

University of Texas at Tyler  
School of Health professions  
Department of Rehabilitation Sciences  
Communication Sciences and Disorders Program

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### COMD 5362: SPEECH SOUND DISORDERS

**Faculty:** Ahmed Abdelal, PhD, DHS, CCC-SLP

**Telephone:** TBD

**E-mail:** [aabdelal@uttyler.edu](mailto:aabdelal@uttyler.edu)

**Office:** TBD

**Class Meeting Time:** 8:00-9:25 AM      **Location:** TBD

**Office Hours:** 9:30-10:30 AM

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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#### Course Description

This course focuses on the prevention, assessment, and treatment of speech sound disorders, with the major focus being on children from 12 months through early adulthood. Students will review the development and classification of speech sounds. They will study assessment procedures, treatment approaches and techniques, administer common diagnostic tests, and develop treatment resources. Students will be assigned patients to evaluate. They will write therapy goals, evaluation reports, and treatment plans.

#### Text (required)

Bleile, K.M. (2025). *Speech sound disorders in children*, 4<sup>th</sup> edition. Plural Publishing.

#### Learning Outcomes (Based on the most recent ASHA Certification Standards in Speech-Language Pathology)

1. Provide an overview the normal anatomy, physiology, and developmental influences across the life span of the speech production mechanism.
  - ✓ ASHA Standard IV-B, IV-C
    - Assessment: Class quizzes
2. Demonstrate knowledge of the nature and etiologies of childhood speech sound disorders and the differences between them and language based-sound differences, including developmental, phonological, psychological, and acoustic characteristics; and etiologies (encompassing anatomic, linguistic, and cultural influences).
  - ✓ ASHA Standard IV-C, IV-D
    - Assessment: Literature Review Assignment
3. Demonstrate knowledge of the principles and methods of assessment, treatment, and prevention of sound disorders in children and adults.
  - ✓ ASHA Standard IV-C, IV-D
    - Assessment: Exams, Case Presentation, Case Studies and Reflections

4. Access and critically evaluate information sources, apply information to appropriate populations, and integrate evidence in the provision of speech-language pathology services.
  - ✓ ASHA Standard IV-H
    - Assessment: Evaluate and Implement a Treatment Approach Assignment; Case Presentation
5. Explain cultural considerations pertaining to the assessment, treatment and prevention of speech sound disorders
  - ✓ ASHA Standard IV-C, IV-D, IV-G
    - Assessment: Class Exams, Case Presentation
6. Explain ethical considerations pertaining to the diagnosis, treatment, and prevention of speech sound disorders
  - ✓ ASHA Standard IV-E, IV-G; ASHA Code of Ethics
    - Case Presentation, Exams, Literature Review

### TENTATIVE Class Schedule

**Note:** You are assigned 4 basic science/review chapters to read and take quizzes on: Ch 3,6,7,8. Quizzes are given during the first 15 minutes of classes. See due dates below and plan accordingly.

Week	Topic	Text Reading	Assignment Due Dates
<b>Week 1</b> 8/25-27	-Course Overview & Housekeeping items; Phonetics overview -Speech Sound Production	Syllabus Ch 5  Ch 3	<b>Due Monday by 11:59 PM</b> -Read this syllabus before coming to class, and bring questions to class
<b>Week 2</b> 9/01-9/03	9/01 Labor Day Holiday (no class) -Student Presents on Ch 15 (Phonl. Patterns) & related materials (9/03)	Ch 15	-Read Ch 3 & Ch 6 and be ready to take class quiz <b>Due Wednesday by 11:59 PM</b> -Take Quiz on Ch 3 & 6 in class
<b>Week 3</b> 9/08-10	-Assessment & Dx: Shipley Ch 7 -Student Presents on Ch 11 & related materials (9/10)	-Shipley 7  -Ch 11	-Read Ch 7 Speech Dev. Infants <b>Due Monday by 11:59 PM</b> -Ch 7 Quiz in class
<b>Week 4</b> 9/15-17	Student Presents on 9/15 on Ch 12 Assessment of Bilingual Children and related materials -Case Study 1 & Assessment Related Issues	Ch 12	<b>Due Monday by 11:59 PM</b> -Submit Case Study 1 impressions <b>Due Wednesday:</b> -Filled Lit Review Organizational Chart
<b>Week 5</b> 9/22-24	Student Presents on Ch 14 (Dx & Diagnostic Tools) and related materials (9/22) -Assessment Inventories Reports	Ch 14	-Read Ch 8 and be ready to take Quiz <b>Due Wednesday</b> -Complete Ch 8 Quiz in Class
<b>Week 6</b> 9/29-10/01	Student Presents on Ch 12 (Assess. of Bilingual Children) and related materials (9/29) -Case Study 2	Ch 12	<b>Due Monday by 11:59 PM</b> -Case Study 2 Impressions <b>Thursday 10/01</b> -Mid-term Exam Case Study- Released

<b>Week 7</b> 10/06-08	-Mid-term Exam (10/06) -Treatment Planning: Plans, Procedures, goals ...		<b>Due Monday by 11:59 PM</b> -Mid-term Case Study due -Mid-term Exam (Objective) taken In Class Using University iPads
<b>Week 8</b> 10/13-15	Student Presents Ch 16 (Developmental Goals) and related materials (10/13) -Tracking and Assessing Progress	Ch 16  Ch 24	
<b>Week 9</b> 10/20-22	Student Presents Ch 17 TX Sounds (10/20) -Case Study 3 -Treatment proc. & resources	Ch 17	<b>Due Monday by 11:59 PM</b> Case Study 3 Impressions
<b>Week 10</b> 10/27-29	-Treatment Approaches: Student Presents Ch 18 -Documentation and progress reporting	Ch 18	<b>Due Monday by 11:59 PM</b> -Evaluate a Treatment Approach Assignment
<b>Week 11</b> 11/03-05	Treatment: Motor Learning Student Presents Ch 19 -Speech Motor Learning (11/03) -Case Study # 4 -Treatment proc. & resources	Ch 19	-Student Presentations <b>Due Monday by 11:59 PM</b> -Case Study 4 impressions
<b>Week 13</b> 11/10-12	Student Presents on Ch 21 & 22 -Speech Motor Disorders -Student Case Presentations	Ch 21 & 22	-Case Study 4 impressions <b>Due Monday by 11:59 PM</b> -Student Presentations
<b>Week 14</b> 11/17-19	Student Case Presentations & -Treatment Issues and Resources		-Student Presentation <b>Due Monday by 11:59 PM</b> -Literature Review
<b>11/24-26</b>	<b>Thanksgiving Holiday ..... No Classes</b>		
12/01-03	Case Presentations & - Treatment Issues and Resources		-Student Presentations <b>Thursday 12/03</b> -Final Exam Review -Final Exam Case Study Released on 12/03 -Due by 11:59 PM 12/04
<b>12/08</b>	<b>FINAL EXAM</b>		<b>Monday 12/08 (8:00-10:00 AM)</b> Final Exam (Objective) In Class Using University iPads

## COURSE GRADING

**Important:** I provide you with a grading rubric for each assignment. When I grade your assessments, I use these rubrics as a checklist. You should read and follow these rubrics thoroughly while completing assignments, and before submitting them. This will help you get the highest grades on assignments.

The overall course grade 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, your grade will not suffer as much. Meanwhile, if you earn a fraction of a point, it will be added to your grade.

Grade Distribution will be based on your performance on the following, as measured by performance on quizzes and exams, and the specific criteria provided in assignment guidelines and grading rubrics.

Final Grade Itemization		Grade Scale	
4 Quiz	100	A	90.00-100%
Mid-term exam	200	B	80.00-89.99%
Final Exam	200	C	70-79.99%
Teach a Class	100		
Literature Review	100		
Evaluate a TX Approach	100		
Case Studies & Reflections	100		
Case Study Presentation	100		
<b>Total Course Grade</b>	<b>1000</b>		

### Important: Minimum Grade and Intervention Plan

The minimum passing grade for this course, and all graduate program courses, is a "B."

To ensure that students meet each ASHA Certification Standard, regardless of what passing grade they earn, the following grading criteria will be implemented:

- •The minimum passing grade for each exam is "B"
- •The minimum passing grade for each major class assignment is a "B"

**An intervention plan** will be initiated by the faculty member teaching the course. If the faculty member determines that the student needs an intervention plan, the faculty member will inform the student and will initiate the plan. If a student does not earn a passing grade (i.e., "B" or higher) on an exam, the following steps will be taken:

- The instructor will meet with the student to conduct an item-by-item analysis of the student's performance on the exam to identify areas of strength and areas of need. Errors will be categorized into:
  - (a) errors resulting from misunderstanding or careless reading of the question,
  - (b) errors resulting from not following exam instructions (e.g., forgetting to answer one part of the question)
  - (c) errors resulting from lack of knowledge or lack of skills.
- The instructor will further analyze the errors resulting from lack of knowledge or lack of skills and identify the specific Certification Standard(s) that these errors pertain to.
- The instructor will design one alternative make-up exam that focuses to a greater extent on the identified areas of need. The instructor and the student will agree on a mutually convenient date for the make-up exam.

- If the student needs or requests help understanding the material, the student will first study, and develop questions (or a list of specific concepts that need clarification), and seek help from the course instructor, or seek tutoring services at the Writing Center.

If a student does not earn a passing grade on a major class assignment, the following intervention steps will be taken:

- •The instructor will conduct an error analysis of the student's performance, to identify patterns of errors and areas of need.
- •The instructor will meet with the student to discuss the student's performance and provide feedback.
- •The instructor will give the student one opportunity to re-do the assignment, and the student will be asked to put significantly more emphasis on the areas of need identified (as evidenced by using additional references focusing on the target areas).
- •The instructor will be available (virtually, by phone, or email) to provide support as needed.

If the student does not meet criteria on the second exam/assignment attempt, the final grade will be based on the better grade of the two. If the course grade falls below B, the policies and procedures stated in the program completion requirements outlined in the CSD Student Handbook will be implemented. If this is the second time the student gets a grade below a "B," the program administration will convene to determine the status of the student in the program.

## DESCRIPTION OF COURSE ASSIGNMENTS

### 1. Exams: 400 (40% of course grade)

There will be 2 exams in this course: a midterm and a final, each of which is worth 200 points. Each exam will consist of an objective portion (worth 150 points) and a case study analysis (worth 50 points). Exams will be taken on iPads during regular class time and will consist of 100 multiple-choice questions. As for the case study piece, you will complete it at home and can use any resources that you wish. The due dates for this take-home piece are in the Class Schedule and Assignment Due Dates grid above.

### 2. Design and Teach a Class: (100 points)

There are 2 major purposes for this assignment: meet ASHA Certification standards and develop professional and leadership skills. Certification Standards require that applicants for certification must demonstrate mastery of verbal and nonverbal communication. As an SLP, you will present evaluation results and treatment plans during team meetings that will include caregivers and a whole range of medical and health care professionals. You will be the sole "expert" that everyone wants to hear from. Additionally, a big part of your role as a clinician is to develop materials and present information in a manner that children and adults can easily understand. In doing so, you are also a leader. Furthermore, some of you may seek doctoral degrees in the future, and you may be required to teach whole courses. Thus, this assignment is a major step toward building these skills.

During the first class, we will randomly assign a class to each student. After the random assignment, you will be given time to switch with a classmate if the assigned date does not work for you. After that, names will be written on a sheet, and the sheet will be made available on Canvas.

The class you will teach is not limited to the assigned chapter. You are expected to look for related resources (e.g., websites, materials, examples, images, etc.). The presentation should not be less than 40 minutes and should not exceed 5 minutes. Additionally, there will be 5 minutes for questions. So,

plan a 45-minute lecture PLUS 5 minutes for Q & A. A grading rubric is available on Canvas.

### **3. Evaluate a Speech Sound Treatment Approach (100 points)**

Each student will identify and thoroughly review a major speech sound disorders treatment approach and write an evaluative review about it. The approach must be highly effective, as evidenced by research findings. Your review must include the following:

- A thorough description of the approach, including its basic principles and research foundation
- Type of population the approach is designed for (or is expected to be effective with)
- The specific techniques and procedures involved, and a detailed description of how these procedures are to be implemented
- Methods for tracking progress
- Materials and examples

Detailed guidelines and a grading rubric are available on Canvas.

### **4. Case Presentation (100 points): (10% of course grade)**

Present a case that you have worked with in the SLHC where you diagnosed and provided treatment to a patient. You need to present the following:

- The complete diagnostic report (with no identifying information and a fake name)
- The complete treatment plan showing the goals and clinical procedures
- Materials you have used with the patient
- Demonstration of 1 specific sound teaching technique, scientific evidence showing effectiveness of this technique, and data from your work with the patient

Detailed guidelines, and a grading rubric are available online.

### **5. Case Analysis and Discussion: (100 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. and students will have the opportunity to earn up to 5 points for each case during class discussions.

### **6. Class Quizzes: 100 points (10%)**

Part of the course involves reviewing basic information on speech sound development, phonetics, anatomy and physiology, and other basic speech science content that you studied in your undergraduate years. It is critical that you refresh this knowledge; however, class time is neither intended, nor is it sufficient to rehash these areas. Therefore, 5 chapters that focus on these areas are assigned readings that you will be quizzed on. This will involve 4 quizzes (one quiz will address 2 chapters).

### **7. Literature Reviews: 100 points (10% of total course grade)**

Word Limit: 4000-5000 words

You will conduct a literature review focusing on the diagnosis or treatment of speech sounds disorders. The review should strictly focus on research published since 2023. This will also include research in press for 2026. No sources published prior to 2023 will be acceptable. The review must present the most important findings regarding assessment or treatment. The review should adhere fully to APA style and formatting. You can access APA style and related resources on Purdue OWL at:

[https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/index.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/index.html)

This is a multi-stage assignment. You should develop and follow a timeline for yourself so you can complete the review in stages. This will help you in TWO ways: (a) avoid being overloaded and stressed, (b) organize your time and produce high quality work that is worthy of a graduate student.

Detailed guidelines and a grading rubric are available on Canvas.

## COURSE POLICIES

### **Academic Honesty and Academic Misconduct:**

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 policy as detailed in the Student Manual Of Operating Procedures (Section 8), which is available at

<https://www.uttyler.edu/mopp/documents/8-student-conduct-discipline.pdf>.

**"Sec. 8-304. Scholastic Violations a.** When a faculty member has reason to suspect that a student has violated university regulations concerning scholastic dishonesty, the faculty member may refer the case to the Dean who shall proceed under section 8-301, or the faculty member may meet with the student(s) involved and discuss the alleged violation and the evidence that supports the charge. After conferring with the student, the faculty member may dismiss the allegation or proceed under 8-304 (b) or (c); b. In any case where a student accused of scholastic dishonesty does not dispute the facts upon which the charges are based and executes a written waiver of the hearing procedures, the faculty member may assess an academic sanction pursuant to section 8-503 and shall inform the student of such action in writing and report the disposition of the incident to the Dean. The Dean may summon the student for consideration of an additional disciplinary sanction. c. In any case where a student accused of scholastic dishonesty disputes the facts upon which the charges are based or chooses not to waive the right to a hearing before a hearing officer, the faculty member shall refer the matter to the Dean who shall then proceed under section 8-301. d. A student may appeal the decision of a faculty member under 8-304 (b) by giving written notice to the Dean within 14 days from the date on which the decision was announced. The appeal is conducted in accordance with subchapter 8-600. The appeal is restricted to the issue of sanction, and no transcript shall be required."

### **Accessibility Statement:**

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 a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTylerLinks to an external site.> and fill out the New Student application. The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with the Assistant Director Student Accessibility and Resources/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <https://www.uttyler.edu/disability-servicesLinks to an external site.>, the SAR office located in the University Center, # 3150, or call 903.566.7079."

### UNIVERSITY POLICIES

(These policies are also available on Canvas, in the Syllabus and Policies Module)

**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
- 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.

2. **The UT 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)
  1. Demonstrates professional demeanor and a passion for their chosen profession.
  2. Receptive to constructive feedback and reflects on his/her work, behavior, and/or practice.
  3. Exhibits personal integrity and professional conduct with all members of the learning community

