing so will only create more confusion and spread misinformation. PLEASE direct your questions to the professor.

- Following the chain of command: Direct any concerns about a course to the professor who teaches the course. If the professor does not respond within a reasonable amount of time or the response does not effectively address your concern, you should then reach out to the Program Director. If you bypass the professor and go directly to the Program Director or the Department Chair, they will (a) send you back to the professor, or (b) meet with you and the professor. Resolution of any complaint will involve listening to the student's perspective and the professor's perspective.
 - If you have a concern about any part of a course, please speak only for yourself. Generalizations like "Me and a whole bunch of us...", etc." only complicate the situation and may misrepresent other students' opinions. College students are expected to, and are given every opportunity, to voice their own concerns.
- Avoiding all forms of academic dishonesty

ATTENDANCE POLICY:

Regular attendance and participation are mandatory in this and all CSD courses.

My classes begin and end exactly on time. I am usually in class 10-15 minutes before class starts and I expect you to be there on time. I will start taking attendance a few minutes before class time. Attendance will close at 5:00 PM. For students arriving late, I will not interrupt class to mark them present. *If you have an emergency and arrive a minute or two later, it is your responsibility to remind me after class.* If you do not inform me at that time, the absence will not be removed. The best way to avoid this issue is to be there right on time.

Because attendance is mandatory, students who miss classes will lose points for each class missed. Missing 1 class during the semester (without a WRITTEN proof of an emergency) will lead to loss of 10% of the total course grade. Each additional class missed without written evidence of an emergency will lead to loss of an additional 10% of the total course grade. Students who miss 2 consecutive classes without evidence of a documented emergency will be reported to the Registrar for removal from the course.

Students are required to engage in class discussions and to answer questions when called upon.

- If you plan to be out for any reason, you do NOT need to notify me ahead of time. All you need is to bring in your written proof of an emergency the next time you come to class.
- *A legitimate excuse* is one that is due to an emergency (e.g., death in the family, car accident, prolonged illness, court appearance). *Students will be responsible for providing written proof of such absence (e.g., obituary, court summons, police report, doctor's letter).* I will not ask you for the proof. However, if you do not present one, your absence will NOT be excused.
- Habitual lateness or leaving before class ends will also result in lowering the student's final grade. *Missing 20 minutes of a class twice will be counted as 1 absence.* In addition to the impact on your performance, arriving late/leaving earlier is disruptive and shows lack of respect for your fellow classmates.

Important: *If you are absent for any reason, please do not ask me what you missed. This is your responsibility. You will need to find out from one of your colleagues.*

No Texting or Internet Browsing while class is in session:

- In my classes I am very protective of class time. Every minute is precious. The only reason you are in this course is to LEARN, and the only reason I am here is to teach you and to make every class of the course worth your money, commuting, time, and effort. For this reason, engaging in texting, Internet browsing, or chatting is a very serious violation of class rules. I want you to succeed and will do everything I can to enable you to succeed, but you **MUST** do your part and follow class rules:
- Laptops are allowed **ONLY** for note taking.
- Please silence your phones. If there is a situation where you must text, it is perfectly okay to step out of the room quietly and send your message or make your call. If you have a serious situation that requires your phone to be on, you can put it on vibrate. However, you will need to inform me in advance.

Class Cancellation

In the event of class cancellation (due to inclement weather or an emergency), please refer to the UT TYLER website for announcements. In the event of an emergency campus closure, a video recording of the lecture will be available online. You will view it and take notes. Any assignments due during that week will **NOT** be affected by the campus cancellation, as all assignments are submitted online.

Cancellations will be determined by the UT TYLER policy, and I will make no special announcements. It is your responsibility to check the UT TYLER website for weather-related announcements.

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

General Course Assignment Guidelines: *Very important*

- You are required to keep word copies of each written assignment you submit until the very end of the course.
- All assignments **MUST** be submitted in Word DOC format and **ONLY** in the designated folders on Canvas.
- All assignments submitted for this course **MUST** be ORIGINAL and must be **ONLY** written for this course and **ONLY** for this semester. Any assignments submitted in previous courses or previous semesters will receive zero credit.
- Absolutely **NO** emailed assignments. Assignments must be submitted on Canvas, in their designated folder and by the due date (which is listed in the course schedule grid at the end of this document).
- All written assignments must follow APA Style: i.e., they must be in Word Document form, in double-space, and in Times New Roman font # 12 or one of the APA compatible fonts. To learn how to use APA style documentation, please go to Purdue OWL: <https://owl.english.purdue.edu/owl/section/2/10/>.

Completing Assignments PRIOR to Class

Students are expected to read ALL assigned materials, view any assigned videos, and complete ALL other assignments before coming to class. The class will focus on (a) expanding your understanding of the content, (b) answering your questions about the material, and (C) explaining any concepts that you may need more help with. You are responsible for the information in assigned chapters, articles, class presentations, discussions, and any other material discussed in class. All of these are content for exams.

Extra Credit and Opportunities to Improve Your Grade:

This course provides the following FOUR opportunities for students to improve their grades DURING the course.

A) Extra credit questions in exams: This course includes 4 exams in total (150 points each). Each exam will include 1 extra credit question that is worth 15 points (10%) of the exam's total grade. Extra credit points for each exam will ONLY apply to the specific exam and will NOT carry to another exam or assignment. Example: If a student earns 165 points, that will constitute 100% for that exam, and the extra points will not carry to another exam/assignment. Meanwhile, a student who earns 135 points AND, in addition, earns the 15 extra credit points will earn a final exam grade of 150 (100%).

B) Opportunity to make up 1 exam of your choice

- To do so, students need to inform the professor at least 1 week before the make-up exam. The make-up exam will NOT be a repeat of the original: However, it will focus on the same content and will have the same level of difficulty as the original. If the grade on the make-up exam is lower than the original grade, the original grade will stay.

C) Partial credit for written assignments that missed the due date

- Students who miss an assignment deadline will be given the opportunity to submit the late assignment within 6 days from the due date. However, 21% will be deducted due to missing the deadline. Assignments that are more than 6 days overdue will NOT be accepted for credit. Example: If an assignment is worth 100 points, the student will start with 79 points. Any points missed because of errors will be subtracted from the 79 points.

D) Partial credit for resubmitting assignments that receive 50% or lower

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

Submitting Assignments:

Absolutely NO emailed assignments. Assignments must be submitted on CANVAS, in their designated folder. If the folder is not visible or accessible, please inform me and I will look into it immediately.

Please do not ask me to edit or your written work or “look it over” prior to submitting it. You are welcome to seek editing support help from the Writing Center (at the Student Success Center). You are welcome to ask me any specific questions about the assignment, but **I do not edit or read them before grading them.**

To submit assignments, please go to the Course Assignment folder on Canvas (course menu). In this folder you will find links for submitting each assignment. You will also find detailed guidelines and grading rubrics for each assignment. All written assignments must be submitted in WORD DOC format and as a REGULAR ATTACHMENTS, not through Google Doc or Cloud. Please do NOT copy and paste. If you do, this will change your format and may make your entire assignment unreadable. Also, before uploading the assignment, please verify that you are submitting the right file. Any wrong assignments, or assignments not submitted in the designated folder, will receive zero.

Description of Assignments

Lab Reports and Peer Reviews (75+75= 150 points)

A total of 4 experiments will be conducted in class. Each experiment pertains to material that you will have already learned in class. These experiment assignments are designed to help you develop/enhance analytical skills, writing skills, and the ability to integrate information from multiple sources.

We will set up and conduct each experiment and discuss it in teams during class. I will explain the results and how to complete a written lab report for the FIRST experiment. For the remaining three experiments, I will set up and conduct each experiment WITHOUT explaining the results. Students on each team will take notes, record data, analyze the results, and refer to sources to support their analysis. Then, the week after, each student will individually complete the written lab report, post it in the DB forum by 5:00 PM on Monday. Classmates will have until 5:00 PM on Tuesday to review and provide feedback, and until 5:00 PM Thursday to implement the feedback and submit the final draft in the Assignment folder for grading. Peer review guidelines will be available in the DB forum for each experiment.

An excellent lab report is one that demonstrates deep understanding of concepts and results, accurate recording and analysis of data, and a logical, well-supported analysis of the results. Your explanation/analysis must be corroborated with evidence from the textbook, another science book, or an article from a scholarly journal. NO other sources are acceptable for this assignment. While the write-up can be single-spaced, source citations and reference entries must fully adhere to APA, including having a title page. A lab report format and a grading rubric are available on Canvas. Additionally, you will have the written lab report for the first experiment as an example. This report will be displayed in class AFTER discussing the first experiment, and will be posted on Canvas until the end of the semester

ONLINE Quizzes: (100 points)

Whether you access the text in print or electronically, you need to have access to the quizzes that come with the textbook. These must be taken on the publisher's website. After each quiz, you will submit a copy of the score (in PDF or as a screenshot) clearly showing your name, the date of completion, and the score. Each student will have a Discussion Board forum to post all quiz grades. For quiz due dates, please refer to the class assignment grid below.

Two weeks prior to the end of classes, you will make one table (in WORD DOC) that shows the number and grade of each quiz, add up the total points for all 17 quizzes, divided by 17, and multiply by 100 to get the percentage. A sample will be displayed in class and on Canvas. This total grade will be entered into your gradebook.

Auditory System Pathology Report (150 points)

Students select an auditory system pathology of their choice and write a detailed report that includes the following headings in the same sequential order:

Word Limit: The Word limit for this assignment is 1500-1800 words. Reports below or exceeding the limit will not be accepted for credit. The word count does NOT include the title page or reference page.

Students select an auditory system pathology of their choice and write a detailed report that includes the following major components:

- Nature, signs, and symptoms of the pathology
 - For this heading, replace the word "pathology" with the specific name of the pathology you chose.

- Effects of X pathology on anatomic structures
 - Replace “x pathology” with the name of the pathology you chose
 - Start with a brief description of normal anatomic structures and how they work
 - Explain clearly how the pathology alters the affected anatomic structures
- Etiology and patient population demographics
 - Explain various genetic and/or environmental causes of the pathology, and who it affects (i.e., Does it affect pediatrics, middle age, or geriatrics? Does it affect male and female differently? Does it affect people of a certain geographic location, race, or socioeconomic level more than others? etc.), and state any related data.
- Effects of the pathology on the patient and loved ones
 - Replace “pathology” with the specific pathology you chose.
 - Describe the common procedures, methods, and strategies used for the treatment of this pathology.

Detailed guidelines and a grading rubric are available on Canvas.

Exams (600 points)

Students are responsible for the information in the class presentations and discussions, chapter summaries, articles, any videotaped lectures, You Tube videos, articles, material discussed in class, cases, etc. All of these are content for exams. The professor reserves the right to assign additional reading materials or new research upon his discretion. There will be an exam following each of the first 3 systems (respiration, phonation, and articulation). Each exam is worth 150 points. The last 2 systems (auditory and nervous systems) will be addressed in the final exam, which is worth 200 points. Makeup exams are allowed only when a student produces a written document proving that s/he missed the exam due to a DOCUMENTED emergency or court duty. Exams will be given in class using University iPads. Each exam will consist of 2 segments (a) a multiple-choice segment and (b) a short answer segment. Students will start at the regular class starting time and time will NOT be extended for students who arrive late. Students will be able to work on both parts of the exam at the same time during the allocated time. Students who with a learning disability and require extended exam time, must present an official letter from the Student Success Center at the beginning of the course. Also, prior to each exam, they must make arrangements with the Disability Center.

General Written Assignment Guidelines

- The writing must be clear, and the information must be paraphrased in your own words.
- Assignments must have paragraphs. Each paragraph should focus on a single idea. Papers consisting of long blocks of words will lose 10% of the total assignment grade.
- If you take 2 words or more that are attached to each other from a reference, you must use quotation marks and cite the source and page number at the end of what you take. Failure to do so will imply that the wording is your own, which will be an act of **plagiarism**.
- Your paper should be double-spaced, and in a 12, Times New Roman font. This is the standard font for academic research.
- Please refer to Purdue OWL website (<https://owl.english.purdue.edu/owl/resource/560/01/>) for details on how to write in APA style. Also, an example paper in APA style is available at: https://owl.english.purdue.edu/media/pdf/20090212013008_560.pdf
- For this assignment, no abstract is needed.

Accessing Course Materials on Canvas:

Class Power Point Slides and additional content and resources will be available online at least one day in advance. Please download them before you arrive in class. This will help you minimize note-taking and free more brain energy for taking in more new information. **Note:** You are required to keep track of all of assignment grades, in case of any technology problems. You are also REQUIRED to keep electronic copies of all written assignments that you submit throughout the course.

Grading: *This course is based on 1000 points. This is to ensure that you get every fraction of a point that you deserve, and that if you make a few mistakes in exams or assignments, your grade will not suffer as much. For example, if you miss 10 questions in one exam, you will still have the chance to score within the "A" range. Meanwhile, if you earn one thousandth of a point, it will be added to your grade.*

Grade Distribution and Grading Key

Final Grade Itemization			
4 Exams (150 each)	600	Letter Grading	
Online quizzes	100	A	100-90%
Aud. System Pathology	150	B	89.99-80%
Experiments (25 each)	75	C	79.99-70%
Peer Reviews	75	D	69.99-60%
Total	1000	F	<60%

Class Schedule and Assignment Due Dates

Week	Topic	Text Reading	Assignment Due Dates
Week 1 8/22	Course Overview Acoustics	Syllabus Ch 1	Due by 11:59 PM Monday -Syllabus Quiz -Ch 1 Quiz
Week 2 8/29	Review of Speech Acoustics	Ch 2	Due by 11:59 PM Monday -First Lab Report due on DB Forum -Ch 2 Quiz Due by 11:59 PM Thursday -Lab Report Final Draft
Week 3 9/5	-Anatomy and Physiology of the Conductive Auditory Mechanism -Pathologies of the Conductive Auditory Mechanism	Ch 4 Ch 15	Due by 11:59 PM Monday -Ch 4 & 15 Quizzes
Week 4 9/12	-Exam 1 (5:00-6:15 PM) -Anatomy and Physiology of the Sensory Auditory Mechanism	Ch 5	Due by 11:59 PM Monday Ch 5 Quiz
Week 5 9/19	-Pathologies of the Sensory Auditory Mechanism -Start Anatomy and Physiology of the Central Auditory Mechanism	Ch 16 Ch 6	Due by 11:59 PM Monday Ch 6 & 16 Quizzes
Week 6 9/26	-Complete Anatomy and Physiology of the Central Auditory Mechanism -Pathologies of the Central Auditory Mechanism	Ch 17	Due by 11:59 PM Monday -2nd Lab Report due on DB Forum -Ch 17 Quiz Due by 11:59 PM Thursday -Lab Report Final Draft
Week 7	Normal Hearing	Ch 7	Due by 11:59 PM Monday

10/3			Ch 7 Quiz
Week 8 10/10	Exam 2 (5:00-6:15 PM) -Binaural Processing	Ch 8	Due by 11:59 PM Monday Ch 8 Quiz
Week 9 10/17	Masking	Ch 9	Due by 11:59 PM Monday -3 rd Lab Report due on DB Forum -Ch 9 Quiz Due by 11:59 PM Thursday -Lab Report Final Draft
Week 10 10/24	Temporal Processing	Ch 10	Due by 11:59 PM Monday -Ch 10 Quiz -Auditory System Pathology Report
Week 11 10/31	Loudness and Pitch Differential Sensitivity	Ch 11 Ch 12	Due by 11:59 PM Monday Ch 11 & 12 Quizzes
Week 12 11/07	Exam 3 (5:00-6:15 PM) Signal Detection	Ch 13	Due by 11:59 PM Monday -Ch 13 Quiz
Week 13 11/14	-Digital Signal Processing Due to ASHA Convention Recorded Lecture and Special Lecture Quiz will be on Canvas	Ch 3	Due by 11:59 PM Monday -Ch 3 Quiz -Recorded Lecture Quiz
Week 14 11/21	Thanksgiving Break- No classes		
Week 15 11/28	Auditory Perception and Hearing Impairment	Ch 14	Due by 11:59 PM MONDAY -Ch 14 Quiz -COMPLETE List of Quiz Grades
12/05	Final Exam		4:15-6:15 PM

University Policies

A. UT Tyler Honor Code: 1. Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do. Students Rights and Responsibilities To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link:

<http://www.uttyler.edu/wellness/rightsresponsibilities.php>

B. Campus Carry: 1. We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>

C. UT Tyler a Tobacco-Free University: 1. All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors. Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products. There are several cessation programs available to students looking to

quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit www.uttyler.edu/tobacco-free.

D. Academic Honesty Policy: Students will adhere to the highest standards of academic honesty. Anyone caught cheating will earn a “0” for that assignment and will be subject to academic and disciplinary action. Plagiarism (the use of written and oral words or ideas of another person, including another student, without the expressed acknowledgment of the speaker’s or writer’s indebtedness to that person) will not be tolerated. This includes the use of papers or other materials previously submitted to instructors in other classes, as well as video and audio recordings. Students caught plagiarizing will fail this class and be subject to academic and disciplinary action.

E. Student Standards of Academic Conduct 1. Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

a. “Cheating” includes, but is not limited to:

- i copying from another student’s test paper;
- ii using, during a test, materials not authorized by the person giving the test;
- iii failure to comply with instructions given by the person administering the test;
- iv possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed “crib notes.” The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
- v using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
- vi collaborating with or seeking aid from another student during a test or other assignment without authority;
- vii discussing the contents of an examination with another student who will take the examination;
- viii divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
- ix substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
- x paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
- xi falsifying research data, laboratory reports, and/or other academic work offered for credit;
- xii taking, keeping, misplacing, or damaging the property of the University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
- xiii misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

b. “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.

c. “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty. d. All written work that is submitted will be subject to review by plagiarism software.

Additional Examples of academic dishonesty and plagiarism:

- Copying part or all of a colleague’s assignment and submitting it as if it were your own work. In this situation both students will be penalized.
 - Putting information from a book, article, etc. into a written assignment without clearly attributing the information to the source and documenting the source in the body of the assignment.
 - Copying, printing or sharing online quizzes
 - Submitting assignments that were previously used for another course.
 - Sharing information about exams and/or quizzes with other students
- These are just examples of acts of dishonesty that lead to failing the course and further disciplinary action.

Assignments will be submitted via the Safe Assign anti-plagiarism online system, which will immediately trace any words a student plagiarizes from any source out there. Any violations will be taken very seriously.

2. The U-T Tyler Writing Center provides professional writing tutoring for all students in all disciplines. If you wish to use the Writing Center, you should plan for a minimum of two hour-long tutorials per assignment: the first to provide an initial consultation and drafting plan, and the second to follow up. Be prepared to take an active role in your learning, as you will be asked to discuss your work during your tutorial. While Writing Center tutors are happy to provide constructive criticism and teach effective writing techniques, under no circumstances will they fix, repair, or operate on your paper.

Location: BUS 202. Appointments: 903-565-5995.

3. Disability/Accessibility Services:

a. In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Texas at Tyler offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler> and fill out the New Student application.

b. **The Student Accessibility and Resources (SAR)** office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director of Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <http://www.uttyler.edu/disabilityservices> , the SAR office located in the University Center, # 3150 or call 903.566.7079.

4. Grade Replacement/Forgiveness and Census Date Policies:

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

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

c. The Census Date (Sept. 10th) is the deadline for many forms and enrollment actions of which students need to be aware. These include:

- i Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- ii Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- iii Schedule adjustments (section changes, adding a new class, dropping without a “W” grade)
- iv Being reinstated or re-enrolled in classes after being dropped for non-payment v Completing the process for tuition exemptions or waivers through Financial Aid

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

6. **Student Absence due to Religious Observance:** a. Students who anticipate being absent from class due to a religious observance should the instructor of such absences by the 2nd class meeting of the semester.

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

8. **Social Security and FERPA Statement:** It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically. 10. **Emergency Exits and Evacuation:** a. Everyone is required to exit the building when a fire alarm goes off. Follow your instructor’s directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

F. UT Tyler Resources for Students:

1. UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu
2. UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu
3. The Mathematics Learning Center, RBN 4021 (This is the open access computer lab for math)

students, with tutors on duty to assist students who are enrolled in early-career courses).

4. UT Tyler Counseling Center (903.566.7254)