

**University of Texas at Tyler**  
**Communication Sciences & Disorders Program**  
**COMD 4370 Introduction to Speech Sound Disorders**  
**Fall 2025**

**Instructor:** Ahmed M. Abdelal, Ph.D., CCC-SLP

Associate Professor of Communication Sciences & Disorders

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**Class Meeting Time:** Tuesday & Thursday 11:00-12:20 **Location:** 00227 Soules College of Business

**Office Time:** Tuesday & Thursday 8:00-9:00 AM  
12:30-1:30 PM

Additionally, I am available Monday through Friday via email and Zoom, except for the times I am in the classroom. I make sure to respond to emails within 24 hours, unless I am attending a conference out of state/town. Zoom meetings must be requested 1-2 days in advance.

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*This syllabus is intended for use with the online resources that are available on Canvas. You are advised to download and retain a copy of this syllabus and assignment guidelines and grading rubrics in case you need them in the future for graduate school purposes.*

### **Course Description**

This course is designed to introduce undergraduate students of communication sciences and disorders to the diagnosis and treatment of speech sound disorders in educational and medical settings. The course has a lifespan focus; however, the primary focus will be on assessment and treatment of speech sound disorders in children. The course is founded upon professional standards established by ASHA that focus on establishing foundational knowledge of speech and language, collaborative and interprofessional practices, clinical competence, ethical and professional behavior, advocacy, evidence-based practice, and expressive communication skills (including speaking and writing).

### **Course Goals & Learning Outcomes:**

The course pertains to the following standards set by the American Speech-Language Hearing Association (ASHA):

- Standard IV-C: "communication ... disorders and differences, ... etiologies, characteristics, and anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in ... speech sound production; articulation; motor planning and execution; phonology; accent modification; reading; ... orofacial myology".
- Standard IV-D: "principles and methods of prevention, assessment, and intervention for persons with communication ... disorders, including ... anatomical/physiological, psychological, developmental, and linguistic and cultural correlates".
- Standard IV-F: "processes used in research and of the integration of research principles into evidence-based clinical practice".

- Standard IV-G: “contemporary professional issues”.
- Standard V-A: “oral and written ...communication”.

*Upon completion of this course students will:*

- Describe the anatomic, physiological, cognitive, and psychosocial foundations of speech sound development and production
- Explain modern theories of speech sound development and identify major developmental milestones for individual sounds and sound groups
- Explain the nature of dialectal variations (with emphasis on the major ethnically based and geographically-based American dialects)
- Identify common etiologies of speech sound disorders and comorbid disorders
- Outline diagnostic procedures for assessing speech sound disorders in various populations in educational and medical settings
- Administer standardized assessment instruments and protocols
- Analyze assessment results and develop diagnostic impressions
- Develop basic treatment plans including measurable objectives
- Critique and analyze current research on speech sound development, disorders, diagnosis, and treatment
- Assess the impact of speech sound disorders on an individual’s psychosocial and/or academic development

**Text (Required):**

Lapre, B. (2018). *Introduction to Speech Sound Disorders*. Plural Publishing, Inc.

In addition to this, the Professor will assign a selection of scholarly articles/studies. These will be posted on Canvas on a weekly basis. Details will be provided in class.

***Teaching Method & Course Organization:***

Students are required to read the assigned material and complete the assigned electronic quizzes ONLINE PRIOR to coming to class. The content of this course will be presented in multiple modalities including class presentations, case studies, student presentations, You Tube videos, and class discussions. Canvas will be an important part of this course. Weekly readings, discussion topics, case studies, and assignments will be posted there.

**Note:** *Not reading this syllabus and implementing course guidelines on a REGULAR basis could cause you to be overwhelmed and could very well mean the difference between passing and failing the course. Students are expected to show responsibility and to thoroughly follow all course guidelines provided in this syllabus and on Canvas.*

## **COURSE POLICIES**

**Academic Honesty Policy:** Students will adhere to the highest standards of academic honesty. Anyone caught cheating will earn a “o” 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.

Examples of academic dishonesty/plagiarism:

- Submitting an article written by Artificial Intelligence (AI)
- Copying part or all of a classmate's assignment and submitting it as if it were your own work. In this situation both students will be penalized.
- Putting information from a book, article, etc. into a written assignment without clearly attributing the information to the source and documenting the source in the body of the assignment.
- Copying, printing or sharing online quizzes

-These are just examples of dishonesty that will lead to failing the course and further disciplinary action.

-Assignments will be submitted via the Turnitin anti-plagiarism online system, which will immediately trace any words a student plagiarizes from any source out there.

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

**Accommodations for Students with Learning Disabilities**

Students who are eligible to receive accommodations are required to provide a letter from the from the Office of Disability listing the specific accommodations they are entitled to. Please do so during the first week of the semester to ensure that you receive all accommodations throughout the duration of the course. The University's policy for disability and the application for accommodations are available at <https://hood.accessiblelearning.com/UTTyler>.

**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/>

**ATTENDANCE POLICY:**

**Regular attendance and participation are mandatory in this course.** Students are required to engage in class discussions and to answer/ask questions.

My classes begin and end on time. I am usually in class 10 minutes before class starts and I expect you to be there on time. I will start taking attendance a few minutes before class begins. Attendance will close as soon as class begins. For students arriving late, I will not interrupt class to mark them present. *If you have an emergency and arrive a couple of minutes later, it is your responsibility to remind me after class so I can mark you present.* If you do not remind me at that time, the absence will not be removed. The best way to avoid this issue is to be there right on time.

Because attendance is mandatory, students who miss classes will lose points for each class missed. Missing 2 classes during the semester (without WRITTEN proof of an emergency) will lead to loss of 5% of the total course grade. Each additional class missed without written evidence of an emergency will

lead to loss of an additional 5% of the total course grade.

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

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

**No Texting or Internet Browsing While Class is in Session:**

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

**Extra Credit and Opportunities to Improve Your Grade:**

This course provides 3 opportunities for students to improve their grades DURING the semester.

A) Extra credit questions in final exam: There will be questions worth 10% of the final exam grade. These questions will be available with the final exam, but in a different folder. These extra credit questions will be voluntary and can only be used with the final exam. Example: If a student earns 200/200 on the exam PLUS the extra credit points, no extra credit points can be used. However, a student who earns below 200 on the final (let's say 170) and 20/20 on the extra credit questions will be able to use all 20 to make up lost points.

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

- Students who miss an assignment deadline will be given the opportunity to submit the late assignment within 6 days from the due date. However, 21% will be deducted due to missing the deadline. Assignments that are more than 6 days overdue will NOT be accepted for credit. Example: If an assignment is originally worth 100 points, the highest possible grade the student can earn for the re-submitted assignment is 79 points out of 100 (i.e.,  $100 - 21 = 79$ ). Any points missed because of errors will be subtracted from the 79 points.

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

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

**Submitting Assignments:****Note: Very Important**

- ② *You should download all course materials and save them to your computer. This will help you have uninterrupted access to the materials without being affected by any technical disruptions occur you will have uninterrupted access to the material. You may also need the syllabus in the future.*
- ② *You are required to keep copies of each written assignment submitted (in WORD DOC format) until the very end of the course.*
- ② *All assignments MUST be submitted in Word format and ONLY in the designated folders on Canvas.*
- ② *All assignments submitted for this course MUST be ORIGINAL and must be ONLY written for this course and ONLY for this semester. Any assignments submitted in previous courses or previous semesters will receive zero credits.*

I do Not accept assignments via email. Assignments must be submitted on CANVAS in their designated folder. If the folder is not visible or accessible, please inform me and I will take care of it immediately.

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

**The Assignment Guidelines and Grading Rubrics Module:**

Part of communication between me and you is to provide you with detailed and clear assignment instructions and grading rubrics, and keep you informed of everything that is expected of you. This is why I provide comprehensive, step-by-stem assignment instructions on how to complete each assignment. Additionally, I provide you with a grading rubric for each assignment to show you how exactly the assignment will be graded. Reading these instructions and grading rubrics is CRITICAL to your success in this course and any course. All assignment Instructions and grading rubrics are available in the second Canvas Module (The Assignment Guidelines and Grading Rubrics Module). If you need more information or clarification, please do not hesitate to reach out. I will be happy to meet with you during my office hours or on Zoom.

**Class Cancellation**

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

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

**Completing Assignments PRIOR to Class**

Students are expected to read the assigned chapter before coming to class. The class will focus on expanding your understanding of the content, answering your questions about the material; and explaining complex concepts. You are responsible for the information in the textbook, any videotaped lectures, articles, material discussed in class, videos, cases, etc. All of these are content for exams. The Professor reserves the right to assign additional reading materials during any point in the semester.

**DESCRIPTION OF ASSIGNMENTS****Exams: (450 points)**

In this course, there are 3 exams, including the final. Each is worth 150 points. Exam 1 will consist of 100 multiple-choice questions. Exam 2 and the Final will have a different format. Each will consist of an objective (multiple-choice) segment (worth 100 points) and a case study segment (worth 50 points). The case study segment of these exams will be open-book and will be completed at home. It will be released 2 days in advance. Refer to the class schedule grid for details.

**Assignment# 1: Design A Screening Tool (100)**

Each student will develop an ELECTRONIC speech screening kit, using Power Point, for children from preschool through 5<sup>th</sup> grade. The kit must target the production of all English consonants in all positions: initial word position, final word position, and medial word position. These positions may be represented by 1 or 3 pictured objects/concepts. For Example, the 3 positions of the /r/ phoneme may be represented by a picture of a tree that has a red robin on it, and a deer under it.

Additionally, the kit should include 1-2 pictured natural scenes OR cartoons that can elicit AT LEAST the following 12 sounds in CONNECTED speech: /f/, /v/, /th/ (voiced and voiceless), /l/, /r/, /sh/, /su/, /t/, /k/, /ch/, /ge/.

Details and examples, and a grading rubric are available on Canvas (in the Assignment and Grading Rubric Module)

**Diagnostic and Treatment Project: (250 points)**

This is a multi-stage assignment that requires careful planning, a timeline, and effective time management. This is why I am providing you with everything you need from the first day of the semester. This project consists of 3 components, as follows:

**(1) Analyze assessment results (50 points)**

- You will be provided with a full evaluation report from an actual assessment. You will answer specific questions that will guide you to develop diagnostic impressions, identify the unique characteristics of the patient's speech production, and identify specific treatment strategies that are expected to produce the best results with this patient.

**(2) Develop a Full Treatment Plan for the Child (100 points)**

- The second part will involve the development of a detailed treatment plan for this patient. The plan should include (a) basic patient profile, with a list of specific sounds that need remediation, (b) frequency and duration of treatment, and (b) measurable treatment goals that specifically address the areas of deficit in the evaluation report.

**(3) Develop a Treatment Plan for the First Therapy Session (100 points)**

- Based on the full treatment you developed, develop a plan for the first therapy session with that

patient, with the session duration being 54 minutes. You will be provided with a format and step-by-step instructions.

Detailed guidelines, a grading rubric, and a format will be available on Canvas (in the Assignment and Grading Rubrics Module).

### **Case Analysis and Discussion:** (200 points total)

There will be 4 case studies in this course. Each case will represent a different type of age and sound production profile. This assignment involves 2 parts: One part online (20 points per case), and one part in class (5 points per case).

For part 1, a description of each case will be posted on Canvas 1-2 days before we discuss it in class. Students will answer specific questions about each case. The questions for each case will be worth 20 points. For part 2, each case will be presented in class, and students work in groups to discuss and analyze the case and reflect on their prior (online) analysis.

### **Accessing Course Materials on Canvas:**

Class Power Point Slides and additional content and resources will be available online at least one day in advance. Please download them before you arrive in class. This will help you minimize note-taking and free more brain energy for taking in more new information.

### **Grading:**

This course is based on 1000 points. This is to ensure that you get every fraction of a point that you deserve, and that if you make a few mistakes in exams or assignments, your grade will not suffer as much. For example, if you miss 8 questions in one exam, you will still have the chance to score within the "A" range.

### **Grade Distribution and Grading Key**

<i><b>Final Grade Itemization</b></i>		<i><b>Grading Scale</b></i>	
3 Exams	450	A	90-100%
DX & TX Project	250	B	80-89.99%
Screening Kit	100	C	70-79.99%
Case Studies & Reflections	200	D	60-69.99%
<b>Total</b>	1000	F	<60%

## **CLASS SCHEDULE AND ASSIGNMENT DUE DATES**

<b>Date</b>	<b>Assigned Readings</b>	<b>Assignment Due Dates</b>
<b>Week 1</b> 08/26 08/28	-Course Overview -Ch 1: Concepts in Phonetics and Phonology	Read this syllabus before first class. <b>Due MONDAY by 11:59 PM</b> -Syllabus Quiz
<b>Week 2</b> 09/02 09/04	-Ch 2: Phonological Development	

<b>Week 3</b> 09/09 09/11	Ch 3: Assessment	
<b>Week 4</b> 09/16 <b>09/18</b>	Ch 4: Diagnosis	<b>Due MONDAY by 11:59 PM</b> -Submit Screening Kit online
<b>Week 5</b> <b>09/23</b> 09/25	-Assessment & Diagnosis: Considerations for special populations -Case Study # 1	<b>Due Wednesday by 11:59 PM</b> -Case Study # 1 Reflections
<b>Week 6</b> 09/30 10/02	<ul style="list-style-type: none"> <li>• <b>Exam 1 (9/30): Ch 1, 2, 3, 4 and Related Materials</b></li> <li>• Ch 5: Treatment Planning</li> </ul>	
<b>Week 7</b> 10/07 10/09	Treatment Goals, procedures, and resources -Case Study #2	<b>Due Wednesday by 11:59 PM</b> -Case Study # 2 Reflections
<b>Week 8</b> 10/14 10/16	Ch 6: Input-Oriented Approaches -Case Study # 3	<b>Due Wednesday by 11:59 PM</b> -Case Study # 3 Reflections
<b>Week 9</b> 10/21 10/23	Ch 6: Input-Oriented Approaches	<b>Wednesday by 11:59 PM</b> Exam 2 Case Study Released
<b>Week 10</b> 10/28 10/30	<b>Exam 2 (10/28): Ch 5, 6 and Related Materials</b> -Case Study # 3	<b>Due by Monday 11:59 PM</b> -Submit Exam 2 Case Study
<b>Week 11</b> 11/04 11/06	Ch 7: Output-Oriented Approaches	<b>Due Monday by 11:59 PM</b> -Full Treatment Plan
<b>Week 12</b> 11/11 11/13	Ch 7: Output-Oriented Approaches: Case Study # 4 -Start Ch 8: Phonological Approaches	<b>Wednesday by 11:59 PM</b> -Case Study 4 Reflections
<b>Week 13</b> 11/18 11/20	Ch 8: Phonological Approaches	<b>Due Monday by 11:59 PM</b> -Therapy Session Treatment Plan
<b>11/25-27</b>	<b>THANKSGIVING HOLIDAY NO CLASSES</b>	
Week 14 12/02 12/04	<ul style="list-style-type: none"> <li>• -Scope of Practice and Code of Ethics</li> </ul>	<b>Due Monday</b> -Final Exam Case Study Released <b>Wednesday: by 11:59 PM</b> -Exam Case Study due online
<b>12/09</b>	<b>Final Exam: Ch 7, 8, and Related Materials (Objective + Case Study)</b>	<b>11:00-1:00 PM</b> <b>In Class Using University iPads</b>

## University Policies

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



rights and responsibilities as a student at UT Tyler, please follow this link:

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

**B. Campus Carry:** 1. We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at

<http://www.uttyler.edu/about/campus-carry/index.php>

**C. UT Tyler a Tobacco-Free University:** 1. All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors. Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products. There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit [www.uttyler.edu/tobacco-free](http://www.uttyler.edu/tobacco-free).

**D. Academic Honesty Policy:** Students will adhere to the highest standards of academic honesty.  
Anyone

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

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

a. "Cheating" includes, but is not limited to:

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

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

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

#### Additional Examples of academic dishonesty and plagiarism:

-Copying part or all of a colleague's assignment and submitting it as if it were your own work. In this situation



-Putting information from a book, article, etc. into a written assignment without clearly attributing the information to the source and documenting the source in the body of the assignment.

-Copying, printing or sharing online quizzes

-Submitting assignments that were previously used for another course.

-Sharing information about exams and/or quizzes with other students

These are just examples of acts of dishonesty that lead to failing the course and further disciplinary action. Assignments will be submitted via the Safe Assign anti-plagiarism online system, which will immediately trace any words a student plagiarizes from any source out there. Any violations will be taken very seriously.

2. **The U-T Tyler Writing Center** provides professional writing tutoring for all students in all disciplines. If you wish to use the Writing Center, you should plan for a minimum of two hour-long tutorials per assignment: the first to provide an initial consultation and drafting plan, and the second to follow up. Be prepared to take an active role in your learning, as you will be asked to discuss your work during your tutorial. While Writing Center tutors are happy to provide constructive criticism and teach effective writing techniques, under no circumstances will they fix, repair, or operate on your paper. Location: BUS 202. Appointments: 903-565-5995.

3. **Disability/Accessibility Services:**

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

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

4. **Grade Replacement/Forgiveness and Census Date Policies:**

a. Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester's Census Date 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 (Sept. 10th) is the deadline for many forms and enrollment actions of which students need to be aware. These include:

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

Credit.

- ii Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- iii Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)

- iv Being reinstated or re-enrolled in classes after being dropped for non-payment v  
Completing the process for tuition exemptions or waivers through Financial Aid

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

6. **Student Absence due to Religious Observance:** a. Students who anticipate being absent from class due to a religious observance 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:** If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time, the instructor will set a date and time when make-up assignments will be completed.

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

**F. UT Tyler Resources for Students:**

1. UT Tyler Writing Center (903.565.5995), [writingcenter@uttyler.edu](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)