PHYS 3311 Theoretical Physics spring 2009

Professor Contact Information

Instructor: Paul MacAlevey
Office: ECSN 2.222.
Phone: extension 4634
E-mail: paulmac@utdallas.edu I will send e-mail to UTD e-mail addresses only. Regulations prevent me from sending some information to any other e-mail address.
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The 30 meetings of the class (inclusive of midterm tests) will be on Mondays and Wednesdays in CBW 1.103, 5:30 PM to 6:45 PM.

Course Pre-requisites, Co-requisites, and/or Other Restrictions:

You need to have done:

MATH 2451 (Multivariable Calculus with Applications) or equivalent,
PHYS 2326 (Electromagnetism and Waves) or PHYS 2422 (Honors Physics II.)
MATH 2418 (Linear Algebra) or equivalent.

You need to be doing:

MATH 2420 (Differential Equations with Applications) or equivalent.

Office hours:

instructor: Monday and Wednesday 2:00-3:00 or by appointment.
Note that there is no office hour on the third Wednesday of any month (when I have a meeting with the Academic Senate). If you want to see me on that day, please e-mail me and we'll see if we can find a mutually convenient time.

I do not use office hours just for the purposes of distributing hints to homework problems. If I am asked about a homework problem then my response will be to ask you what you have done. (Vague answers won't do. Please be ready to write something.) I don't intend to do your homework for you. I expect that we will arrive at something to try. After talking to me, I expect that you have enough to go about solving the problem yourself!

TA; Jake Hebert jake.hebert@student.@utdallas.edu
Office ECSN 2.802 (hours TBA)

Course Description:

This semester, I'll begin with Complex Numbers (Chapter 2). There is now a prerequisite of linear algebra so you will be expected to know more about this topic than previous students of this course. What is new for you is that I'll use 'index notation' and will ask a couple of questions from Chapter three and ask you to use this notation to solve them. This notation turns out to be a powerful tool that is useful in vector analysis. I'll skip Chapter 4 as it has already been covered in calculus II (MATH 2419).

Some of the material in these early chapters will be familiar so I'll be brief about them. However, you will want a deeper understanding of this material and a facility with it that will help you move on to more advanced topics. While you are covering these sections, I expect you to solve many of the problems posed in the book.

We will spend time on 'Classical Vector Analysis' and the vector integral theorems (both in chapter 6). You'll constantly be meeting grad, div and curl in other Physics courses and I'll continue to use index notation to get identities that involve these operators as well as other vector identities.

Expansion of functions in series is an important idea in Physics. Not all physically interesting functions are 'well behaved' (such as being continuous and differentiable everywhere). Expansion of functions as power series assumes that that they are. An important topic is the representation of physically interesting functions that aren't so well behaved. Surprisingly, this can often be done by writing a function as the sum of a series of *sines* and *cosines* -- a Fourier Series. We'll see how to do this in Chapter 7.

Many physical phenomena involve solutions of a Partial Differential Equation (Chapter 13 is about PDEs). If the PDE governing the phenomenon is known then it is of immediate interest to solve the PDE. We look at a technique that separates a PDE in *N* variables into *N* ODEs. Finding the solution to a PDE thus involves finding the solutions to the *N* ODEs. We will use this technique in Cartesian coordinates in the first sections of Chapter 13.

While you have seen some ODEs, less familiar ODEs arise in connection with separation of variables in other coordinate systems. Chapter 12 is necessary to examine these ODEs and their solutions before we can continue with Chapter 13. Fortunately, many of these ODEs can be solved using a slightly modified power series. Time allowing, we will then finish Chapter 13 and our study of PDEs.

Student Learning Objectives/Outcomes:

- Given a physical model (that involves a partial differential equation and boundary conditions), students will find a solution of the equation that fits the boundary conditions.
- Students will choose an appropriate technique of 'index notation' (Cartesian only) to generate a proof of a given vector or matrix identity
- Students will Fourier-analyze functions into Fourier series. Given a function (of one variable), students will find the infinite sets of Fourier coefficients.
- Students will compute potentials for forces that have potentials. Given a vector function (of two or three variables), students will successfully integrate its components to arrive at a (scalar) potential

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Required Textbooks and Materials:

We will use the book **"Mathematical Methods in the Physical Sciences"** (third edition) by Mary L. Boas **3rd Edition**, ISBN: 0-471-19826-9. (You can get it at the campus bookstore, off-campus books, Amazon.com or half.com etc…. I don't mind if you buy it new or used but I think that it is worth keeping the book if you will be doing more Physics courses.)

I will be assigning homework from the book and assume that you have access to it.

Boas gives a bibliography at the end of her book. If you want more information about any of the topics that she covers then I suggest looking for these references in the library.

Suggested Course Materials:

You should have a calculator, pencil and pen at all meetings of the class. (The calculator need only be a 'scientific' one.)

Assignments & Academic Calendar:

Homework in this class takes the form of doing sets of questions. I intend to send you an e-mail (on WebCT) on Monday evenings. This will have the numbers of questions whose answers are **due at the beginning of class** on the **Wednesday nine days later.** However, please don't wait for me to formally assign homework before you begin on the questions. As soon as we finish section 2.5, consider problem 2.5.15 to have been assigned etc. (You will usually be right!).

Begin your homework as soon as you can because many problems are too difficult for a last-minute effort. Work out homework roughly before writing out a 'clean' version for submission as homework. The final version should explain what you are doing and not just contain algebra. It should be written on paper with neat edges (rather than being on pages that are torn out of a spiral notebook. **Scratched out answers, partial erasing etc. is unacceptable**. **If your work can't be read then you should expect that your work will be returned with a request that you produce a neater version that the TA can read**. (Expect a 20% penalty if you are asked to rewrite your work.)

Please **staple** your homework together. Loose pages get lost among a pile of papers. Paperclips have their uses but they aren't very good at staying attached when in a pile of other papers.

Doing homework is an important part of the learning process. When writing a solution, it is especially important to write comments that explain both what you are trying to do and how you are trying to achieve it. (Taking the time to do this will give you a useful resource for review.) At any point during the semester, I will feel free to ask any member of the class to explain any aspect of a homework problem to me.

The numbers of the homework questions are:

Section of Text	Question (Maximum points in parentheses)
2.5	15 (6), 24 (9), 56 (9), 67 (12)
2.6	11 (9)
2.7	8 (3)
2.8	2 (6)
2.9	22 (9)
2.11	7 (6), 12 (12)
2.12	31 (9)
3.6	6 (12)
3.9	18 (12) [**You must** use index notation as opposed to matrix notation]
3.11	21 (24), 33 (extra credit), 34 (6)
6.4	3 (9)
6.6	5 (6), 8 (12), 15 (12)
6.7	17 [**You must** use index notation to do all parts] b (9), d (12), g (12), h (9), i (12), j (12) {In part (j), think of the right-hand-side as involving two pairs of terms; the first and second terms and the third and fourth terms.}, 20 (12)
6.8	6 (12), 13 (12) , 17 (12)
6.9	3 (6), 9 (18)
6.10	11 (8), 16 (9)
6.11	8 (9), 17 (24), 22 (24)
7.4	1 (18), 16 (12)
7.5	6 (24)
7.7	7 (16)
7.8	2 (24)
7.9	21 (24)
7.10	2 (9), 8 (18)
7.11	5 (8), 6 (3)
12.1	8 (18)
12.2	2 (6)
12.3	6 (24). The question is really "Show that $D^n(uv) = \sum_{j=0}^{n} \binom{n}{j} \left[D^{n-j}u\right]\left[D^j v\right]$ where $\binom{n}{j} \equiv \frac{n!}{j!(n-j)!}$ and where u and v are differentiable functions"
12.4	4 (15)
12.5	11 (6)
12.6	1 (6)
12.7	3 (8)
12.11	2 (18), 10 (24)
12.12	1 (9)
13.1	2a (9)
13.2	14 (18) [Ignore comments about computer plots.], 16 (12)
13.3	2 (18), 8 (18) [Ignore comments about computer plots.]
13.4	2 (9)

The TA will collect the homework that is due and return graded homework not less than one week later. I intend to post solutions on the WebCT site after the due date. Late homework is not accepted.

To use WebCT, you have to have a login ID/WebCT ID and password. The WebCT server is at http://webct6utdallas.edu. The solutions are protected with a password. (It is the word *methods*). They can be opened with Acrobat 5 or later http://www.adobe.com/products/acrobat/readstep2.html. It is intended that the solutions get you 'on the right track' that you will follow to produce a complete solution. ***If you have any hard-copy solutions to problems in Boas' book, then I suggest that you destroy them.*** Copying solutions as a substitute for doing a problem yourself ***almost guarantees poor performance on exams***.

You will also need to **check the preferences used by your browser** from the 'check browser' link on the first page that you get after log-into WebCT. (WebCT uses pop-ups intensively. Use your internet options to make the site a 'trusted site'.)

A **tentative** schedule for the course is as follows;

Date	Meeting	Aims
Monday Jan 12	1	2.1 – 2.4
Wednesday Jan 14	2	2.5, 2.6, 2.9
Monday Jan 19		*MLK Jr. Day. University closed*
Wednesday Jan 21	3	2.7, 2.11, 2.12
Monday Jan 26	4	Index notation (3.6)
Wednesday Jan 28	5	3.9 [Kronecker delta]
Monday Feb 2	6	6.4 [Unit vectors in polar coordinates]
Wednesday Feb 4	7	10.5 [from section on Levi-Civita symbol]
Monday Feb 9	8	6.7 (I'm going to use index notation for this.)
Wednesday Feb 11	9	6.9
Monday Feb 16	10	6.11
Wednesday Feb 18	11	**First Midterm**
Monday Feb 23	12	6.8, 6.10
Wednesday Feb 25	13	7.1, 7.4 [Average Value of a function]
Monday March 2	14	7.5, 7.6
Wednesday March 4	15	Beginning of section 7.9
Monday March 9	16	7.8
Wednesday March 11	17	7.10, end of section 7.9
Monday March 16		*Spring Break*
Wednesday March 18		*Spring Break*
Monday March 23	18	7.11
Wednesday March 25	19	7.7
Monday March 30	20	13.1, 13.2
Wednesday April 1	21	**Second Midterm**
Monday April 6	22	13.3
Wednesday April 8	23	13.4
Monday April 13	24	12.1, 12.2
Wednesday April 15	25	12.3++
Monday April 20	26	Chapter 12 continued
Wednesday April 22	27	Chapter 12 continued
Monday April 27	28	13.5
Wednesday April 29	29	13.6
Monday May 4	30	13.7

Wednesday May 13 at ***5:00***	**Final (comprehensive)**

The University arranges the time for the final exam. Please check the UTD web page to check the scheduled time just before this exam.
http://www.utdallas.edu/student/registrar/finals/

- I do not intend to cover all sections in the text
- I do not intend to follow the order in which the material is presented in the text
- I intend to present some material in the text in a slightly different fashion from the text. Please take good notes!
- **Test** dates won't change. Content of tests may change but will not include material in chapters/sections that have not been treated in class.

Grading Policy:

I intend to use a grade scale as follows. If x is a score then,

$x \geq 95$	A+
$95 > x \geq 90$	A
$90 > x \geq 85$	A-
$85 > x \geq 75$	B+
$75 > x \geq 65$	B
$65 > x \geq 60$	B-
$60 > x \geq 55$	C+
$55 > x \geq 50$	C
$50 > x \geq 45$	C-
$45 > x \geq 40$	D+
$40 > x \geq 35$	D
$35 > x \geq 30$	D-
$30 > x$	F

Weighting:		
	Homework	20%
	First midterm test	25%
	Second midterm test	25%
	Final Exam	30%

I do not intend to use a curve in my grading of individual tests. A grade of X (incomplete) is awarded if an unforeseen, non-academic emergency prevents a student from completing the work in a course. If a student wants to discontinue the course because a poor grade is expected, it is nearly always more appropriate for the student to withdraw from the course and re-register in another semester. If an incomplete is given, the course must be completed within eight weeks of the first class day of the next long semester.

In general my tests are 'closed book' and 'closed notes'. I tend to embed reference material and some long equations in my tests. I have found that the main difficulty with tests is not with remembering equations (though remembering helps!) but in knowing how to use them. **All books, notes, backpacks, cell phones, PDAs etc. are to be placed by the sides of the**

room during a test. (By the way, *don't spend too long erasing mistakes when writing answers to **test** questions*. Begin again and **label the correct version** so that I can find it. Versions that you can't get to work may tell me something.)

Use of scientific calculators is allowed on tests. However, graphing and programmable calculators are not allowed. None of the test questions that I ask will involve lots of number crunching. **Valid UT-D student cards must be available if requested during tests**. (You can get one made and stamped/validated at the info depot in the student union building; SU 2.204.)

Missed tests can only be made up in the case of documented, extenuating circumstances. Such circumstances include medical emergencies and work-related travel that cannot be re-scheduled.

Course & Instructor Policies

Doing homework is an important part of the learning process. **Feel free to form study groups etc**. However, it is important to **hand in work that is your own**. When writing an answer to a question, it is important to write comments that explain both what you are trying to do and how you are trying to achieve it. In addition to the homework problems that are handed in for grading, I may suggest that you work problems other than homework problems. These are worth looking at as they improve your ability to solve problems.

In addition to helping you become familiar with the material, the homework will include problems that have longer solutions than problems on a test. Begin your homework when it is assigned; many problems are too difficult for a last-minute effort. When grading your work, the grader will be trying to understand your reasoning. Help him/her by saying what you are trying to do! Homework with no comments or partly scratched out answers don't help you show this. For grading, present neat versions of your solutions to the TA. Answers that are indecipherable will not attract much credit. If needed, **I may ask any student to explain their work to me.**

Study methods:

Perhaps these suggestions are familiar to you already. At any rate, here they are.

Many people don't figure out how to study until late in their academic careers. One question to sort out is at what time you study best. Some prefer mornings before they get too busy with other things. Others prefer afternoon or evening. Find out which time suits you best and use that time!

Some people are under the impression that, to do much work, a long session of study is needed. While a few minutes are not enough for a study session, study in 30-minute sessions is useful. Despite the best of intentions, studying the same topic for several hours can involve lots of wasted time. The lack of an immanent deadline allows you to lose focus. People tend to be most productive at the beginning of a session (when they are still fresh) and near the end (as the deadline approaches). It is important to realize that you can still 'spend a few hours studying'. Just change topic when you get to the end of your 30-minute study period.

Before you begin studying, assemble all the materials (books, pens etc.) that you will need. Tightly scheduled 30-minute study periods don't include time to look for books, sharpen

pencils and borrow calculators etc! Few of us work well when we are tired. Do feel free to schedule breaks in your study. Just make sure that the 'breaks' don't get too long!

Make a (written) plan before you start to study. Your plan should sketch out what you want to accomplish. Unless you do, lots of time can be spent vaguely thinking about what to do next.) Make this plan as specific as possible: the more precise you are in your goals, the better you know if you reach them. Please be realistic about your aims for a study session. Rather than have a single goal of 'getting an *A* in a certain course', we often do better by establishing lots of minor goals that involve understanding certain sections of a text or doing certain problems. Modest goals are reached more often than overly ambitious ones and achieving them gives you the feeling of getting things accomplished. The plan does not have to be carefully written. You just don't want to spend a study period 'drifting' along and achieving nothing. Planning the topics to be studied in a study session is not 'studying' and is not part of your 30-minute study period! Just spend a few minutes before you begin studying in deciding what you need to get done.

In addition to the above, I would suggest a very simple strategy that worked very well for me. Review your lecture notes before a day has passed since the lecture (and certainly before the next one in that series of lectures). The aim is to review the lecture before you have time to forget what happened! There are several reasons for doing this. One is that you can't have written everything down (and I don't expect you to.) Some things may have been said but not written on the chalkboard. There might have been some connection that you noticed to another topic or another class. While there might not have been enough time to note it down, I don't want you to forget any insight that you had. It will come to you again as you review your notes soon after writing them in the lecture. Another reason for reviewing notes soon after writing them is that after hearing and following along line-by-line during the lecture, the review gives you time to ask yourself about where the topic is going and how it fits into the series of lectures being presented.

The next step is to re-write your lecture notes. Instead of writing them verbatim, include any insights or connections that you have spotted. Also, be on the lookout for anything that doesn't make sense. Maybe a line of algebra has been skipped or maybe there is simply an error…. In any event, make the addition to your notes. (If something question emerges, do ask me! I have office hours quite often and **I don't get nearly enough questions about lecture material**. Lectures do take quite a while to prepare and it is good to know that someone notices links to other topics.)

Finally, summarize your reviewed notes. You will want condensed summaries for study before a test. Generate the summary that makes most sense to you. Notice that most of my comments are on the time-scale of a lecture or two. I have not referred to doing tests. However, doing tests becomes much easier if you truly stay 'on top of things' as I have suggested.

Dishonesty:

I would like to emphasize a point about the use of secondary sources etc. I do not object to people discussing problems that they have already attempted**. I do not object to the use of any other textbooks that you come across.** I object strongly to any verbatim, unacknowledged work done by anyone other than you that is presented as part of your work. **(This includes any passages from textbooks, any solutions that you come across in hard copy or on WebCT etc. It also includes work produced by any member of the class [past or present]). Every student in the course agrees to this limitation. Further, all students agree to tell me the source of any solution to any problem assigned in PHYS 3311 that they know about. No materials posted on the WebCT site become the**

property of the student. At the conclusion of the course, all students undertake to keep all course materials (posted solutions, graded homework etc.) **for their exclusive use. Any distribution of course materials to third parties constitutes academic dishonesty and will be reported to the Dean of Students**

In order to further the objective of eliminating scholastic dishonesty, the University has a policy on scholastic dishonesty. This policy is clearly articulated in Subchapter F section 49.36 of the policy on student discipline & conduct adopted by the University and used in this course. A link to chapter 49 is at http://www.utdallas.edu/judicialaffairs/UTDJudicialAffairs-HOPV.html . Students enrolling in the course are bound by this policy and are encouraged to read it. Any questions about this policy can be asked of the Dean of Students. **Any suspected cases of scholastic dishonesty will be passed along to the Dean of Students**.

Students are welcome to ask questions of my TA or me about homework problems. However, I do not authorize these students to communicate such discussions to other students. These other students are welcome to ask me questions too.

The WebCT site contains postings exclusively for the use of the person with the privilege accessing the site. Materials on this site form another secondary source that is intended to help students in my class during the semester that the posting is made. No materials posted on the WebCT site become the property of a student. **Students acknowledge that distribution/transmission of any posting made on the WebCT site constitutes scholastic dishonesty**. (See parts (d) 1 and (d) 5 of section 49.36 of the policy on student discipline & conduct.)

The question about WebCT can be extended. I will treat in the same way any pre-existing solution to a problem assigned as homework in a previous semester, a solution to a problem asked on a test, or any problem from the book. As soon as any student in PHYS 3312 comes across any kind of pre-existing solution, that student must inform me of its existence and source. To do otherwise is to aid copying. (See part d (1) of section 49.36.) In order to maintain privacy, I can be contacted by e-mail if desired.

A note about missing classes

First of all, please try not to! **If something arises that prevents you from attending class, please inform me as to why by e-mail**. Not everything that we do in class is covered in any single textbook. If there were an ideal textbook for us then there would be little or no need for classes. An ideal textbook does not exist. By missing class, you will miss either something not covered by the book that you are reading, or you will miss 'intermediate steps' in an author's argument that will help you follow along. You also pass up the opportunity to ask questions of your own and miss out on hearing the questions of others. (This latter point is significant. Other students may ask questions that haven't occurred to you yet and hence develop your understanding of the subject.)

If you **have** to miss class for some reason then it is your responsibility to get class notes or handouts given in class. Please do this quickly after your absence. (I'm not keeping tabs on your attendance and leave some of the responsibility to you.) In order to understand the next lecture given, you will need to have obtained and worked through any notes etc. from the previous lecture. I give lectures from 'outline notes' that are probably not what you want to read. If you miss a lecture then your best source of class notes is another student who wrote down exactly what we actually did.

I return graded homework and tests primarily in class. Again, you'll miss this if you are absent from class. After I have tried to return the graded work to you a class from which you were absent, the responsibility for getting it from me becomes yours.

Student Conduct & Discipline

The University of Texas System and The University of Texas at Dallas have rules and regulations for the orderly and efficient conduct of their business. It is the responsibility of each student and each student organization to be knowledgeable about the rules and regulations which govern student conduct and activities. General information on student conduct and discipline is contained in the UTD publication, *A to Z Guide*, which is provided to all registered students each academic year.

The University of Texas at Dallas administers student discipline within the procedures of recognized and established due process. Procedures are defined and described in the *Rules and Regulations, Board of Regents, The University of Texas System, Part 1, Chapter VI, Section 3*, and in Title V, Rules on Student Services and Activities of the university's *Handbook of Operating Procedures*. Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations (SU 1.602, 972/883-6391).

A student at the university neither loses the rights nor escapes the responsibilities of citizenship. He or she is expected to obey federal, state, and local laws as well as the Regents' Rules, university regulations, and administrative rules. Students are subject to discipline for violating the standards of conduct whether such conduct takes place on or off campus, or whether civil or criminal penalties are also imposed for such conduct.

Academic Integrity

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work.

Scholastic dishonesty includes, but is not limited to, statements, acts or omissions related to applications for enrollment or the award of a degree, and/or the submission as one's own work or material that is not one's own. As a general rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion and/or falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings.

Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the university's policy on plagiarism (see general catalog for details). This course will use the resources of turnitin.com, which searches the web for possible plagiarism and is over 90% effective.

Email Use

The University of Texas at Dallas recognizes the value and efficiency of communication between faculty/staff and students through electronic mail. At the same time, email raises some issues concerning security and the identity of each individual in an email exchange. The university encourages all official student email correspondence be sent only to a student's U.T. Dallas email address and that faculty and staff consider email from students official only if it originates from a UTD student account. This allows the university to maintain a high degree of confidence in the identity of all individual corresponding and the security of the transmitted information. UTD furnishes each student with a free email account that is to be used in all communication with university personnel. The Department of Information Resources at U.T. Dallas provides a method for students to have their U.T. Dallas mail forwarded to other accounts.

Withdrawal from Class

The administration of this institution has set deadlines for withdrawal of any college-level courses. These dates and times are published in that semester's course catalog. Administration procedures must be followed. It is the student's responsibility to handle withdrawal requirements from any class. In other words, I cannot drop or withdraw any student. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in a course if you choose not to attend the class once you are enrolled.

Student Grievance Procedures

Procedures for student grievances are found in Title V, Rules on Student Services and Activities, of the university's *Handbook of Operating Procedures*.

In attempting to resolve any student grievance regarding grades, evaluations, or other fulfillments of academic responsibility, it is the obligation of the student first to make a serious effort to resolve the matter with the instructor, supervisor, administrator, or committee with whom the grievance originates (hereafter called "the respondent"). Individual faculty members retain primary responsibility for assigning grades and evaluations. If the matter cannot be resolved at that level, the grievance must be submitted in writing to the respondent with a copy of the respondent's School Dean. If the matter is not resolved by the written response provided by the respondent, the student may submit a written appeal to the School Dean. If the grievance is not resolved by the School Dean's decision, the student may make a written appeal to the Dean of Graduate or Undergraduate Education, and the deal will appoint and convene an Academic Appeals Panel. The decision of the Academic Appeals Panel is final. The results of the academic appeals process will be distributed to all involved parties.

Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations.

Incomplete Grade Policy

As per university policy, incomplete grades will be granted only for work unavoidably missed at the semester's end and only if 70% of the course work has been completed. An incomplete grade must be resolved within eight (8) weeks from the first day of the subsequent long semester. If the required work to complete the course and to remove the incomplete grade is not submitted by the specified deadline, the incomplete grade is changed automatically to a grade of **F**.

Disability Services

The goal of Disability Services is to provide students with disabilities educational opportunities equal to those of their non-disabled peers. Disability Services is located in room 1.610 in the Student Union. Office hours are Monday and Thursday, 8:30 a.m. to 6:30 p.m.; Tuesday and Wednesday, 8:30 a.m. to 7:30 p.m.; and Friday, 8:30 a.m. to 5:30 p.m.

The contact information for the Office of Disability Services is:
The University of Texas at Dallas, SU 22
PO Box 830688
Richardson, Texas 75083-0688
(972) 883-2098 (voice or TTY)

Essentially, the law requires that colleges and universities make those reasonable adjustments necessary to eliminate discrimination on the basis of disability. For example, it may be necessary to remove classroom prohibitions against tape recorders or animals (in the case of dog guides) for students who are blind. Occasionally an assignment requirement may be substituted (for example, a research paper versus an oral presentation for a student who is hearing impaired). Classes enrolled students with mobility impairments may have to be rescheduled in accessible facilities. The college or university may need to provide special services such as registration, note-taking, or mobility assistance.

It is the student's responsibility to notify his or her professors of the need for such an accommodation. Disability Services provides students with letters to present to faculty members to verify that the student has a disability and needs accommodations. Individuals requiring special accommodation should contact the professor after class or during office hours.

Religious Holy Days

The University of Texas at Dallas will excuse a student from class or other required activities for the travel to and observance of a religious holy day for a religion whose places of worship are exempt from property tax under Section 11.20, Tax Code, Texas Code Annotated.

The student is encouraged to notify the instructor or activity sponsor as soon as possible regarding the absence, preferably in advance of the assignment. The student, so excused, will be allowed to take the exam or complete the assignment within a reasonable time after the absence: a period equal to the length of the absence, up to a maximum of one week. A student who notifies the instructor and completes any missed exam or assignment may not be penalized for the absence. A student who fails to complete the exam or assignment within the prescribed period may receive a failing grade for that exam or assignment.

If a student or an instructor disagrees about the nature of the absence [i.e., for the purpose of observing a religious holy day] or if there is similar disagreement about whether the student has been given a reasonable time to complete any missed assignments or examinations, either the student or the instructor may request a ruling from the chief executive officer of the institution, or his or her designee. The chief executive officer or designee must take into account the legislative intent of TEC 51.911(b), and the student and instructor will abide by the decision of the chief executive officer or designee.

These descriptions and timelines are subject to change at the discretion of the Professor.