

Introduction to Speech Sound Disorders

COMD 4370 Syllabus

Fall 2026: Tuesday & Thursday 12:30-1:50pm, RBN 3041

Instructor

Tina Melamed, PhD,
CCC-SLP

Email

tmelamed@uttyler.edu

Office Location

HPR 251D

or

Teams/Zoom

Office Hours

Tuesday & Thursday

9:30-11am, or by
appointment.

Course Overview

The purpose of this class is to teach you the principles of identification, assessment, and treatment for children with speech sound disorders. If you plan to become a pediatric SLP or SLPA, more than half of your caseload will be comprised of children with SSDs. If you are interested in audiology, this is important because more than half of all children with hearing loss will also be identified with SSDs.

Required Text (available *FREE* from the UT Tyler [Library website](#))

Introduction to Speech Sound Disorders, Brosseau-Lapr  & Rvachew. ISBNs:
9781597568036 or 1597568031

Course Materials

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

Resources

- asha.org/students
- ipa.typeit.org/full/
- Dr. Melamed! If you are having trouble with any course content, please contact me ASAP. I am here to help you succeed.
- If you want to complete the study questions at the end of each chapter as practice, I can provide you with the correct answers upon request.

Why are you here?

Course Learning Objectives

This course provides an overview of speech sound disorders, including their development, classification, and characteristics. Emphasis is placed on differentiating typical and disordered speech patterns, and on principles of assessment and intervention. Students will learn approaches to speech sound disorder intervention that they may be expected to provide in clinical practice.

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

1. Understand the nature of speech sound disorders in infants and children, including factors that may lead to these disorders.
2. Use principles of typical phonological acquisition as a framework for the assessment and intervention of infants and children with speech sound disorders.
3. Attain skills for the formal and informal assessment of speech of infants and children, including interpretation of results and diagnosis.
4. Begin to design intervention plans for infants and children with speech sound disorders.

These learning objectives align with the American Speech Language Hearing Association's knowledge and skills outcomes/expectations.

1. Demonstrate knowledge (including appropriate etiologies, characteristics, anatomic, physiological, acoustic, cultural, developmental, linguistic, and psychological considerations in speech sound disorders [Standard IV-C])
2. Demonstrate current knowledge of the principles and methods of prevention, assessment, and intervention for individuals with speech sound disorders, including consideration of a person's anatomy, physiology, neurology, psychology, development, language, and culture [Standard IV-D]

Description of Activities

Reading activities (10%)

You will answer questions about the reading to ensure that you are keeping up with the material and that you are prepared for class. This lets us spend less time going over what's in the book and more time on active learning!

You will submit your responses in canvas before class each time there is a reading activity due.

Consider these your “entry ticket”.

In-class exercises (15%)

Throughout the semester, we will do in-class exercises that allow us to practice concepts. Your participation in these exercises is important, as these are your opportunity to determine whether you are following along with our class content. It also allows us to do some active learning instead of spending too much time lecturing.

We will go over the correct answers for the in-class exercises together.

You will submit your own responses in canvas at the end of each class day in which we complete an activity.

There will be a canvas assignment open where you can input your responses either in a textbox or as an upload.

Consider these your “exit ticket”.

Case studies (CS1 = 10%, CS2 = 15%, CS3 = 20%, and CS4 = 25%)

You will have four case studies to complete during the semester. Case study 1 counts for 10% of your grade. Case study 2 counts for 15% of your grade. Case study 3 counts for 20% of your grade, and case study 4 counts for 25% of your grade.

This way, as you develop your skills and master our course content, your grade will be worth more. This also means that early on while you're still developing, you will not be heavily penalized if you are struggling on the first case study.

Attendance (5%)

I encourage you to attend every class. I will take attendance throughout the semester.

Remember, in-class exercises cannot be completed if you are not in attendance. Thus, attendance also contributes another 15% to your final grade.

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		Homework (due before next class)
1 T	8/25	<u>In Class</u> Introduction, phonetics review <i>Class exercises 1.1.1 & 1.1.2</i>	<u>Homework</u> (due 8/27) Syllabus quiz Read chapter 1 pages 1-26
R	8/27	<u>In Class</u> Articulatory and perceptual knowledge	<u>Homework</u> (due 9/1) Read chapter 1 pages 26-36 Reading activity 1
2 T	9/1	<u>In class</u> Phonological concepts <i>Class exercise 1.2</i>	<u>Homework</u> (due 9/3) Read chapter 1 pages 36-39 Reading activity 2
R	9/3	<u>In class</u> Phonological patterns <i>Class exercise 1.4</i>	<u>Homework</u> (due 9/8) Read chapter 2 pages 41-57 Reading activity 3
3 T	9/8	<u>In class</u> Early speech perception development <i>Class exercise 2.1</i>	
R	9/10	<u>In class</u> Early speech production development <i>Class exercise 2.2.1 & 2.2.2</i>	<u>Homework</u> (due 9/15) Read chapter 2 pages 57-78 Reading activity 4
4 T	9/15	<u>In class</u> Phonological development <i>Class exercise 2.3</i>	<u>Homework</u> (due 9/17) Case study 1: Sally
R	9/17	<u>In class</u> Phonological development <i>Review case study 1: Sally</i>	<u>Homework</u> (due 9/22) Read chapter 3 pages 79-86 Reading activity 5
5 T	9/22	<u>In class</u> Evaluation: purposes, types, and tools	<u>Homework</u> (due 9/24) Read chapter 3 pages 86-102 Reading activity 6
R	9/24	<u>In class</u> Components of the speech assessment, Stimulability testing, oral mechanism exam <i>Class exercises 3.1 & 3.2</i>	<u>Homework</u> (due 9/29) Read chapter 3 pages 102-119 Reading activity 7
6 T	9/29	<u>In class</u> Components of the speech assessment, Stimulability testing, oral mechanism exam <i>Class exercise 3.4.1</i>	
R	10/1	<u>In class</u>	<u>Homework</u> (due 10/6)

		Continuous speech sample <i>Practice oral mechanism exam</i> <i>Class exercise 3.4.2</i>	Read chapter 4 pages 121-136 Reading activity 8
7 T	10/6	<u>In class</u> Differential diagnosis, linguistic classification of SSD <i>Class exercises 4.2 and 4.3</i>	<u>Homework</u> (due 10/8) Read chapter 4 pages 136-147 Reading activity 9
R	10/8	<u>In class</u> Psycholinguistic approach, and epidemiology <i>Class exercises 4.4 & 4.5</i>	<u>Homework</u> (due 10/13) Read chapter 5 pages 151-165 Reading activity 10
8 T	10/13	<u>In class</u> Treatment planning and service delivery options <i>Class exercises 5.1 & 5.2</i>	<u>Homework</u> (due 10/15) Read chapter 5 pages 165-182 Reading activity 11
R	10/15	<u>In class</u> Intervention goals and goal attack strategies <i>Class exercise 5.3</i>	<u>Homework</u> (due 10/20) Case study 2
9 T	10/20	<u>In class</u> Intervention goals and progress monitoring <i>Class exercise 5.4</i> <i>Review case study 2</i>	<u>Homework</u> (due 10/22) Read chapter 6 pages 183-198 Reading activity 12
R	10/22	<u>In class</u> Input-oriented treatment approaches <i>Class exercise 6.2 & 6.3</i>	
10 T	10/27	<u>In class</u> Input-oriented treatment approaches <i>Class exercise 6.4</i>	<u>Homework</u> (due 10/29) Read chapter 7 pages 199-215 Reading activity 13
R	10/29	<u>In class</u> Output-oriented approaches: vocal play, sensorimotor therapy <i>Class exercises 7.2 & 7.3</i>	'hæ:pɪ, hæləʊ'wɪ:n <u>Homework</u> (due 11/3) Read chapter 7 pages 216-231 Reading activity 14
11 T	11/3	<u>In class</u> Traditional Articulation Therapy <i>Class exercise 7.4</i>	<u>Homework</u> (due 11/5) Case study 3
R	11/5	<u>In class</u> Traditional articulation therapy <i>Review case study 3</i>	<u>Homework</u> (due 11/10) Read chapter 8 pages 233-243 Reading activity 15
12 T	11/10	<u>In class</u> Phonological approaches: Core vocabulary <i>Class exercise 8.2</i>	<u>Homework</u> (due 11/12) Read chapter 8 pages 244-252 Reading activity 16
R	11/12	<u>In class</u> Phonological approaches: Cycles and meaningful minimal pairs <i>Class exercises 8.3 & 8.4</i>	<u>Homework</u> (due 11/17) Read chapter 8 pages 252-261 Reading activity 17
13 T	11/17	<u>In class</u> Metaphonological knowledge	<u>Homework</u> (due 11/19) Read Bauman Chapter 7 (uploaded on canvas)
R	11/19	<u>In class</u>	<u>Homework</u> (due 12/1)

		Dialects and English as a second language	Case study 4
14 T	11/24	NO CLASS- Thanksgiving Break	
R	11/26	NO CLASS- Thanksgiving Break	'hæpi ,θeɪŋks'gɪvɪŋ
15 T	12/1	<u>In class</u> <i>Review Case study 4</i>	
R	12/3	<u>In class</u> FLEX DAY- we will use this time to make up if we get behind	
(16) T	12/8	<u>No class- Finals week</u>	
R	12/10	<u>No class- Finals week</u>	Thank you for all of your hard work this semester!

Policies and Procedures

Course Grading

Attendance	5%
Reading Activities	10%
In-class activities	15%
Case study 1	10%
Case study 2	15%
Case study 3	20%
Case study 4	25%

Note: You can check in with your grade progress any time on the canvas grades section or make your own calculations using the spreadsheet uploaded in the syllabus module on canvas.

Grades Assigned

A = 89.5-100	B = 79.5-89.4	C = 69.5-79.4	D = 59.5-69.4	F = $\leq$59.4
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Reminder: You must receive a course grade of at least a C to progress to the next course in the COMD program. You can do this! You will earn the grade you work for.

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 within 24 hours of the due date, you can still qualify for 60% of the original points.

Please do not submit work more than 1 day late. It is unlikely that you will have retained the information from class that would be necessary for your success on that assignment. That is why assignments are so time-sensitive.

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. It will be very difficult to catch up if you do.

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.

I encourage you to take notes on paper. I will provide you with my own lecture notes and slides via canvas. 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.

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.

Online / distance learning policies

Students participating in class via distance education must have reliable access to the video-conferencing platform used for class and a functioning webcam and microphone. To promote engagement, collaboration, and a learning environment comparable to the in-person classroom experience, students are expected to keep their cameras on and interact with the class by asking and answering questions just like the students in person.

Online students are expected to participate fully in all course activities, including class discussions, breakout room activities, collaborative learning exercises, polls, and other interactive components. Participation expectations for online students are equivalent to those for in-person students. Students should attend class from an environment that minimizes distractions and supports active engagement in course activities. Active participation benefits both you, the student, and me as your instructor.

Your attendance grade depends upon your camera being on and your participation being active. If your camera is off, you will be marked absent for that class day unless prior arrangements have been made with me in advance. Otherwise, I have no way of knowing whether you are actually present and attending to our class.

You are learning at a distance, which can present challenges for phonetic transcription practice due to potential issues with speakers or microphones. If our classroom has any audio challenges, such as poor microphone reception, I will do my best to provide audio recordings that you can play so that you do not depend upon my own speech.

Attempt to find an area for learning where you can reduce audio distractions. This might look like obtaining a pair of headphones, or separating yourself from a loud physical environment. If you have challenges with either of these, please let me know as soon as possible so that we can work together to find solutions.

Additional Information

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
- xii misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an

academic or financial benefit or injuring another student academically or financially.

b. “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.

c. “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty. d. All written work that is submitted will be subject to review by plagiarism software.

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 artificial intelligence (AI)/large language model 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.