

**THE UNIVERSITY OF TEXAS AT TYLER**  
**DEPARTMENT OF REHABILITATION SCIENCES**  
**COURSE SYLLABUS**

**FALL 2024**

Course Title: Applied Neuroanatomy (Master of Occupational Therapy Program)

Course Number: OCH 5300

Credits: 3 Hrs.

Format: Online via CANVAS

**INSTRUCTOR INFORMATION**

Dr. Susanne Boisvert, OTD, OTR, MOT, BS

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Emergency Number: 903.566.7031 (Tina Taylor)

Offices Hours: By Appointment Only

**REQUIRED TEXTBOOK**

*Gutman, S. A. Quick Reference Neuroscience for Rehabilitation Professionals: The Essential Neurologic Principles Underlying Rehabilitation Practice 3<sup>rd</sup> Edition* (2017). Slack Inc. ISBN: 1630911526 / ISBN-13: 978-1630911522

**COURSE DESCRIPTION**

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

**LEARNING OUTCOMES**

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

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

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

## **IMPORTANT**

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

## **METHODS OF INSTRUCTION: ONLINE VIA CANVAS**

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

## **TECHNICAL SUPPORT**

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

## **COMMUNICATION**

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

## **COURSE OUTLINE**

Important information is provided in the "Announcements" in CANVAS (link located in the navigation bar on the left side of the screen in the course). The "Announcements and Course Materials" links will have most of your learning tasks including information about assigned reading, assignments, and other important information pertaining to what you are supposed to

contribute. Please familiarize yourself with these links as you will use them a lot throughout the semester.

## **COURSE EXPECTATIONS**

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

## **QUIZES AND EXAMS**

You will complete 10 quizzes and 1 final exam on CANVAS throughout the semester. You are allowed 2 attempts for each quiz; the average score of both attempts will be used as your recorded score. You are allowed 1 attempt for the final exam. The specific date/time of the final exam will be discussed later in the semester.

## **CEREBRAL CHALLENGES**

You will complete 4 cerebral Challenges on CANVAS throughout the semester. You will be asked to exercise critical thinking skills and perform differential diagnosis in a clinical setting and post your reports.

## **OT NEURO CASE STUDIES WITH ASSESSMENTS**

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

## **GRADING (Point scale)**

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

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

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

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

### **GRADING (Number scale)**

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

### **ACOTE STANDARDS**

#### **ASSESSMENT MEASURES**

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

ACOTE 2018 Standard		Syllabus Objective Number	Assessment Measure Number
B.1.1	Demonstrate knowledge of: <ul style="list-style-type: none"><li>• The structures and function of the human body to include the biological and physical sciences, neurosciences, kinesiology, and biomechanics.</li><li>• Human development throughout the lifespan (infants, children, adolescents, adults, and older adults). Course content must include, but is not limited to, developmental psychology.</li><li>• Concepts of human behavior to include the behavioral sciences, social sciences, and science of occupation.</li></ul>	1,2,3,4,5,6	1,3,5

### **CLASS SCHEDULE AND COURSE ASSIGNMENTS**

<b>Content</b>	<b>Assignment with Due Dates</b>
Syllabus Quiz	<b>Available from Aug 26 – Sept 1 at 11:59 pm</b>
Self-Introduction	<b>Available from Aug 26 – Sept 1 at 11:59 pm</b>
<b>Module 1: Anatomy of the Brain – Basic Structures</b>	
1.1 - Readings- Gutman textbook	- Section 1: Directional Terminology, p. 2-3 - Section 2: Division of the Nervous System, p. 4-7 - Section 3: Gross Cerebral structures, p. 8 – 35
1.1 - Lecture	- Watch Required Videos - Directional Terminology - Planes of the Brain - Division of the Nervous System - Basic Brain Structures Part 1 - Watch supplemental videos, if time permits
1.1 - Quiz	Contains questions from the materials above <b>Available from Aug 26 – Sept 8 at 11:59 pm.</b>
<b>Module 1: Anatomy of the Brain – Basic Structures</b>	
1.2 – Readings – Gutman textbook	Section 3: Gross Cerebral Structures, p. 8 – 35
1.2 - PowerPoint	Cerebral Hemispheres
1.2 – Lecture	-Watch Required Videos - Basic Brain Structures Part 2 - Basic Structures and Functions - Gray Matter vs White Matter - Watch supplemental videos, if time permits
1.2 – Quiz	Contains questions from the materials above <b>Available from Sept 2 – Sept 15 at 11:59 pm.</b>
<b>Module 1: Anatomy of the Brain – Basic Structures</b>	
1.3 – Readings- Gutman textbook	- Section 22: Motor Functions and Dysfunctions of the Central Nervous System, p. 256 – 276 - Section 23: Sensory Functions and Dysfunctions of the Central Nervous system, p. 282 – 289 - Section 25: Right vs Left Brain Functions and Disorders, p. 296 – 300 - Section 26: Perceptual Functions and Dysfunctions of the Central Nervous System, p. 304 – 315
1.3 – PowerPoint	Classification of Principle Areas (Brodmann’s Areas)
1.3 - Lecture	-Watch Required Videos - Cerebral Cortex – Quick Overview - Cerebral Cortex – Locations and Functions -Watch supplemental videos, if time permits
<b>Module 1: Anatomy of the Brain – Basic Structures</b>	
1.4 – Readings- Gutman textbook	Section 3: Gross Cerebral Structures, p. 22-24
1.4 – PowerPoint	Basal Ganglia
1.4 – Lecture	-Watch Required Videos - Basal Ganglia 1 - Basal Ganglia 2

	- Basal Ganglia 3 -Watch supplemental videos, if time permits
1.3 and 1.4 – Quiz	Contains questions from the materials above <b>Available from Sept 9 – Sept 22 at 11:59 pm.</b>
<b>Module 1: Gross Cerebral Structures</b>	
1.5 – Readings- Gutman textbook	Section 3: Gross Cerebral Structures, p. 24 – 27
1.5 – PowerPoint	Cerebellum
1.5 – Lecture	-Watch Required Videos - Cerebellum 1 - Cerebellum 2 -Watch supplemental videos, if time permits
<b>Cerebral Challenge #1</b>	
Cerebral Challenge #1	Cerebral challenge #1 is <b>Available from Aug 26– Sept 15 at 11:59 pm</b>
Cerebral Challenge #1 – Clinical Diagnosis	A PDF article that relates to Cerebral Challenge #1. Read before submitting your challenge
<b>Module 2: Diencephalon</b>	
1.6 – Readings – Gutman textbook	Section 3: Gross Cerebral Structures, p. 12 – 14
1.6 - PowerPoint	Diencephalon
1.6 – Lecture	-Watch Required Videos - Diencephalon - Thalamus in 2 minutes - Thalamus in just over 2 minutes - Hypothalamus in 2 minutes - Hypothalamus in more than 2 minutes -Watch supplemental videos, if time permits
1.5 and 1.6 – Quiz	Contains questions from the materials above <b>Available from Sept 23 – Oct 6 at 11:59 pm.</b>
<b>Cerebral Challenge #2</b>	
Cerebral Challenge #2	Cerebral Challenge #2 is <b>Available from Sept 16 – Sept 29 at 11:59 pm</b>
Cerebral Challenge #2 – Clinical Diagnosis	This article relates to Cerebral Challenge #2. Read before submitting your challenge
<b>Module 3: Ventricular System</b>	
<b>Module 2: Circulatory System of the Brain: Ventricles and Vascular Supply</b>	
2.1 – Readings – Gutman textbook	Section 4: Ventricular system, p. 38 – 43 Section 5: The Cranium, p. 44 – 47 Section 6: The Meninges, p. 48 – 51
2.1 - PowerPoint	Ventricular System
2.1 – Lecture	- Watch Required Videos - Ventricles and CSF - Ventricles in 2 minutes - Ventricles and CSF 3D - Ventricles 3D - Watch supplemental videos, if time permits
2.1 – Quiz	Contains questions from the materials above. <b>Available from Sept 30 – Oct 13 at 11:59 pm</b>

2.2 – Readings – Gutman textbook	Section 27: Blood Supply of the Brain: Cerebrovascular Disorders, p. 316 – 329
2.2 – PowerPoint	Vascular Supply of the Brain
2.2 – Lecture	<ul style="list-style-type: none"> <li>- Watch Required Videos</li> <li>- Cerebral Blood Supply: Part 1</li> <li>- Cerebral Blood Supply: Part 2</li> <li>- Circle of Willis – 3D</li> <li>- Strokes</li> <li>- Watch Supplemental videos, if time permits</li> </ul>
2.2 – Quiz	Contains questions from the material above <b>Available from Oct 7 – Oct 20 at 11:59 pm</b>
<b>Module 3: Functional Systems</b>	
3.1 – Readings – Gutman textbook	Section 18: Spinal Cord Tracts, p. 188 – 219 Section 19: Spinal Cord Injury and Disease, p. 220 - 235 Section 21: Disorders of Muscle Tone, p. 246 – 255
3.1 - PowerPoint	Control of Movement
3.1 – Lecture	<ul style="list-style-type: none"> <li>- Watch required Videos</li> <li>- Spinal Pathways/Tracts Part 1</li> <li>- Spinal Pathways/Tracts Part 2</li> <li>- Pyramidal Motor Pathways</li> <li>- Motor Neurons</li> <li>- Upper Motor Neurons</li> <li>- Motor Unit and Lower Motor Neurons</li> <li>- Watch supplemental videos, if time permits</li> </ul>
3.2 – Readings- Gutman textbook	Section 9 : Sensory Receptors, p. 100 - 105 Section 15: Pain, p. 156 – 159 Section 20: Proprioception, p. 236 – 245
3.2 – PowerPoint	Somatosensory Systems
3.2 – Lecture	<ul style="list-style-type: none"> <li>- Watch Required Videos</li> <li>- Somatosensory Tracts</li> <li>- Primary Somatosensory Cortex</li> <li>- Somatosensation</li> <li>- Somatosensory Homunculus</li> <li>- Pain explained in 2 minutes</li> <li>- Pain – Introduction and the Nociceptors</li> <li>- More Pain! The Ascending and Descending Pathways</li> <li>- Watch supplemental videos, if time permits</li> </ul>
3.1 and 3.2 - Quiz	Contains questions from the materials above <b>Available from Oct 14 – Oct 27 at 11:59 pm</b>
3.3 – Readings- Gutman textbook	Section 11: Special Sense Receptors, p. 114 – 133 Section 12: Vestibular System, p. 134 - 139
3.3 – PowerPoint	Other functional systems
3.3 – Lecture	- Watch Required Videos

	<ul style="list-style-type: none"> <li>- Visual System</li> <li>- The Eye</li> <li>- The Retina</li> <li>- Auditory system #1</li> <li>- Auditory System #2</li> <li>- The Vestibular System</li> </ul> <p>- Watch supplemental videos, if time permits</p>
Cerebral Challenge #3	<b>Cerebral Challenge #3 is Available from Oct 20 – Nov 4 at 11:59 pm</b>
Cerebral Challenge #3 – Clinical Diagnosis	An article that relates to Cerebral Challenge #3. Read before submitting your challenge.
3.4 – Reading – Gutman textbook	<p>Section 13: Autonomic Nervous System, p. 142</p> <p>Section 30: The Neurologic Substrates of Addictions, p. 354 – 365</p> <p>Section 31: Neurologic Mechanisms of Memory, p. 366 – 375</p> <p>Section 32: The Neurologic Substrates of Emotion, p. 376 – 387</p>
3.4 - PowerPoint	The Limbic system
3.4 – Lecture	<ul style="list-style-type: none"> <li>- Watch Required Videos</li> <li>- The Limbic System</li> <li>- The Limbic system in 2 minutes</li> <li>- The Limbic system and Amygdala</li> </ul> <p>- Watch supplemental videos, if time permits</p>
3.3 and 3.4 - Quiz	<p>Contains questions from the material above.</p> <p><b>Available from Oct 28 – Nov 10 at 11:59 pm</b></p>
<b>Module 4: Neurodiagnostic Tools</b>	
4.1 and 4.2 – Readings – Gutman textbook	Section 28: Commonly Used Neurodiagnostic Tests, p. 330 – 337
4.1 - PowerPoint	Neurodiagnostic Tools 1
4.1 - Lecture	<ul style="list-style-type: none"> <li>- Watch Required Videos</li> <li>- How do brain scans work?</li> <li>- How do MRI, PET, and CAT scans work?</li> <li>- Functional MRI Explained</li> </ul> <p>- Watch supplemental videos, if time permits</p>
4.2 – PowerPoint	Neurodiagnostic Tools 2
4.2 – Lecture	<ul style="list-style-type: none"> <li>- Watch Required Videos</li> <li>- How does EEG work?</li> <li>- Electromyography (EMG) and Nerve conduction studies (NCS)</li> <li>- Cerebrospinal Fluid (CSF) Examination</li> </ul> <p>- Watch supplemental videos, if time permits</p>
4.1 and 4.2 - Quiz	<p>Contains questions from the material above.</p> <p><b>Available from Nov 4 – Nov 17 at 11:59 pm</b></p>



Cerebral Challenge #4	Cerebral Challenge #4 is <b>Available from Nov 11 – Nov 24 at 11:59 pm</b>
Cerebral Challenge #4 – Clinical Diagnosis	An article that relates to Cerebral Challenge #4. Read before submitting your challenge.
<b>Module 5: OT Neuro Case Studies with Assessments</b>	
Cranial Nerve Screening	Case Study about Kristen <b>Available from Sept 2 – Sept 22 at 11:59 pm</b>
Mental Health Screening	Case Study about Marcus <b>Available from Sept 23 – Oct 13 at 11:59 pm</b>
Motor Screening	Case Study about Scott <b>Available from Oct 14 – Nov 3 at 11:59 pm</b>
Functional Visual Screening	Case Study about Maria <b>Available from Nov 4 – Nov 24 at 11:59 pm</b>
Read case studies and study the assessments for each. Answer the questions and submit for grading.	
<b>Final Examination, time (evening at 7pm) and date, will be determined by mid semester. This is so that the final does not interfere with the other courses and those exams/ assignments.</b> <b>Final exam week is Dec 9 – 13.</b>	

## SEMESTER KEY DATES

## Fall Semester 2024 – 15-Week Session

AUGUST 2024							AUGUST
S	M	T	W	T	F	S	<b>19</b> First Day for Faculty
				1	2	3	<b>23</b> Payment Deadline, 5:00PM CST Opening Convocation New Student Convocation
4	5	6	7	8	9	10	<b>26</b> Classes begin for 15-Week session
11	12	13	14	15	16	17	
18	19	20	21	22	23	24	
25	26	27	28	29	30	31	
SEPTEMBER 2024							SEPTEMBER
S	M	T	W	T	F	S	<b>2</b> Labor Day holiday: all offices closed; no classes held
1	2	3	4	5	6	7	<b>3</b> First drop for non-payment
8	9	10	11	12	13	14	<b>9</b> Census Date
15	16	17	18	19	20	21	<b>15</b> First Day to File for Summer 2025 Graduation
22	23	24	25	26	27	28	<b>16</b> Deadline to resolve outstanding items for Summer 2024 graduation
29	30						<b>18</b> Second drop for non-payment
							<b>30</b> Mid-Term Grade Rosters Open
OCTOBER 2024							OCTOBER
S	M	T	W	T	F	S	<b>1</b> Final Filing Deadline for Fall 2024 Graduation
		1	2	3	4	5	<b>4</b> Textbook orders due from Faculty for Spring 2025
6	7	8	9	10	11	12	<b>21</b> Last Day to enter Mid-Term Grades
13	14	15	16	17	18	19	
20	21	22	23	24	25	26	
27	28	29	30	31			
NOVEMBER 2024							NOVEMBER
S	M	T	W	T	F	S	<b>4</b> Last Day to Withdraw from one or more 15-Week courses
					1	2	<b>5</b> Registration for Spring 2025 begins for graduate/senior/Presidential Fellow/Honors/SI Leader/NCAA students.
3	4	5	6	7	8	9	<b>6</b> Registration for Spring 2025 begins for sophomores
10	11	12	13	14	15	16	<b>7</b> Registration for Spring 2025 begins for freshmen
17	18	19	20	21	22	23	<b>11</b> Last day to schedule thesis or dissertation defense for Fall 2024 Graduation
24	25	26	27	28	29	30	<b>22</b> Last day to submit completed thesis or dissertation for Fall 2024 Graduation
							<b>25-29</b> Thanksgiving holidays for faculty and students
							<b>28-29</b> Thanksgiving holidays for staff, all offices closed
DECEMBER 2024							DECEMBER
S	M	T	W	T	F	S	<b>9-13</b> Final exams for all 15-Week session classes
1	2	3	4	5	6	7	<b>10</b> Final grade roster open for 15-Week session
8	9	10	11	12	13	14	<b>13-14</b> Fall Commencement
15	16	17	18	19	20	21	<b>14</b> End of 15-Week session
22	23	24	25	26	27	28	<b>17</b> Final 15-Week grades due in Faculty Center by 12:00PM CST
29	30	31					<b>24-26</b> Christmas Holiday, all offices closed.
							<b>23-31</b> Winter Break ( <i>refer to university website for updates</i> )

### UT TYLER HONOR CODE

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

## **STUDENT RIGHTS AND RESPONSIBILITIES**

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

## **CAMPUS CARRY**

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

## **UT TYLER A TOBACCO-FREE UNIVERSITY**

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

## **GRADE REPLACEMENT/ FORGIVENESS AND CENSUS DATE POLICIES**

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contract are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar> Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar. Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract. The Census Date is the deadline for many forms and enrollment actions of which students need to be aware. These include:

- Submitting Grade Replacement Contract, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.

- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a “W” Grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

## **STATE-MANDATED COURSE DROP POLICY**

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

## **DISABILITY/ACCESSIBILITY SERVICES**

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

## **PREGNANT AND PARENTING STUDENTS**

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

## **AI Use:**

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

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

## **STUDENT ABSENCE DUE TO RELIGIOUS OBSERVANCE**

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

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

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

## **SOCIAL SECURITY AND FERPA STATEMENT**

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

## **EMERGENCY EXITS AND EVACUATION**

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

## **STUDENT STANDARDS OF ACADEMIC CONDUCT**

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

- i. "Cheating" includes, but is not limited to:
  - a. Copying from another student's test paper;
  - b. Using, during a test, materials not authorized by the person giving the test;
  - c. Failure to comply with instructions given by the person administering the test; possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes". The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the text;
  - d. Using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
  - e. Collaboration with or seeking aid from another student during a test or other assignment without authority;
  - f. Discussion the contents of an examination with another student who will take the examination;

- g. Divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not be returned or to be kept by the students;
  - h. Substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignments;
  - i. Paying or offering money or other valuable things to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
  - j. Falsifying research data, laboratory reports, and/or other academic work offered for credit; taking keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
  - k. Misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining and academic or financial benefit or injuring another student academically or financially.
- ii. “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtained by any means another’s work and the submission of its as one’s own academic work offered for credit.
  - iii. “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit of collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.
  - iv. All written work that is submitted will be subject to review by plagiarism software.

## **UT TYLER RESOURCES FOR STUDENTS**

- UT Tyler Writing Center 903.565.5995, [writingcenter@uttyler.edu](mailto:writingcenter@uttyler.edu)
- UT Tyler Tutoring Center 903.565.5964, [tutoring@uttyler.edu](mailto:tutoring@uttyler.edu)
- The Mathematics learning Center, RBN 4021, this is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center 903.566.7254