

Introduction to Language Disorders

COMD 4367 Syllabus

Spring 2025: Tuesday/Thursday, 4:05-5:30pm

Instructor

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CCC-SLP

Email

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Office Location

HPR 113

Office Hours

Monday & Wednesday 11-1, by appointment. Go to my Microsoft Bookings page to book your meeting!

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

Course Overview

You already know that language is the vehicle through which we interact with the world around us. But what happens when language is acquired atypically? What happens when the normal processes we discussed in our Language Acquisition and Development course don't go according to plan? In this course, we'll explore answers to these questions, and many more.

This course will prepare you to evaluate and treat the language skills of children with primary or secondary language disorders. This course is typically not taught until graduate school for many students. You are ahead of your time! You will feel very prepared when the time comes for your graduate studies, should you pursue that option.

Required Text

Language Disorders from Infancy through Adolescence, 5th Edition by Courtenay Norbury, Rhea Paul, and Carolyn Gosse, Elsevier. (available as an e-book or hard copy). Please make sure you're getting the **5th edition!**

Course Materials

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

Resources

- 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 a C in COMD 1306, 2310, 2311, 2357, 2358, 3313, 3318, & 3359

Why are you here?

Course Learning Objectives

This course provides students with a comprehensive overview of language disorders in children and adolescents. We will discuss topics including assessment and treatment procedures, as well as causes and characteristics of language disorders across multiple stages of language development from birth through early adulthood. The course also addresses relevant legal, ethical, cultural, and socioeconomic issues that influence language development, diagnosis and treatment of disorders, and prevention of language disorders. Major American dialectal issues and second-language interference issues will also be discussed.

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

1. Provide an overview of disorders or interruptions in language acquisition and development from birth through late adolescence
2. Interpret language test scores and provide written diagnostic impressions
3. Develop therapy goals, identify relevant materials, and describe therapeutic activities
4. Describe the process of diagnostic language assessment
5. Describe the nature of language treatment with various ages and populations
6. Identify and describe comprehensive profiles and features of primary language impairments
7. Identify and describe comprehensive profiles and features of secondary language impairments

ASHA Standards for Knowledge Outcomes

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. Describe characteristics and correlates of language impairments in preschool and school-age children (IV-C).
2. Describe etiologies, prevalence, and prevention of child language disorders (IV-D).
3. Describe strengths and limitations of norm-referenced and criterion-referenced methods for assessing language comprehension and production in the oral and written modality for children of diverse backgrounds (IV-D).
4. Describe evidence-based diagnostic practices (IV-F).
5. Describe and discuss an ethical decision-making framework when dealing with situations related to child language disorders (IV-E).
6. Describe strengths, limitations, and evidence base for language intervention approaches appropriate for children in the pre-linguistic, emerging, developing, language-for-learning, and advanced language periods (IV-D).
7. Describe a systematic approach to evidence-based practice in which high-quality evidence from scientific research and clinical practice is integrated with child and parent preferences in making clinical decisions (IV-F).
8. Discuss various perspectives on contemporary professional issues related to assessment and intervention of child language disorders such as: neurodiversity, language intervention with d/Deaf and Hard of Hearing, gender affirming care, unconscious bias and the impact on professional services, dialect differences (IV-G).
9. Describe and apply knowledge about diversity, equity, and inclusion and their impact on assessment and treatment of children with language impairments, along with discussion about ethical considerations and professional issues, including sensitivity to cultural and linguistic differences, and their impact on assessment and treatment of children with language impairment (IV-E, IV-F, IV-G, V-B)

How This Course Works

Before class

- **Complete the reading before class** 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! We'll have in-class discussions that count for 20% of your grade.
 - 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

Reading Tips

- I recommend going to the “Conclusion” 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 conclusion. Does it make more sense now? If it doesn't, that might mean you need to go back and focus on certain concepts again.
- Check out the study guide 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 | Date | What's due today? | Topic/In-class discussion | Notes |
|--------|------|--|---|--|
| 1 T | 1/14 | <u>Before Class</u> Chapter 1: Models of Language Disorders <u>After class</u> - ✓ Syllabus Quiz | Course intro & models of language disorders - In-class discussion: what are the intrinsic and extrinsic variables that affect a child's language development? | |
| R | 1/16 | <u>Before class</u> Finish reading Chapter 1 to prep for class and in-class discussion | Models of language disorders - In-class discussion: how does choice of model affect assessment and intervention? | |
| 2 T | 1/21 | <u>Before Class</u> Read chapter 2: Assessment | Overview of Assessment | Resource: TSHA Disability Determination Guide (on Canvas) |
| R | 1/23 | <u>Before class</u> Read chapter 5: Assessment of language disorders in a pluralistic society (p 148-164) <u>After class</u> prepare for in-class discussion weds. | Assessment of culturally and linguistically diverse populations | Resource: ASHA's statement about cultural competence (on canvas) |
| 3 T | 1/28 | | Assessment & EBP In-class discussion: what is culture? Why does it matter? Why do you think one leg of the EBP triangle is client/family values & preferences? | |
| R | 1/30 | <u>Before class</u> Read chapter 3: Principles of Intervention (p63-90) | Assessment & cultural and linguistic differences - Overview of treatment I | |
| 4 T | 2/4 | <u>Before class</u> Chapter 3: Intervention (p90-101) & Ch5 (p164-179) | Treatment & CLD | |
| R | 2/6 | Due today (2/12): Assignment 1- case study (100 points) <u>Before class</u> Prepare for in-class discussion <u>After class</u> | Treatment & EBP Exam 1- overview of assessment & treatment | |

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|---------|------|--|---|---------------------------------------|
| | | Study for Exam 1 | | |
| 5 T | 2/11 | <u>Before class</u> Chapter 6: Prelinguistic period | Prelinguistic stage assessment & treatment | |
| R | 2/13 | <u>Before class</u> Chapter 7: Emerging language stage | Emerging stage assessment & treatment | |
| 6 T | 2/19 | <u>Before class</u> Ch8: developing stage assessment | Developing stage assessment I | |
| R | 2/20 | | Developing stage assessment II | |
| 7 T | 2/25 | | Developing stage assessment III | |
| R | 2/27 | <u>Before class</u> Ch9: developing stage treatment | Developing stage treatment I | |
| 8 T | 3/4 | <u>Before class</u> Make sure you finished ch9: Developing stage treatment <u>After class</u> (due 3/18) Assignment 2 | Developing stage treatment II | |
| R | 3/6 | | Developing stage treatment III | |
| 9 T | 3/11 | <u>After class</u> Study for Exam 2 | Review, exam prep questions | |
| R | 3/13 | | Exam 2- assessment & treatment of pre-linguistic, emerging, and developing language | |
| 10 T | 3/18 | | <u>SPRING BREAK NO CLASS</u> | Have fun! Stay safe! Drink water!! |
| R | 3/20 | | <u>SPRING BREAK NO CLASS</u> | |
| 11 T | 3/25 | <u>Before class</u> Ch10: language, reading, and learning in school | Language for learning stage | Welcome back! |
| R | 3/27 | <u>Before class</u> Chapter 11: assessing students' language for learning & prepare for in-class discussion | L4L assessment I In-class discussion: What can you do to eliminate racial/ethnic/linguistic/cultural bias from your assessment activities with young children? | |
| 12 T | 4/1 | <u>Before class</u> Chapter 13: assessing advanced language | L4L assessment II & advanced stage assessment | |
| R | 4/3 | <u>Before class</u> Chapter 12: intervening at the L4L stage | L4l treatment I | |
| 13 T | 4/8 | | L4l treatment II | |

| | | | | |
|---------|------|---|---|--|
| R | 4/10 | <u>Before class</u> Ch14: intervention for advanced language | Advanced stage treatment | |
| 14 T | 4/15 | <u>Before class</u> Prepare for In-class discussion <u>After class</u> (due 4/22) Assignment 3 | Advanced stage treatment In-class discussion: What can you do to increase your cultural proficiency? | |
| R | 4/17 | | Flex day- we will use this day to catch up if we get behind | |
| 15 T | 4/22 | <u>Before class</u> Chapter 4: Special populations <u>After class</u> Study for exam 3 | Special populations | |
| R | 4/24 | <u>After class</u> (due 4/29) Complete assignment 4 | Exam 3- assessment and treatment of school-aged and advanced language | |
| 16 T | 4/29 | Assignment 4 due today! | FINAL EXAM WEEK (no class) | Thank you for all of your hard work this semester! |
| R | 5/2 | | FINAL EXAM WEEK (no class) | |

Policies and Procedures

Course Grading

| | |
|--|-----|
| In-Class Discussion preparation & participation (5 total, 500 points possible) | 20% |
| Homework assignments (4 total, 400 points possible) | 40% |
| Tests (3 total, 300 points possible) | 40% |

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 chapters 10-14 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

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

Extra credit opportunity adds up to 2 points to your final grade

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.

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 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

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, 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 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
2. UT Tyler Tutoring Center (903.565.5964), 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 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 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.