

# Motor Speech Disorders

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COMD 5361 Syllabus

**Spring 2026: Tuesday/Thursday 4-5:20, H104**

**Instructor**

Tina Melamed, PhD,

CCC-SLP

**Course Overview**

Why should you care about motor speech disorders? As future SLPs, you need to be prepared to help prevent, diagnose, and treat motor speech disorders in everyday clinical practice. These include multiple types of dysarthria and apraxia of speech.

**Email**

tmelamed@uttyler.edu

Motor speech disorders require knowledge of basic motor systems and applied neuroanatomy and neurophysiology. Students will review important fundamentals before diving into descending motor tracts and motor feedback loops.

**Office Location**

D250

Then, students will learn about each of the dysarthrias in turn according to their incidence in our in-house Speech, Language, and Hearing Clinic. This way, students will be more prepared to evaluate and treat in a timely manner.

**Office Hours**

Any time you are not in class or clinic, my door is open (or my computer, if I'm on the main campus). Or by appointment.

**Required Textbook**

Freed, D. B. (2025). *Motor Speech Disorders: Diagnosis and Treatment*, 4<sup>th</sup> ed. Plural Publishing.

**Course Materials**

UT Tyler Canvas

Simucase

Student resources provided by Plural Publishing

[<https://www.pluralpublishing.com/publication/msd4e/student-resources>]

# Why are you here?

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## Course Learning Objectives

The course focuses on prevention, assessment, and intervention of motor speech disorders. The course begins with an overview of the speech motor system and the neurophysiology of speech from planning to execution and refinement of motor movements.

Students will study various motor speech disorders and learn about diagnostic features and effective treatment methods. They will explore various treatment approaches and strategies. The course also addresses cultural, cognitive, and socioeconomic issues pertaining to the diagnosis and treatment of speech motor disorders.

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

1. Describe normal anatomy and physiology of the speech mechanism
2. Demonstrate understanding of the various etiologies and components of motor speech disorders
3. Define, describe, and classify major motor speech disorders (including dysarthrias and apraxia), and differentiate between them.
4. Develop skills to conduct patient interviews and perform clinical examinations for disorders of motor speech, including clinical oral sensory motor exams.
5. Identify and select appropriate evaluation procedures for motor speech disorders.
6. Evaluate the signs and symptoms of disorders of motor speech using clinical or instrumental evaluations.
7. Develop initial treatment goals, choose appropriate treatment approaches, and select tasks and stimuli for clinical management of motor speech disorders.
8. Demonstrate effective communication with clients and caregivers, integrating their needs and cultural/linguistic background into ethical treatment provision. Demonstrate an understanding of the importance of counseling in treatment of motor speech disorders.
9. Discuss contemporary theoretical, ethical, and clinical issues pertaining to the study and management of motor speech disorders

# ASHA Standards for Knowledge Outcomes

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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: Communication and Swallowing Disorders and Differences

- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge (including the etiologies, characteristics, and anatomical/physiological, acoustic, psychological, developmental, linguistic, and cultural correlates in the area of speech sound production disorders).

## Standard IV-D: Prevention, Assessment, and Intervention for persons with communication and swallowing disorders

- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge in the principles and methods of prevention, assessment, and intervention in the area of speech sound disorders.

## Standard IV-F Research

- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge regarding the processes used in research and integration of research principles into evidence-based clinical practice.

## Standard V-A: Oral and Written Communication

- The student will demonstrate skill in oral and written or other forms of communication sufficient for entry into professional practice

## Standard V-B: Skills in Evaluation and Intervention

- 1e: The student will demonstrate the ability to interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention in the area of speech sound disorders.
- 2a: The student will demonstrate the ability to 1) develop setting-appropriate intervention plans with measurable and achievable goals that meet clients'/patients' needs and 2) collaborate with clients/patients and relevant others in the planning process in the area of speech sound production.
- 2c: The student will demonstrate the ability to select or develop and use appropriate materials and instrumentation for prevention and intervention in the area of speech sound production.
- 2d: The student will demonstrate the ability to measure and evaluate clients'/patients' performance and progress in the area of speech sound production.

# Description of Activities

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## **In-class activities (5%)**

In class, we will conduct practice activities to help apply the academic information to clinical decision making. These activities serve two purposes: 1) to engage you in class and promote participation in class discussions, and 2) to act as a knowledge reinforcement.

This grade also includes 1% specifically for submitting your Calipso artifacts at the end of the semester *on time*. Please see the next section for Calipso upload details.

## **Homework assignments (20%)**

You will complete homework assignments designed to enhance practice and reinforce learning.

## **Simulations (20%)**

You will complete simulations in Simucase for assessment and treatment of different motor speech disorders. After each Simucase assignment, we will debrief in class together.

Your grades will be based on the Simucase grade. You may repeat portions of the simulation to improve your grades, as needed. A score of at least 90 is required. You will receive clinical clock hours for these simulations.

## **Quizzes (30%)**

There will be a quiz over each major unit. You will complete these quizzes outside of class on Canvas.

## **Midterm exam (10%) and Final exam (10%)**

The midterm and final exams will mimic PRAXIS formatting to help prepare students for the PRAXIS exam.

## **A note about grades**

I want your focus to be on learning and mastering content. If you are learning and mastering content, you should find yourself in the position to earn a high grade.

If you do your assignments and activities on time and dedicate yourself to success, you should find yourself to be very successful in this course and actually *enjoy* learning.

# Assessment of Student Learning

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## Assignment Weights

In-class activities	4%
Calipso uploads	1%
Quizzes	30%
Simulations in Simucase	20%
Midterm exam	10%
Final exam	10%

Note: You can check in with your grade progress any time on the canvas grades section.

## Learning Mastery

Student learning is assessed on an individual basis. Students receive two competency scores. One score is the traditional course grade that will be used by UT Tyler to calculate a cumulative GPA. Students can locate their course grade by viewing their grades in Canvas in the (default) Gradebook view. To stay in good standing with the UT Tyler Graduate College students must maintain a cumulative GPA of 3.0 or above. Visit this link for more information about this UT Tyler Graduate School requirement: [University of Texas at Tyler - Probation/Suspension for Master's Degree Students](#)  
[Links to an external...](#)

The other score is based on a 5-point scale and is similar to the scale ASHA suggests for evaluating graduate students during clinical supervision. Students can locate this score by viewing their grades in Canvas and selecting the Learning Mastery view. For each previously stated ASHA standard, a minimum score of 3 out of 5 averaged across applicable quiz questions and assignments assumes minimum competency and partial fulfillment of ASHA standards for this course. At the end of the course, I have to indicate in Calipso whether each student has met each ASHA standard associated with this course. I will use the data from the Learning Mastery view in Canvas for this purpose. It is possible for a student to receive an A or B in the course and not meet minimum competency for a particular ASHA standard. For this reason, each student needs regularly to check the Learning Mastery view in Canvas Grades to determine whether they are meeting minimum competency for the ASHA standards associated with this course.

## Calipso Uploads

Each student is required to maintain an electronic portfolio of work completed in this class. The items to be included in the portfolio are shown below. Students will only receive full credit for this gradebook entry (a) if all the items are uploaded by the deadline AND (b) all the items are labeled correctly by the deadline.

Document	Example
Syllabus	SmithJ_Syllabus
Diagnostic Assignment	SmithJ_Diagnostic
Treatment Assignment	SmithJ_Treatment
Multilingual Research Literature Review	SmithJ_Multilingual_Literature

## **Grades Assigned**

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A=89.5-100      B=79.5-89.4      C=69.5-79.4      D=59.5-69.4      F=<59.4

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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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# 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 readings & homework assignments (due after lecture)
1 T	1/13	Motor Speech disorders through the ages	
R	1/15	neuroanatomy review	
2 T	1/20	neuroanatomy review	
R	1/22	neuroanatomy review, the motor system	Neuroanatomy review quiz (due 11:59pm 1/26) <u>Assigned reading (due 1/27)</u> Chapter 2: The Motor System
3 T	1/27	The motor system	
R	1/29	The motor system	Chapter 2 quiz (due 11:59pm 2/2) <u>Assigned reading (due 2/3)</u> Chapter 3: Evaluation
4 T	2/3	Evaluation	
R	2/5	Evaluation	Chapter 3 quiz (due 11:59pm 2/9) <u>Assigned reading (due 2/10)</u> Chapter 8: Hypokinetic dysarthria
5 T	2/10	Hypokinetic dysarthria	
R	2/12	Hypokinetic dysarthria	Simucase 1: Rob- Assessment (due 11:59pm 2/16) Chapter 8 quiz (due 11:59pm 2/16) <u>Assigned reading (due 2/17)</u> Chapter 4: Flaccid dysarthria
6 T	2/17	debrief simucase 1 Flaccid dysarthria	Submit simucase hours to calipso- please be sure you put "Rob assessment, simucase" in the notes
R	2/19	Flaccid dysarthria	Chapter 4 quiz (due 11:59pm 2/23) <u>Assigned reading (due 2/24)</u> Chapter 5: Spastic dysarthria
7 T	2/24	spastic dysarthria	diagnostic case study (due 2/26)
R	2/26	spastic dysarthria	Simucase 2: Julie- Assessment (due 11:59pm 3/2)

			Chapter 5 quiz (due 11:59pm 3/2)
8 T	3/3	debrief simucase 2  midterm review	Submit simucase hours to calipso- please be sure you put "Julie assessment, simucase" in the notes
R	3/5	<b>MIDTERM EXAM</b>	<u>Assigned reading (due 3/17)</u> Chapter 6: Unilateral UMND
9 T	3/10	NO CLASS- SPRING BREAK	
R	3/12	NO CLASS- SPRING BREAK	
10 T	3/17	unilateral upper motor neuron dysarthria	
R	3/19	unilateral upper motor neuron dysarthria	Chapter 6 quiz (due 11:59pm 3/23) <u>Assigned reading (due 3/24)</u> Chapter 7: Ataxic dysarthria
11 T	3/24	ataxic dysarthria	treatment case study (due 3/26)
R	3/26	ataxic dysarthria	Chapter 7 quiz (due 11:59pm 3/30) <u>Assigned reading (due 3/31)</u> Chapter 9: Hyperkinetic dysarthria
12 T	3/31	hyperkinetic dysarthria	multilingual literature review (due 4/2)
R	4/2	hyperkinetic dysarthria	Chapter 9 quiz (due 11:59pm 4/6) <u>Assigned reading (due 4/7)</u> Chapter 10: Mixed dysarthria
13 T	4/7	mixed dysarthria	<u>Assigned reading (due 4/9)</u> Chapter 11: Apraxia of speech
R	4/9	apraxia of speech	Chapter 10 quiz (due 11:59pm 4/13)
14 T	4/14	apraxia of speech	
R	4/16	apraxia of speech	Chapter 11 quiz (due 11:59pm 4/20)
15 T	4/21	FLEX DAY- we'll use this day to catch up if we lose any time	
R	4/23	<b>FINAL EXAM</b>	
(16) T	4/28	No class- finals week	
R	4/30	No class- Finals week	

# Policies and Procedures

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## **Late Work Policy**

I encourage you to avoid submitting late work, as you will end up behind schedule and it will be difficult to make up for lost time.

If you submit your work fewer than three days late, you can still qualify for 80% of the original points. If you submit your work more than three days late, you can still qualify for 60% of the original points.

Please do not submit work more than 3 class days (1.5 weeks) late. It is unlikely that you will have retained the information from class that would be necessary for your success on that assignment. Each class prepares you to succeed on each assignment. Doing your assignments on time will help you learn the most efficiently and effectively. It will also prevent you from falling behind in class. It will be very difficult to catch up if you do.

## **Attendance**

I encourage you to attend every class. If you miss class, you will miss valuable learning opportunities that will not be available otherwise. Attendance will count for 10% of your grade as an incentive.

If an extreme circumstance prevents you from attending class, these will be dealt with on a case-by-case basis. Reach out to me before class to help me help you. I can't help you much after you've already missed class.

## **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.

Occasionally in class, you will need to use a computer with internet access to take your tests. 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 in class, you may excuse yourself from the classroom to avoid distracting others and come back when you are ready to resume your learning.

## **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
- 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.

### **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, 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).