

# Language Acquisition & Development

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COMD 3318 Syllabus

Spring 2025: Tuesday & Thursday, 9:30-10:50am

## Instructor

Tina Melamed, PhD,  
CCC-SLP

## Email

tmelamed@uttyler.edu

## Office Location

HPR 113

## Office Hours

Monday & Wednesday 11-12:30pm  
Microsoft Bookings page to book your meeting!

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

## Course Overview

Why should you want to study language acquisition and development? Simply put, language is the vehicle through which we interact with the world around us. In this course, we'll explore answers to these questions, and many more:

What is the purpose of human language? What is its relationship to communication? How do children learn language? What happens when these processes go wrong? What is the relationship between language and thought? How do researchers study language development? How does language contribute to success in a modern, industrialized society? Is learning two languages at once harder than learning one?

I love this course, and I'm excited to introduce you to this expansive field.

## Required Text

*Language Development*, 5<sup>th</sup> Edition by Erika Hoff, Wadsworth. (available as an e-1, by appointment. Go to mybook or hard copy). Please make sure you're getting the **5<sup>th</sup> edition!**

## Course Materials

- UT Tyler Canvas
  - All of your assignments and tests will be hosted within Canvas

## Resources

- [asha.org/students](http://asha.org/students)
- Dr. Melamed! If you are having trouble with any course content, please contact me ASAP. I am here to help you succeed.

## Prerequisites

A grade of at least C in COMD 2310 & a desire to learn about the field of language development, a good attitude, and pictures of your pets or kids (if applicable).

# Why are you here?

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## Course Learning Objectives

The purpose of this course is to introduce students to the field of language development, including basic and applied research. Students will learn about the major theoretical approaches that researchers take when examining language development, as well as central questions they ask. This class will cover the biological bases of language development, the critical period hypothesis, neural correlates of language processing, and genetics of language development. We will discuss the typical trajectory of language acquisition and development in children, including the perceptual, social, and cognitive abilities of infants and young children which enable them to acquire and use language. We will also discuss the basic components of language, including phonology, morphology, syntax, lexical development/semantics, and pragmatics. The last part of the class will cover development during the school years, including language and literacy development. We will also touch on the development of language in special populations, including individuals with a variety of disabilities and impairments.

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

1. Identify the linguistic developmental milestones from infancy through school-aged years
  - a. Describe the *processes* of normal communication and language development, and the major developmental features that are characteristic of various stages of language development.
  - b. Integrate knowledge of the bases of language acquisition and stages of development to assess a language sample characteristic of different stages and categorize them accurately.
2. Understand the ways in which cognitive, biological, environmental, and social-cultural factors interact with the process of language development
  - a. Give examples of culturally and linguistically diverse language development situations and understand their impacts on language development.
  - b. Explain the relationship between cognition and language development.
3. Describe and explain the major theoretical perspectives of language development.
  - a. Compare and contrast different views of language development
  - b. Understand the implications of differing views on language development
4. Describe methodologies used in the field of child language research
  - a. Review empirical data used to plot language development in children
  - b. Integrate knowledge of theoretical perspectives to understand the framework that guides specific research studies, and then compare, discuss, and critically assess the research findings.
5. Communicate related issues to a broader audience, such as parents and teachers to promote academic achievement
  - a. Make a connection between the topics we discuss in the classroom and the community at large
  - b. Demonstrate a broader understanding of the process of language development.

# ASHA Standards for Knowledge Outcomes

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

1. Standard IV-B: [the student] must have demonstrated knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. The applicant must have demonstrated the ability to integrate information pertaining to normal and abnormal human development across the lifespan.
2. Standard IV-C: [the student] must have demonstrated knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, and anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in the following areas: receptive and expressive language, including phonology, morphology, syntax, semantics, pragmatics (language use and social aspects of communication), prelinguistic communication, paralinguistic communication (e.g. gestures, signs, body language), and literacy in speaking, listening, reading, and writing.
3. Standard IV-D: for each of the areas specified in standard IV-C, [the student] must have demonstrated current knowledge of the principles and methods of prevention, assessment, and intervention for persons with communication and swallowing disorders, including the consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates.
4. Standard IV-F: [the student] must have demonstrated knowledge of the processes used in research and of the integration of research principles into evidence-based practice. Implementation: [the student] must have demonstrated knowledge of the principles of basic and applied research and research design. In addition, the applicant must have demonstrated knowledge of how to access sources of research information and must have demonstrated the ability to relate research to clinical practice.
5. Standard V-A: [the student] must have demonstrated skills in oral and written or other forms of communications sufficient for entry into professional practice.

# How This Course Works

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## Before class

- **Complete the reading** for the topic covered in that class. The topics and chapters are listed in the course calendar!
- Prepare any questions you may have- we'll spend the first 5 minutes of class answering them.

## During class

- The first 5 minutes of class will be devoted to answering questions. Bring your questions!
- Attend every class! These will help prepare you for the written portion of your exams, and for your homework assignments.
- Participate during lectures. This will help you be more proactive in your learning, and it'll keep you awake!

## After class

- Check to see if you have a homework assignment due in the next class.
- Ask your peers if you need help or want to share notes.
- Ask me if you need help!
- Review your notes from today's lecture to help reinforce your learning. It will mean less effort later when preparing to study for your tests, because you will have already begun the knowledge consolidation process.

## Attendance

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

- **Obtain notes from a peer, check out the slides I have posted, and read the chapter thoroughly.**
- **Please don't ask me, "what did I miss?" the syllabus already answers this question!**

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

## Cell Phone and Other Electronics Policy

Please avoid using cell phones in class. It can prevent you and others from learning. In the case of an emergency, please take your phone outside.

For in-class tests, you will need to use a computer with internet access.

You are free to use your computer to take notes if that is easier for you. However, 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.

# Tips for Success

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## Reading Tips

- I recommend going to the “summary” section at the end of the chapter FIRST to get an idea of what's coming.
  - You won't know what it all means, but it will help you focus on the most important details when you go back.
- After you're done with the chapter, you can go back to the summary. Does it make more sense now? If it doesn't, that might mean you need to go back and focus on certain concepts again.
- Try the review questions at the end of each chapter to check your understanding. The questions might look familiar to you when it comes time to do your homework and take your exams....

## Course Tips

- Print out the course schedule and put it at the front of your binder or notebook.
- Write all homework and reading activity due dates in your planner or calendar. Highlight them on your copy of the schedule if you want to. Canvas also gives you reminders on your to-do list!
- If you need more practice with a specific concept or topic, please email me and I will send you more practice activities and advice for that topic.
- DON'T MISS CLASS! The in-class activities are going to ensure you're successful with all of your assignments and prepared for your tests.

# 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. Those concerning new or changed deadlines will be posted at least 1 week in advance.

Remember: assignments are due **BEFORE CLASS!**

Week	Course calendar & content guide	Notes
1 T	1/14 <u>In Class</u> Introductions, Chapter 1: Theories of Language Development  <u>Homework</u> ( <del>due 1/18</del> ) <b>due 1/23</b> Read Chapter 1 Syllabus quiz (5 points)	<b>Class was cancelled because of ice!</b>
R	1/16 <u>In Class</u> Introductions, Chapter 1: Theories of Language Development  <u>Homework</u> (due 1/23) Read Chapter 1 Syllabus quiz (5 points) Form groups for Homework 1 ( <del>due 1/30</del> ) <b>due 2/1</b> begin article search and interpretation	
2 T	1/21 <u>In class</u> Finish chapter 1: approaches to language development If we have time, begin Chapter 2: The Biological Bases of Language Development  <u>Homework</u> (due 1/25) Make progress on Homework 1 ( <del>due 1/30</del> ) <b>due 2/1</b> Complete interpretation & start the write-up	
R	1/23 <u>In class</u> Continuing Chapter 2: The Biological Basis of Language Development - If we have time, in-class activity: animal communication  <u>Homework</u> (due 1/30) Make progress on homework 1 (due 2/1) Finish your write-up!	
3 T	1/28 <u>In class</u> - If we didn't get to do our in-class activity 1/25, we'll do it today! Homework (due 2/1) Homework 1: Journal Article Assessment (50 points)	<b>Class was cancelled because Dr Melamed was sick!</b>

R	1/30	<u>In class</u> Chapter 2: Biological bases of language development	
4 T	2/4	<u>In class</u> Finishing ch2: biological bases of language development <u>Homework</u> (due 2/8) Read chapter 3 Homework 2: Critical Period Hypothesis <i>brief</i> essay (30 points)	
R	2/6	<u>In class</u> Chapter 3: Foundations of Language Development in Domain-General Skills and Communicative Experience <u>Homework</u> (due 2/13) Read chapter 4	
5 T	2/11	<u>In class</u> Finish ch3: Foundations of Language Development Homework (due 2/5) Study for test!	
R	2/13	<u>In class</u> ✓ Test 1: Chapters 1-3: Theories of Language Development and The Biological Basis of Language Development, Foundations of Language <u>Homework</u> (due 2/20) Read chapter 4	
6 T	2/18	In class: Chapter 4: Phonological Development <u>Homework</u> (due 2/22) Homework 3: Response Questions to Pat Kuhl video (30 points)	
R	2/20	<u>In class</u> Continuing Ch4: phonological development In-class activity: Mom and Dad (30 points) <u>Homework</u> (due 2/27) Read chapter 5	
7 T	2/25	<u>In class</u> Chapter 5: Lexical Development	
R	2/27	<u>In class</u> Continue Ch5: Lexical development <u>Homework</u> (due 3/5) Read chapter 6	
8	3/4	<u>In class</u> chapter 6: Syntax and morphology	

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R	3/6	<u>In class</u> chapter 6: Syntax and morphology  <u>Homework</u> (due 3/19) Read chapter 7 Homework 4: Guest lecture activity (50 points)	
9 T	3/11	NO CLASS SPRING BREAK	Have fun! Stay safe! Drink water!!
R	3/13	NO CLASS- SPRING BREAK	
10 T	3/18	<u>In Class:</u> In-class activity: Children’s Early Language (30 points)	Welcome back!
R	3/20	In class - ✓Test 2: Chapters 4-6 phonological development, Lexical Development, Syntax & Morphology	
11 T	3/25	<u>In class</u> Chapter 7: Communicative Development	
R	3/27	<u>In class</u> Continuing Chapter 7: Communicative Development  <u>Homework</u> (due 3/26) Read chapter 8	
12 T	4/1	<u>In class</u> Ch8: language, culture, and cognition in development - In-class activity: Lera Boroditsky Ted Talk (30 points)  <u>Homework</u> (due 3/28) Read Ted Chiang’s “Story of Your Life” (PDF on canvas) to participate in discussion on 3/28	
R	4/3	<u>In class</u> Finishing language, culture, & cognition - In-class Discussion: Linguistic determinism (make sure you’ve read “Story of Your Life” (Ted Chiang) before this discussion) (30 points)  <u>Homework</u> (due 4/2) Read chapter 9	
13 T	4/8	<u>In class</u> <del>Chapter 9: Childhood Bilingualism</del>	Class cancelled due to weather
R	4/10	<u>In class</u> Chapter 9: Childhood bilingualism  Take home test due 4/18	TAKE HOME TEST: ✓Test 3: Chapters 6 & 7 Syntax/Morphology, Communicative development
14 T	4/15	<u>In class</u> Chapter 9: Childhood bilingualism	

		<u>Homework</u> (due 4/18) Read chapter 10	
R	4/17	<u>In class</u> Chapter 10: Language in the School Years	
15 T	4/22	<u>In class</u> Continuing Chapter 10: Language in the School Years  Take home test due 4/30	TAKE HOME TEST: Test 4: Language in the School Years & Special Populations
R	4/24	<u>In class</u> Chapter 11: Language Development in Special Populations	
(16) T	4/29	No class- finals week	Thank you for all of your hard work this semester!
R	5/1	No class- finals week	

# Policies and Procedures

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## Course Grading

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In-class activities (4 total, + 5 point syllabus quiz = 125 points possible)	10%
Homework assignments (5 total, 200 points possible)	40%
Tests (4 total, 100 points each, 400 points possible)	50%

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

### Extra Credit Opportunity – blog post (up to 2 points on final grade) (due by the final exam date)

Your audience is parents of school-aged children and adolescents. Their goals are to help their child or teen succeed in school. Your job is to inform them about a topic they should know more about!

Research topics important for academic success. Use chapter 10 of our textbook for inspiration. Choose one topic and write a post (something that would take no more than 5 minutes to read, so don't write too much!)

Your post should inform parents about

- 1) What the topic or skill is
- 2) Why it is important to their child's success and why parents should care!
- 3) How parents can help their child get better at that skill
  - a. Give at least 2 concrete examples of activities they can do with their child!

Please let me know you intend to complete this assignment. I will help you by reading drafts of your post and helping you adjust until it's worthy of the 2 bonus points. Please don't expect to turn in a half-hearted paragraph and get full credit.

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

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

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

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## Late Work Policy

I encourage you to avoid submitting late work, as you will end up behind schedule and have a difficult time making up for lost time. If you submit your work one day late, you can still qualify for 80% of the original points. If you submit your work 2 days late, you can still qualify for 60% of the original points.

Each class prepares you to succeed on each assignment. Doing your assignments in a timely manner will help you learn the most efficiently and effectively. It will also prevent you from falling behind in class.

## 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, AI is not permitted at all. I expect all work students submit for this course to be their own. I have carefully designed all assignments and class activities to support your learning. Doing your own work is best for your efforts in mastering course learning objectives. For this course, I expressly forbid using ChatGPT or any other artificial intelligence (AI) tools for any stages of the work process. Deviations from these guidelines will be considered a violation of UT Tyler’s Honor Code and academic honesty values.

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

Location: BUS 202. Appointments: 903-565-5995.

### **Disability/Accessibility Services:**

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

b. **The Student Accessibility and Resources (SAR)** office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director of Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at

<http://www.uttyler.edu/disabilityservices>, the SAR office located in the Robert Muntz Library, LIB 460, email [saroffice@uttyler.edu](mailto:saroffice@uttyler.edu), or call 903.566.7079.

### **Grade Replacement/Forgiveness and Census Date Policies:**

a. Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

b. Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

c. The Census Date is the deadline for many forms and enrollment actions of which students need to be aware. These include:

- i Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- ii Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- iii Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
- iv Being reinstated or re-enrolled in classes after being dropped for non-payment v Completing the process for tuition exemptions or waivers through Financial Aid

### **Withdrawing from Class**

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

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

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

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

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

### **Incomplete Grade Policy**

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

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

### **Grade Appeal Policy**

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

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

### **Final Exam Policy**

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

**6. Student Absence due to Religious Observance:** This course follows the practices related to Excused Absences for Religious Holy Days as noted in the Catalog. Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

**7. Student Absence for University-Sponsored Events and Activities:** This course follows the practices related to Excused Absences for University Events or Activities as noted in the Catalog. If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time, the instructor will set a date and time when make-up assignments will be completed.

**8. Social Security and FERPA Statement:** UT Tyler follows the Family Educational Rights and Privacy Act (FERPA) as noted in University Policy 5.2.3. The course instructor will follow all requirements to protect your confidential information. It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically. 10. Emergency Exits and Evacuation: a. Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

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

1. UT Tyler Writing Center (903.565.5995), [writingcenter@uttyler.edu](mailto:writingcenter@uttyler.edu)
2. UT Tyler Tutoring Center (903.565.5964), [tutoring@uttyler.edu](mailto:tutoring@uttyler.edu)
3. The Mathematics Learning Center, RBN 4021 (This is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses).
4. UT Tyler Counseling Center (903.566.7254)
5. For more information about grading, academic policies, and add/drop, see here:  
<https://uttyler.smartcatalogiq.com/en/2016-2017/Catalog/Undergraduate-Academic-Policies/Grading-System>

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

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

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

to the Parenting Student Liaison at [parents@uttyler.edu](mailto:parents@uttyler.edu) and also complete the [Pregnant and Parenting Self-Reporting Form](#).

### **Military Affiliated Students**

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

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

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

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

**B. Campus Carry:** 1. We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>

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