

# Clinical Procedures and Observation in CSD

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COMD 4369 Syllabus

**Fall 2025: Tuesday/Thursday 3:30-4:50, HPC 3010**

## Instructor

Dr. Tina Melamed, PhD,  
CCC-SLP

## Email

tmelamed@uttyler.edu

## Office Location

HPR 251D

## Office Hours

Tuesday & Thursday 9-12,  
or by appointment. Go to  
my Microsoft Bookings  
page to book your meeting!

[Book time with Dr.  
Melamed: Office hours](#)

## Course Overview

This course is designed to introduce undergraduate CSD students to clinical procedures, protocols, conduct, and experiences they will need in order to prepare for graduate study or employment in a CSD-related field.

We will discuss important clinical topics including clinical ethics, writing, management, legal and administrative issues, multicultural issues, and diagnostic/evaluation procedures and treatment procedures.

Students will obtain the 25 observation hours required by ASHA for graduate study and by the state of Texas for licensure as an SLPA. All 25 observation hours will be obtained via Master Clinician Network.

Optionally, students may pursue the 25 required experience hours required by the state of Texas for licensure as an SLPA. **The student will be responsible for coordinating and obtaining these hours.**

**Required Textbook** (*available FOR FREE via the UT Tyler Library website*)

Paul, R. (2020). *Introduction to Clinical Methods in Communication Sciences and Disorders, 4<sup>th</sup> Edition*. Paul H Brookes: Baltimore, MD.

## Course Materials

UT Tyler Canvas

Master Clinician Network account (\$54)- please note you must MANUALLY CANCEL this at the end of the semester, or you will automatically be charged for another year of your membership.

## Resources

<https://asha.org/students>

Dr. Melamed! If you are having trouble with any course content, please contact me.

# Why are you here?

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## Course Learning Objectives

This course is designed to introduce students of communication sciences and disorders to professional issues and experiences they will face as CSD professionals (e.g. SLP, SLPA, Audiologist, Audiology Assistant, Hearing Instrumentation Specialist, etc).

### By the end of this course, you will be able to...

1. Discuss appropriate and professional clinical conduct
2. Analyze the ASHA Code of Ethics and relate it to responsibilities of professionals working in the field of CSD
3. Explain ASHA's scope of practice and relate it to responsibilities of professionals working in the field of CSD
4. Explain client/patient rights of confidentiality
5. Analyze clinical sessions (diagnostic and treatment)
6. Identify multicultural issues related to clinical practice
7. Take data on basic treatment sessions and analyze that data to explain patient progress

You will also have completed the 25 required observation hours for clinical practice. Optionally, you *may* also complete up to 25 experience hours in the community.

# ASHA Standards for Knowledge Outcomes

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If you are hoping to become a speech-language pathologist or SLP-assistant, you will be required to meet these minimum standards to demonstrate your knowledge. We will address parts of each of these standards in our class:

Standard IV-C: The [student] must have demonstrated knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, and anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in the following areas:

- Speech sound production, to encompass articulation, motor planning and execution, phonology, and accent modification
- Fluency and fluency disorders
- Voice and resonance, including respiration and phonation
- Receptive and expressive language, including phonology, morphology, syntax, semantics, pragmatics (language use and social aspects of communication), prelinguistic communication (e.g. gestures, signs, body language), and literacy in speaking, listening, reading, and writing'
- Hearing, including the impact on speech and language
- Swallowing/feeding, including (a) structure and function of orofacial myology and (b) oral, pharyngeal, laryngeal, pulmonary, esophageal, gastrointestinal, and related functions across the lifespan
- Cognitive aspects of communication, including attention, memory, sequencing, problem solving, and executive functioning
- Social aspects of communication, including challenging behavior, ineffective social skills, and lack of communication opportunities
- Augmentative and alternative communication modalities

Standard V-B The [student] must have completed a program of study that includes experiences sufficient in breadth and depth to achieve the following skills outcomes:

- 1e: Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention.
- 2a: Develop setting-appropriate intervention plans with measurable and achievable goals that meet clients'/patients' needs.

# How This Course Works

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## DESCRIPTION OF ACTIVITIES

### Master Clinician Network Video Responses (50%)

You will have a series of homework assignments designed to help you consolidate your knowledge and practice applying it. These will prepare you for your quizzes.

### In-Class Response Discussions (50%)

These will make up the bulk of your points in this class. You will get all of the information you need in class and from your assigned readings. It's up to you to read, listen, and absorb it!

### A note about observation hours

Your observation hours must be GUIDED, meaning I am here to GUIDE you. If you don't come to class, you miss the GUIDED component. So, if you watch the video at home but don't come for the class discussion the following day, you have not completed the guided observation experience and those hours will not count.

### Attendance

I understand that life happens and sometimes this prevents attendance. Please note, I do not need you to provide personal details to account for these absences, but I do need you to take responsibility for any work you miss.

- **If you cannot attend a discussion, you will have one opportunity at the end of the semester to remediate one missed hour.**
- **If you are unable to complete all 25 observation hours even with this remediation period, you will have to obtain those hours some other way in some other experience.**
  - **Important note: Dr. Schwarz cannot sign off on hours you did not earn in this class.**
  - **Please make sure you're here!**

If an extreme circumstance prevents you from attending multiple classes, these will be dealt with on a case-by-case basis.

### Cell Phone and Other Electronics Policy

Please avoid using cell phones in class. It can prevent you and others from learning. In the case of an emergency, please take your phone outside. When you are ready to learn, you can come back inside without your device distracting you or others.

Please refrain from doing anything *other* than taking notes in class. It prevents you from learning, and it can distract the students sitting around you.

If you need to do anything besides taking notes, you may excuse yourself from the classroom to avoid distracting others and come back when you are ready to resume your learning.

# Course Schedule

As with all plans, the calendar below is subject to change depending upon how we are progressing in class. Any changes or modifications will be discussed in class and sent in writing to students.

| Week   | Course calendar & content guide |                                                                                           | Assigned Master Clinician<br>Network Videos                                                                  |
|--------|---------------------------------|-------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|
| 1<br>T | 8/26                            | Welcome! Policies, procedures, how-to, etc.                                               | John Preston_ Megan Leece   Ryan (51:57)                                                                     |
| R      | 8/28                            | Discussing Ryan (Speech sound disorder, pediatric assessment)                             | Patti Hall   Leo W (43:49)                                                                                   |
| 2<br>T | 9/2                             | Discussing Leo W (child language, treatment)                                              | Carlee Lewis   Group- 5 <sup>th</sup> Grade (17:55)<br>&<br>Aiesha Banks   Thomas (Session 1) (39:56)        |
| R      | 9/4                             | Discussing the 5 <sup>th</sup> grade group and Thomas (both pediatric language treatment) | John Preston_ Megan Leece   Stephan (49:51)                                                                  |
| 3<br>T | 9/9                             | Discussing Stephan (speech sound disorder, pediatric treatment)                           | Rhea Paul   Peter (51:49)                                                                                    |
| R      | 9/11                            | Discussing Peter (speech sound disorder, pediatric assessment)                            | Eryn Gitelis   Noelle (51:51)                                                                                |
| 4<br>T | 9/16                            | Discussing Noelle (voice treatment)                                                       | Joni Long   Brendan (50:42)                                                                                  |
| R      | 9/18                            | Discussing Brendan (voice treatment)                                                      | Sara Roelofs   Bob (50:52)                                                                                   |
| 5<br>T | 9/23                            | Discussing Bob (adult motor speech disorder, treatment)                                   | Glenn Weybright   Kaitlyn (19:47)<br>&<br>Molly Berger   Claire (38:23)<br>&<br>Molly Berger   Shane (29:01) |
| R      | 9/25                            | Discussing Kaitlyn, Claire, and Shane (speech sound disorder, pediatric treatment)        | Joni Long   Mia (54:43)                                                                                      |
| 6<br>T | 9/30                            | Discussing Mia (child language treatment)                                                 | Susie Roach Stewart   Cora A (Session 1) (58:24)                                                             |
| R      | 10/2                            | Discussing Cora A (cleft & craniofacial anomalies treatment)                              | Karen Copeland   Carol (33:00)<br>&<br>Karen Copeland   Lorene (Session 1) (19:04)                           |
| 7<br>T | 10/7                            | Discussing Carol (adult language treatment) and Lorene (adult language assessment)        | Susie Roach Stewart   Jackson (Session 1) (1:01:02)                                                          |
| R      | 10/9                            | Discussing Jackson (speech sound disorder, pediatric treatment)                           | Tammie Cook   Ali (43:10)                                                                                    |

|           |       |                                                                                   |                                                                         |
|-----------|-------|-----------------------------------------------------------------------------------|-------------------------------------------------------------------------|
| 8<br>T    | 10/14 | Discussing Ali (AAC treatment) AND IN-CLASS AAC DEMONSTRATION FROM TOBII DYNAVOX! | Glenn Weybright   Tim (56:42)                                           |
| R         | 10/16 | Discussing Tim (fluency treatment)                                                | Glenn Weybright   Sophie (32:49)<br>&<br>Glenn Weybright   Emma (19:43) |
| 9<br>T    | 10/21 | Discussing Sofie and Emma (fluency treatment)                                     | Kerry Mandulak   Mathew (1:22:25)                                       |
| R         | 10/23 | Discussing Mathew (cleft & craniofacial anomalies assessment)                     | Tammie Cook   Mark (54:22)                                              |
| 10<br>T   | 10/28 | Discussing Mark (adult language treatment)                                        | Larry Boles   Edie (47:33)<br>&<br>Amanda Stead   Maye (19:44)          |
| R         | 10/30 | Discussing Edie (adult language treatment) and Maye (adult language assessment)   | Teresa Roberts   Andrew (1:11:07)                                       |
| 11<br>T   | 11/4  | Discussing Andrew (child language assessment)                                     | Gretchen Rottman   Shirley (51:13)                                      |
| R         | 11/6  | Discussing Shirley (adult language treatment)                                     | Michael Susca   Shawn (59:58)                                           |
| 12<br>T   | 11/11 | Discussing Shawn (fluency treatment)                                              | Bob Buckendorf   Kimi (49:50)<br>&<br>Glenn Weybright   Beth (26:55)    |
| R         | 11/13 | Discussing Kimi and Beth (autism spectrum disorder treatment)                     | Jennifer Dennis   Rebecca (51:15)                                       |
| 13<br>T   | 11/18 | Discussing Rebecca (adult language treatment)                                     | Jill Bates   John (50:02)                                               |
| R         | 11/20 | Discussing John (adult language treatment)                                        | Bob Buckendorf   Luke (session 1) (52:09)                               |
| 14<br>T   | 11/25 | No class- thanksgiving break!                                                     |                                                                         |
| R         | 11/27 | No class- thanksgiving break!                                                     |                                                                         |
| 15<br>T   | 12/2  | Discussing Luke (autism spectrum disorder treatment)                              | Carlee Lewis   Group- 3 <sup>rd</sup> Grade (Session 1) (34:26)         |
| R         | 12/4  | Discussing Carlee Lewis's third grade group (child language treatment)            |                                                                         |
| (16)<br>T | 12/9  | No class- finals week                                                             |                                                                         |
| R         | 12/11 | No class- finals week                                                             |                                                                         |

# Policies and Procedures

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## Course Grading

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| MCN video responses | 50% |
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| In-class discussions | 50% |
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Note: You can check in with your grade progress any time on the canvas grades section.

## Grades Assigned

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|                     |                      |                      |                      |                     |
|---------------------|----------------------|----------------------|----------------------|---------------------|
| <b>A = 89.5-100</b> | <b>B = 79.5-89.4</b> | <b>C = 69.5-79.4</b> | <b>D = 59.5-69.4</b> | <b>F = &lt;59.4</b> |
|---------------------|----------------------|----------------------|----------------------|---------------------|

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Reminder: You must receive a course grade of at least a C to progress to the next course in the COMD program. You can do this! You will earn the grade you work for.

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I will round up to the next point for grades that end with .5 or higher.

I will not round up to the next point for grades ending in .4 or lower.

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## Accommodations

If you need accommodations, please let me know as soon as possible. You have the right to have your needs met in a timely manner.

# University Policies

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**Academic Honesty Policy:** The UT Tyler community comes together to pledge that "Honor and integrity will not allow me to lie, cheat, or steal, nor to accept the actions of those who do." Therefore, we enforce the [Student Conduct and Discipline policy](#) in the Student Manual Of Operating Procedures (Section 8).

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.

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
- xii 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.

### **Artificial Intelligence**

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 at all. 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 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. Deviations from these guidelines will be considered a violation of UT Tyler's Honor Code and academic honesty values.

**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.

### **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 Robert Muntz Library, LIB 460, email [saroffice@uttyler.edu](mailto:saroffice@uttyler.edu), or call 903.566.7079.

### **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 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.

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 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

### **Withdrawing from Class**

Students may [withdraw](#) (drop) from this course using the [Withdrawal Portal](#). Withdrawing (dropping) this course can impact your Financial Aid, Scholarships, Veteran Benefits, Exemptions, Waivers, International Student Status, housing, and degree progress. Please speak with your instructors, consider your options, speak with your advisor, and visit the One-Stop Service Center (STE 230) or email [enroll@uttyler.edu](mailto:enroll@uttyler.edu) to get a complete review of your student account and the possible impacts to withdrawing. We want you to make an informed decision. UT Tyler faculty and staff are here for you and often can provide additional support options or assistance. Make sure to carefully [read the implications for withdrawing from a course and the instructions](#) on using the [Withdrawal portal](#).

Texas law prohibits students from dropping more than six courses during their entire undergraduate career\*. The six courses dropped include those from other 2-year or 4-year Texas public colleges and universities. Consider the impact withdrawing from this class has on your academic progress and other areas, such as financial implications. We encourage you to consult your advisor(s) and Enrollment Services for additional guidance. CAUTION

#1: Withdrawing before census day does not mean you get a full refund. Please see the [Tuition and Fee Refund Schedule](#). CAUTION #2: All international students must check with the [Office of International Programs](#) before withdrawing. All international students are required to enroll full-time for fall and spring terms. CAUTION #3: All UT Tyler Athletes must check with the Athletic Academic Coordinator before withdrawing from a course.

CAUTION #4: All veterans or military-affiliated students should consult with the [Military and Veterans Success Center](#).

\* Students who began college for the first time before 2007 are exempt from this law.

### **Incomplete Grade Policy**

If a student, because of extenuating circumstances, is unable to complete all of the requirements for a course by the end of the semester, then the instructor may recommend an Incomplete (I) for the course. The "I" may be assigned in place of a grade only when all of the following conditions are met: (a) the student has been making satisfactory progress in the course; (b) the student is unable to complete all coursework or final exam due to unusual circumstances that are beyond personal control and are acceptable to the instructor, and (c) the student presents these reasons before the time that the final grade roster is due. The semester credit hours for an Incomplete will not be used to calculate the grade point average.

The student and the instructor must submit an Incomplete Form detailing the work required and the time by which the work must be completed to their respective department chair or college dean for approval. The time limit established must not exceed one year. Should the student fail to meet all of the work for the course within the time limit, then the instructor may assign zeros to the unfinished work, compute the course average for the student, and assign the appropriate grade. If a grade has yet to be assigned within one year, then the Incomplete will be changed to an F, or NC. If the course was initially taken under the CR/NC grading basis, this may adversely affect the student's academic standing.

### **Grade Appeal Policy**

Disputes regarding grades must be initiated within sixty (60) days from the date of receiving the final course grade by filing a Grade Appeal Form with the instructor who assigned the grade. A grade appeal should be used when the student thinks the final course grade awarded does not reflect the grades earned on assessments or follow the grading scale as documented in the syllabus. The student should provide the rationale for the grade appeal and attach supporting document about the grades earned. The form should be sent via email to the faculty member who assigned the grade. The faculty member reviews the rationale and supporting documentation and completes the instruction section of the form. The instructor should return the form to the student, even if a grade change is made at this level. If the student is not satisfied with the decision, the student may appeal in writing to the Chairperson of the department from which the grade was issued. In situations where there is an allegation of capricious grading, discrimination, or unlawful actions, appeals may go beyond the Chairperson to the Dean or the Dean's designee of the college from which the grade was issued, with that decision being final. The Grade Appeal form is found in the [Registrar's Form Library](#).

NOTE: The Grade Appeal Form is different from the Application for Appeal form submitted to the Student Appeals Committee, which does not rule on grade disputes as described in this policy.

### **Final Exam Policy**

Final examinations are administered as scheduled. If unusual circumstances require that special arrangements be made for an individual student or class, the Dean of the appropriate college, after consultation with the faculty member involved, may authorize an exception to the schedule. Faculty members must maintain student final examination papers for a minimum of three months following the examination date.

**6. Student Absence due to Religious Observance:** This course follows the practices related to [Excused Absences for Religious Holy Days as noted in the Catalog](#). 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.

**7. Student Absence for University-Sponsored Events and Activities:** This course follows the practices related to [Excused Absences for University Events or Activities](#) as noted in the Catalog. 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:** UT Tyler follows the Family Educational Rights and Privacy Act (FERPA) as noted in [University Policy 5.2.3](#). The course instructor will follow all requirements to protect your confidential information. 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](mailto:writingcenter@uttyler.edu)
2. UT Tyler Tutoring Center (903.565.5964), [tutoring@uttyler.edu](mailto: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)
5. For more information about grading, academic policies, and add/drop, see here:  
<https://uttyler.smartcatalogiq.com/en/2016-2017/Catalog/Undergraduate-Academic-Policies/Grading-System>

#### **5.14.3 Student Pregnancy and Parenting Nondiscrimination Policy**

The purpose of this policy is to maintain a learning environment that is free from discrimination of pregnant or parenting students, in accordance with the [Texas Education Code, Title 3, Section 51.982: Protections for Pregnant and Parenting Students](#) and other applicable laws. This policy entitles pregnant and parenting students to academic accommodations, including flexible attendance and extended dates for assignments. If you are a pregnant or parenting student, please complete the [Self-Reporting Form](#) and the UT Tyler Parent and Family Programs will contact the professors to provide the necessary accommodations. Detailed information about this policy are available at: <https://uttyler.smartcatalogiq.com/uttyler/ut-tyler-hop/series-500-student-success/5-14-3-student-pregnancy-and-parenting-nondiscrimination/>

This course follows the requirements of Texas Laws SB 412, SB 459, SB 597/HB 1361 to meet the needs of pregnant and parenting students. Part of the supports afforded pregnant students includes excused absences. Faculty who are informed by a student of needing this support should make a referral to the Parenting Student Liaison. NOTE:

Students must work with the Parenting Student Liaison in order to receive these supports. Students should reach out to the Parenting Student Liaison at [parents@uttyler.edu](mailto:parents@uttyler.edu) and also complete the [Pregnant and Parenting Self-Reporting Form](#).

### **Military Affiliated Students**

UT Tyler honors the service and sacrifices of our military-affiliated students. If you are a student who is a veteran, on active duty, in the reserves or National Guard, or a military spouse or dependent, please stay in contact with your faculty member if any aspect of your present or prior service or family situation makes it difficult for you to fulfill the requirements of a course or creates disruption in your academic progress. It is important to make your faculty member aware of any complications as far in advance as possible. Your faculty member is willing to work with you and, if needed, put you in contact with university staff who are trained to assist you. The [Military and Veterans Success Center \(MVSC\)](#) has campus resources for military-affiliated students. The MVSC can be reached at [MVSC@uttyler.edu](mailto:MVSC@uttyler.edu) or via phone at 903.565.5972.

### **Students on an F-1 Visa**

To remain in compliance with Federal Regulations requirements you must do the following:

- Traditional face-to-face classes: Attend classes on the regular meeting days/times.
- Hybrid Classes: Attend all face-to-face classes convened by the instructor according to the schedule set for your specific course.
- Online course: Only one online course can count toward your full-time enrollment. Students are expected to be fully engaged and meet all requirements for the online course.

**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](http://www.uttyler.edu/tobacco-free).