

University of Texas at Tyler  
School of Health Professions  
Department of Rehabilitation Sciences  
Communication Sciences & Disorders  
COMD 1306 Introduction to Communication Sciences and Disorders  
Spring 2024

**Instructor:** Ahmed M. Abdelal, Ph.D., CCC-SLP  
Associate Professor of and Director Communication Sciences & Disorders  
**Telephone:** (903) 565-6417      **E-mail:** [aabdelal@uttyler.edu](mailto:aabdelal@uttyler.edu)  
**Class Meeting Time:** Tuesday 5:00-7:45 PM  
**Office Hour:** 3:30-4:30 PM (HPR 126)

I am available 8:00 AM-5:00 PM Monday-Friday via email and Zoom. 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 at least 2 days in advance.

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This syllabus is intended for use in conjunction with the course's Canvas site.

**Course Prerequisites:** NONE

## INTRODUCTION

Welcome to *Introduction to Communication Sciences and Disorders*. The purpose of this syllabus is to provide a detailed explanation about the content, course requirements, and course expectations. Please refer to it as your guide toward attaining the highest possible grade at the end of the course. Assignment due dates are listed at the end of this syllabus and are available on Canvas under the tab titled Course Schedule at a Glance. Students are responsible for regularly accessing assigned readings and assignment due dates and submitting assignments by the due date. **Summer courses are condensed by nature. Therefore, no assignments will be accepted under any circumstances after the due date passes and the assignment folder closes.** The only exception is if you produce written proof of an EXTENDED EMERGENCY (e.g., a hospital notes showing evidence being hospitalized for TWO or more days; EXTENDED jury duty). Students are expected to be proactive and not wait until the last minute to submit assignments.

**Important:** I do not give extra credit work in this course or in any of my courses. I provide all my students with every possible resource that, if used as directed, will lead to success in this course. The chance you have to do well is the chance you have now. This syllabus is our contract, and you should refer to it on a regular basis to know about assignments and their due dates. At the end of the course, please do not try to negotiate your grade with me. I do not give you grades: the grade you earn is the grade you get.

## COURSE DESCRIPTION AND OBJECTIVES

*Introduction to Communication Sciences and Disorders* is designed to provide students who are preparing for careers in healthcare with information about the professions of speech-language pathology and audiology. Students will learn about certification and licensure requirements for both fields, and roles speech language pathologists (SLPs) and audiologists play as integral

members of the healthcare community. The course provides a survey/overview of various speech, language, swallowing, and hearing disorders, and basic diagnostic, intervention and case management techniques used by SLPs and audiologists. This will include information about the variety of services that these clinicians typically provide in educational and medical settings and in private practice.

### **Required Text:**

Gillam, R.B. & Marquardt, T.P. (2021). *Communication Sciences and Disorders: From Science to Clinical Practice, 4th Edition*. Jones and Bartlett Learning: Burlington MA. Older editions of this textbook are not acceptable for this course. It does not matter if you have the print version or the electronic version.

### **COURSE OUTCOMES**

Upon completion of this course, students will:

1. Provide detailed information about the nature of speech language pathology and audiology as health professions; various settings where clinicians provide services; and requirements for certification and licensure in both careers.
2. Explain basic concepts, terminology, and principles of practice in both fields.
3. Discuss the basic principles of normal speech, language, hearing, and swallowing processes.
4. Differentiate among commonly used methods for classifying and describing disorders of communication and swallowing.
5. Identify the etiologies, symptoms, and characteristics of the various disorders of communication and swallowing.
6. Describe typical treatment approaches for major disorders of communication.

### **TWO Important Things to Keep in Mind:**

This course is based on 1000 points that students must EARN. Your gradebook starts with zero points, and any points you EARN become part of your grade. Thus, instead of saying “I lost X points out of a total exam/assignment grade,” it will be more accurate to say, “I EARNED X points.” Simply stated, you do not lose something that you have not EARNED.

The second thing is that it is the responsibility of a **professor** to teach students how to think, explain complex concepts, and ensure that students fully understand the material. Meanwhile, it is the **students’ responsibility** to communicate their needs effectively by asking questions, requesting clarification of content that they do not understand, and figuring out effective ways for retaining and consolidating what they learn. Strategies for retention of information differ from one person to another. Finding out what works for you is your responsibility. If you use a strategy multiple times and it does not produce the desired results, you should explore DIFFERENT ways.

### **COURSE POLICIES**

#### **Professional Conduct**

Students are expected to demonstrate professional behavior in class and in school environments. Professional behavior in class includes:

- Arriving on time, completing assigned readings PRIOR to class, being ready to answer questions, and actively participating in all course activities.
- Communicating effectively by asking questions and requesting help when you need it.

- This is critical for your success as a student and as a professional. The CORE duty of speech-language pathologist is to teach people how to express their thoughts and needs and realize their full potential as effective communicators. To be prepared for this CORE duty, you must develop your own communication skills by being an ACTIVE participant throughout the course.
- Seeking information about the course and the program directly from the professor, and avoiding the spreading of misinformation about professors, courses, and the program.
  - Instead of asking the professor, some students may ask another student, who may be equally confused about the information. Doing so will only create more confusion and spread misinformation. PLEASE direct your questions about the course to the professor.
- Following the chain of command: Direct any concerns about a course to the professor who teaches the course. If the professor does not respond within a reasonable amount of time or the response does not effectively address your concern, you should then reach out to the Program Director. If you bypass the professor and go directly to the Program Director or the Department Chair, they will (a) send you back to the professor, or (b) meet with you and the professor. Resolution of any complaint will involve listening to the student's perspective and the professor's perspective.
  - If you have a concern about any part of a course, please speak only for yourself. Generalizations like "Me and a whole bunch of us...", etc." only complicate the situation and may misrepresent other students' opinions. College students are expected to, and are given every opportunity, to voice their own concerns.
- Avoiding all forms of academic dishonesty

#### **ATTENDANCE POLICY:**

**Regular attendance and participation are mandatory in this and all CSD courses.**

My classes begin and end exactly on time. I am usually in class 10-15 minutes before class starts and I expect you to be there on time. I will start taking attendance a few minutes before class time. Attendance will close at 5:00 PM. For students arriving late, I will not interrupt class to mark them present. *If you have an emergency and arrive a minute or two later, it is your responsibility to remind me after class.* If you do not inform 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 1 class during the semester (without a WRITTEN proof of an emergency) will lead to loss of 10% of the total course grade. Each additional class missed without written evidence of an emergency will lead to loss of an additional 10% of the total course grade. Students who miss 2 consecutive classes without evidence of a documented emergency will be reported to the Registrar for removal from the course. Students are required to engage in class discussions and to answer questions.

- 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 (e.g., car accident, prolonged illness, court appearance, etc.). *Students will be responsible for providing written proof of such absence (e.g., obituary, court summons, police report, doctor's letter).* 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 absence.* In addition to the impact on your performance, arriving late/leaving earlier is disruptive and shows lack of respect 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 colleagues.*

### **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 this course is to LEARN, and the only reason I am here is to teach you and to make every class of the course 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 will do everything I can to enable you to succeed, but you MUST do your part and follow class rules:
- 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.

### **1. 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 cancellation, 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.*

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

### **General Course Assignment Guidelines: Very important**

- You are required to keep word copies of each written assignment you submit until the very end of the course.
- All assignments MUST be submitted in Word DOC format and ONLY in the designated folders on Canvas.
- 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 credit.

- Absolutely **NO** emailed assignments. Assignments must be submitted on Canvas, in their designated folder and by the due date (which is listed in the course schedule grid at the end of this document).
- All written assignments must follow APA Style: i.e., they must be in Word Document form, in double-space, and in Times New Roman font # 12 or one of the APA compatible fonts. To learn how to use APA style documentation, please go to Purdue OWL: <https://owl.english.purdue.edu/owl/section/2/10/>.

### **Completing Assignments PRIOR to Class**

Students are expected to read ALL assigned materials, view any assigned videos, and complete ALL other assignments before coming to class. The class will focus on (a) expanding your understanding of the content, (b) answering your questions about the material, and (C) explaining any concepts that you may need more help with. You are responsible for the information in assigned chapters, articles, class presentations, discussions, and any other material discussed in class. All of these are content for exams.

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

This course provides the following FOUR opportunities for students to improve their grades DURING the course.

A) Extra credit questions in exams: This course includes 4 exams in total (150 points each). Each exam will include 1 extra credit question that is worth 15 points (10%) of the exam's total grade. Extra credit points for each exam will ONLY apply to the specific exam and will NOT carry to another exam or assignment. Example: If a student earns 165 points, that will constitute 100% for that exam, and the extra points will not carry to another exam/assignment. Meanwhile, a student who earns 135 points AND, in addition, earns the 15 extra credit points will earn a final exam grade of 150 (100%).

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 worth 100 points, the student will start with 79 points. 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, 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:**

Absolutely NO emailed assignments. Assignments must be submitted on CANVAS, in their designated folder. If the folder is not visible or accessible, please inform me and I will look into 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 help from the Writing Center (at the Student Success

Center). You are welcome to ask me any specific questions about the assignment, but **I do not edit or read them before grading them.**

To submit assignments, please go to the Course Assignment folder on Canvas (course menu). In this folder you will find links for submitting each assignment. You will also find detailed guidelines and grading rubrics for each assignment. All written assignments must be submitted in WORD DOC format and as a REGULAR ATTACHMENTS, not through Google Doc or Cloud. Please do NOT copy and paste. If you do, this will change your format and may make your entire assignment unreadable. **Also, before uploading the assignment, please verify that you are submitting the right file.** Any wrong assignments, or assignments not submitted in the designated folder, will receive zero.

### **COURSE REQUIREMENTS:**

#### **UT Tyler University Email Address/Canvas Account**

Students are expected to have and use their UT TYLER email address. The instructor will ONLY use this address. Course information will be posted on Canvas. It is the students' responsibility to be aware of information and announcements posted on Canvas. You will also receive course announcements via email. Students who may need technical assistance with Canvas or the CD, are advised to contact IT. Technicians are available 24/7. Providing such assistance is not part of the instructor's job.

#### **Your first assignment is as follows:**

*Please read the syllabus thoroughly prior to the first class and bring any questions you may have to class to the first class.*

**Note:** Students are responsible for keeping up with course announcements and accessing the course site on a regular basis. The system keeps login data, which will give the instructor a record of your level of participation and activities throughout the course. Failure to access materials for an extended period of time (I.e., one week or longer) will result in removal from the course, unless the student produces WRITTEN evidence of an extended emergency during the inactive time.

### **COURSE ASSAIGNMENTS:**

#### **1. ASHA Website Search (100):**

Students will download a list of questions (posted on Canvas in the designated Assignment folder). Each student will access the website of the *American Speech Language Hearing Association* ([www.asha.org](http://www.asha.org)) and related official sites (e.g., US News and World Report) to answer these questions. You can also access any other credible websites you want to answer these questions. For a student to get the maximum grade on this assignment, s/he must answer each question fully and accurately and must copy and paste the link of the page where the answer was found. Answers not followed by the weblink will receive zero.

#### **2. Interview Project: CHOOSE ONLY one of the following (150 points)**

**Interview a Communication Disorders Patient OR Interview a Clinician (SLP or Audiologist)**

Students choosing to interview a patient/clinician must follow specific guidelines that are available on Canvas. It is the students' responsibility to identify the clinicians or patients they

wish to interview. Please do not ask me for suggestions or if I know someone. If you choose to interview a patient (child or adult), that patient must be OFFICIALLY diagnosed with a communication or swallowing disorder. The student will then contact the interviewee and schedule an appointment for the interview. The interview can be online or in person. Upon conclusion of the interview, you will write the person's answers to the questions. **These answers must be written word by word** exactly as provided by the interviewee and submit the complete document on Canvas. Detailed guidelines and a grading rubric are available in the Assignment and Guidelines folder on Canvas.

It is the student's responsibility to find the person to interview. Please do not ask me for suggestions. You may refer to local school, private clinics, hospital websites, etc. to identify and reach out to professionals. If you choose to interview a patient, that person CANNOT be a sibling. If the person is a young child (i.e., up to 10 years old), you can interview the parent/caregiver with (or instead of) the child. The law requires strict protection of the patient's privacy. Therefore, if you choose to interview a patient, you can only refer to them by their initials or with a fake name.

### Exams (650 points)

Students are responsible for the information in the class presentations and discussions, articles, any videotaped lectures, You Tube videos, articles, and any other class material presented in class or posted online. Exam questions will come from all of these materials. The professor reserves the right to assign additional reading materials or new research upon his discretion.

There are 3 exams during the semester (150 points each), and the final exam (200 points). The final will be worth 200 points because it contains more materials. Exams will be taken electronically during regular class time (except for the final). Each exam will consist of 100 multiple-choice questions. Accompanying each exam, there will be extra credit questions (in a separate folder). Extra credit points will only apply to the exam they accompany. If a student earns full credit on an exam and earns extra credit points, no points will be added to the exam.

**Grades and Feedback** on assignments will be posted in the Canvas Grade Center. I will not transmit grades or performance assessments through email due to privacy regulations. Please keep a personal copy of all assignments/projects/outlines that you have posted so your work can be resubmitted if there is a posting or transmission error. The grade of the course is based on a 900-point grading system distributed as follows:

#### Grade Distribution and Grading Key

<i>Final Grade Itemization</i>		<i>Grading Scale</i>	
3 Exams	450	A	100-90%
Final	200	B	89.99-80%
ASHA website search	100	C	79.99-70%
Interview	150	D	69.99-60%
<b>Total</b>	<b>900</b>	F	Below 60%

**TENTATIVE COURSE SCHEDULE****ASSIGNMENT DUE DATES:** All assignments are due by 11:59 PM MONDAY of each week

<b>Date</b>	<b>Assigned Readings</b>	<b>Assignment Due Dates</b>
<b>Class 1</b> 01/16	<ul style="list-style-type: none"> <li>• Intro to the class (Please read the syllabus before class and bring questions to the class)</li> <li>• Chapter 1: Introduction to the Disciplines</li> </ul>	<b>Due by 11:59 pm Monday</b>  Read syllabus
<b>Class 2</b> 01/23	<ul style="list-style-type: none"> <li>• Chapter 2: Communication Across the Lifespan</li> </ul>	
<b>Class 3</b> 01/30	<ul style="list-style-type: none"> <li>• Chapter 3: Social Cultural Bases of Communication</li> </ul>	Due by 11:59 PM Monday 01/29 <b>ASHA website search</b> (See instructions in the Assignment Folder)
<b>Class 4</b> 02/06	<ul style="list-style-type: none"> <li>• Chapter 4: Speech Science</li> </ul>	
<b>Class 5</b> 02/13	<ul style="list-style-type: none"> <li>• <b>Exam 1 (on chapters 1,2,3,4)</b></li> <li>• Chapter 14: Hearing Science</li> </ul>	<b>In class, using iPads</b>
<b>Class 6</b> 02/20	<ul style="list-style-type: none"> <li>• Chapters 15 Hearing Disorders</li> </ul>	
<b>Class 7</b> 02/27	<ul style="list-style-type: none"> <li>• Chapter 5: Developmental Speech Disorders</li> </ul>	
<b>Class 8</b> 03/05	<ul style="list-style-type: none"> <li>• <b>Exam 2 (on chapters 5,14,15)</b></li> <li>• Chapter 6: Voice Disorders</li> </ul>	<b>In class, using iPads</b>
3/12	<b>SPRING BREAK</b>	
<b>Class 9</b> 03/19	<ul style="list-style-type: none"> <li>• Chapter 7: Cleft Lip and Palate</li> </ul>	
<b>Class 10</b> 03/26	<ul style="list-style-type: none"> <li>• Chapter 8 Fluency Disorders</li> </ul>	Due by Monday 3/25 (11:59 PM) <b>Interview Paper</b>
<b>Class 11</b> 04/02	<ul style="list-style-type: none"> <li>• <b>Exam 3 (on chapters 6,7,8)</b></li> <li>• Chapter 9: Motor Speech Disorders</li> </ul>	<b>In class, using iPads</b>
<b>Class 12</b> 04/09	<ul style="list-style-type: none"> <li>• Chapter 12 Language Disorders in Children</li> </ul>	
<b>Class 13</b> 04/16	<ul style="list-style-type: none"> <li>• Chapter 13 Acquired Neurogenic Language Disorders</li> </ul>	
<b>Class 14</b> 04/23	<ul style="list-style-type: none"> <li>• Chapter 11 Dysphagia</li> </ul>	
04/30	<ul style="list-style-type: none"> <li>• <b>FINAL EXAM (Chapters 9,11,12,13)</b></li> </ul>	<b>In class 4:15-6:15 PM</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, guidelines, 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 “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.

**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 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

-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)