

Speech Sound Disorders

COMD 5362 Syllabus

Fall 2026: Monday & Wednesday, 4:00-5:25pm, H210

Instructor

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Email

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Office Location

D214

Office Hours

Monday/Wednesday/Friday
any time you are not in class
or clinic. Or by
appointment.

Course Overview

Why should you care about speech sound disorders? Approximately 90% of pediatric SLPs will treat children with speech sound disorders. Children with speech sound disorders are at risk of much more than being misunderstood. Speech sound disorders can lead to longer-term issues that impact literacy development and eventually academic and social success. As a future SLP, you need to be able to identify and treat speech sound disorders quickly and proficiently. This class will help you do that!

Course Description

This course focuses on the prevention, assessment, and treatment of speech sound disorders in pediatric populations. Students will study assessment procedures and treatment approaches and techniques. Students integrate theoretical and clinical knowledge to support data-informed decision-making in speech sound disorders assessment and management.

Required Textbook (available *FOR FREE* via the UT Tyler Library website)

Bleile, K. M. (2025). *Speech Sound Disorders in Children*, 4th ed. Plural Publishing.

Course Materials

UT Tyler Canvas

Simucase

ASHA Standards for Knowledge Outcomes

You will be required to meet these minimum standards to demonstrate your knowledge. We will address parts of each of these standards in our class:

Standard IV-C: Communication and Swallowing Disorders and Differences

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

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

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

Standard V-A: Oral and Written Communication

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

Standard V-B: Skills in Evaluation and Intervention

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

Description of Activities

Chapter review questions (15%)

At the end of each chapter, you will answer some review questions in Canvas. You will complete these questions *before* we go over that unit in class. These serve a dual purpose: they help guide your reading, and they help prepare you for class. This way, we can spend more time in class doing active learning and spend less time on lecturing.

If you want more practice, I have also provided the answers to the “review of main ideas” questions at the back of each chapter. You can find them under the “review slides” section of each module. They are labeled by chapter title.

In-class exercises (15%)

In class, we will conduct practice activities to help apply the academic information to clinical decision making. These activities will also help prepare you for your homework assignments. We will also have a couple of demonstrations, for which you will receive credit.

Simulations (20%)

You will complete four simulations in Simucase for assessment and treatment of different age groups. After each Simucase assignment, you will write a brief response to questions I will provide. This will help you identify areas of strengths and weaknesses in your simulation performance. Your grades will be based on the Simucase grade (100%) and your response (completion). There will be 4 simulations total, for which you will receive clinical clock hours.

- For the fourth simulation, students will complete their simulation on Zabdiel, a bilingual Spanish/English speaker. Use chapter 20 of your textbook for further support.
- This assignment will serve as the course’s CLD/multilingual designated assignment. You will upload your Simucase report from Zabdiel’s case to Calipso
 - Multilingual students: In order to consider yourself a multilingual service provider, you must demonstrate proficiency and deep understanding of multiple languages’ lexicon, semantics, phonology, morphology/syntax, and pragmatics. For speech sound disorders, phonology is the area we will be most concerned about.
 - Monolingual students: In order to consider yourself a culturally and linguistically sensitive practitioner, it is important for you to develop proficiency in working with clients from linguistic backgrounds other than your own. This assignment will assist in clinical decision making when working with a child who speaks more than one language.

Homework assignments (20%)

Certain chapters in your book are designed specifically to practice what other chapters went over. You will complete selected exercises from these chapters to help reinforce what you learned in class using applied practice.

Quizzes (25%)

You will have major four quizzes (5% each), one over each unit. Your chapter review questions, in-class activities, and homework assignments will help you prepare for these quizzes.

Calipso uploads (5%)

Each student is required to maintain an electronic portfolio of work completed in this class. At the end of this course, you will upload specific artifacts to Calipso. See the policies and procedures section for more details.

Course Schedule

As with all plans, the calendar below is subject to change depending upon how we are progressing in class. Any changes or modifications will be discussed in class and sent in writing to students.

Week	Course calendar & content guide		Study notes & homework assignments (due before next class)
1 M	8/24	Introduction to all things SSDs: Chapters 1 & 2	Syllabus quiz Chapters 1 & 2 review questions
W	8/26	Chapters 3 & 4: Speech production and speech perception	Chapter 3 & 4 review questions Look over chapter 5: Phonetics review. Be prepared to do exercises 1-7 in class next week
2 M	8/31	In-class: Chapter 5 “learn by doing” speech exercises 1-7	Quiz 1: Foundations Read chapter 6: Infants Complete chapter 6 review questions
W	9/2	Chapter 6: Infants	Read chapter 7: Toddlers Complete chapter 7 review questions
3 M	9/7	No class: Labor day holiday	
W	9/9	Chapter 7: Toddlers	Read chapter 8: Preschoolers Complete chapter 8 review questions
4 M	9/14	Chapter 8: Preschoolers and phonological patterns/processes	Read chapter 9: Students Complete chapter 9 review questions
W	9/16	Chapter 9: Students	Quiz 2: Speech development
5 M	9/21	Chapter 10: “learn by doing” exercises 1-6	Chapter 10 exercises 7 & 8 Read chapter 11 Complete chapter 11 review questions
W	9/23	Chapter 11: Speech Evaluation	Read chapter 12 Complete chapter 12 review questions
6 M	9/28	Complete speech evaluation unit, perform 11-step screener (appendix 11-B, p. 172) Chapter 12: Considerations for bilingual populations	Read chapter 13 (we will not complete the chapter 13 review questions) Look over Appendix 13-B: elicitation techniques. Choose one elicitation technique <u>and bring in a toy/prop</u> to demonstrate. Each of you must choose a different age group.
W	9/30	Elicitation technique demonstrations Chapter 13: Hypothesis testing	Write a brief summary of one of the elicitation techniques, including who the technique is ideal for, what the elicitation technique is targeting, and how to implement it. This will be your assessment artifact for Calipso.
7 M	10/5	Chapter 14 “learn by doing” exercises 1-3	Chapter 14 exercise 4, 5, and 6
W	10/7	Chapter 15: Phonological patterns Exercises 1-4	Chapter 15 exercises 5, 6, and 7
8 M	10/12	Flex day- complete assessment unit if not yet finished	Simucase assignment 1: Cameron-Assessment

			Complete the Simucase assignment, then return to canvas to complete the self-reflection assignment
W	10/14	Debrief Simucase 1 In-class assessment practice: GFTA	Read chapter 16 Complete chapter 16 review questions (Note, chapter 16 walks the line between assessment and treatment. I'm grouping it with assessment for the purposes of our class. So these items will be on quiz 3: Assessment)
9 M	10/19	Chapter 16: Developmental goals	Quiz 3: Assessment
W	10/21	Chapter 16: Developmental goals	Read chapter 17: Treatment sounds
10 M	10/26	Chapter 17: Treatment sounds	Complete chapter 17 review questions
W	10/28	Chapter 17: Treatment sounds	Simucase 2: Hadley (assessment) (due 11/10)
11 M	11/2	Debrief simucase 2 Chapter 24: the daily researcher	Read chapter 24: The daily researcher (we will not complete the chapter 24 review questions)
W	11/4	In-class "learn by doing" chapter 25: exercises 1-3	Read chapter 21: talking to children Chapter 21 review questions Chapter 25 exercise 4
12 M	11/9	Chapter 21: Talking to children	Read chapter 22: talking about speech complete chapter 22 review questions
W	11/11	Chapter 22: Talking about speech	Read chapter 18: Treatment approaches Chapter 25 exercise 5
13 M	11/16	Chapter 18: treatment approaches	Complete chapter 18 review questions
W	11/18	Chapter 18: treatment approaches	Simucase assignment 3: Cameron- Intervention session 4 Chapter 25 exercise 6 Choose one treatment approach to summarize and demonstrate when we get back from break! Each of you must choose a different approach.
14 M	11/23	NO CLASS- Thanksgiving break	
W	11/25	NO CLASS- Thanksgiving break	
15 M	11/30	Debrief simucase 3 In-class treatment approach demonstrations	Simucase 4: Zabdiel- Intervention Read chapter 23: supporting communication (we will not complete the chapter 23 review questions) chapter 25 exercise 7
W	12/2	Debrief Simucase 4 Chapter 23: Supporting communication	Quiz 4: Intervention
(16) M	12/7	No class- finals week	Be sure you have completed your Calipso uploads!
W	12/9	No class- Finals week	

Policies and Procedures

Course Grading

In-class exercises	15%
Chapter review questions	15%
Homework assignments	20%
Simulations in Simucase & Responses	20%
Quizzes	25%
Calipso uploads	5%

Grades Assigned

In academic courses, students will receive two competency scores for each academic course.

- One score is the traditional course grade for each academic course that will be used by UT Tyler to calculate a cumulative GPA for each student's UT Tyler transcript. To stay in good standing in the SLP master's program, **students must maintain a GPA of 3.0 or above *each semester***. Students can monitor their overall course grade in each academic and clinical course using the **traditional gradebook view** in Canvas.
- The other score is based on a 5-point scale and is similar to the scale ASHA suggests for evaluating graduate students during clinical supervision. Students can locate this score in their academic and clinical practicum courses by selecting the **Learning Mastery View Gradebook** option in Canvas.
 - For *each* KASA standard in each academic course, **a minimum score of 3 out of 5** averaged across applicable assignments **is required** to be in good standing with the SLP program.

For your traditional course grade, the grades assigned are as follows:

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

For your KASA standards, the Academic Performance Rating Scale is as follows:

Performance Rating Scale for Academic Courses			
Point Value, Letter Grade, & %	Calipso Label	Canvas Learning Mastery	Description
5 points: High A ($\geq 97.45\%$)	Proficient	Exceeds Mastery	Skill is consistent and well-developed
4 points: Low-Mid A (89.45% - 97.44%)	Effective	Exceeds Expectations	Skill is developed/implemented most of the time and needs continued refinement or consistency

3 points: B (79.45% - 89.44%)	Present	Meets Expectations	Skill is present and needs further development, refinement, or consistency.
2 points: C (69.45% - 79.44%)	Emerging	Below Expectations	Skill is emerging but is inconsistent or inadequate
1 point: D & F (< 69.44%)	Not Evident	Not Met	Skill is not evident most of the time

Implementation When Students are Not in Good Standing

Should a student require extra assistance, there is a system in place to identify weak areas and create objective remediation plans to address those needs. In this class, the remediation plan relevant is the academic remediation plan. For details about the professionalism or clinical remediation plans, please see your graduate handbook. The remediation plan(s) will specify a date by which students must meet all of the stated objectives. *Students who do not meet all the objectives of their academic or clinical remediation plan by the specified date will be dismissed from the program.*

Calipso Uploads

Each student is required to maintain an electronic portfolio of work completed in this class. At the end of this course, you will upload specific artifacts to Calipso. You will only receive your final grade if you 1) upload these artifacts before the deadline, and 2) the items are labeled correctly. The document & labeling convention are shown in the table below:

***Note, I will not submit grades until after Calipso uploads have been completed.**

Artifact	Naming example:
Course syllabus	MelamedT_Syllabus
Multilingual intervention activity (Zabdiel: Intervention Simucase report)	MelamedT_MultilingualIntervention
Assessment artifact- elicitation technique summary	MelamedT_Assessment

Late Work Policy

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

If you submit your work within 24 hours after the deadline, you can still qualify for 80% of the original points. If you submit your work between 24-36 hours past the deadline, you can still qualify for 60% of the original points.

I will not accept work more than 2 days past the deadline.

This late work policy only applies to homework activities. This does not apply to tests, quizzes, or Simucase assignments, as those are time-sensitive and will impact the rest of the class if not completed on time.

Attendance

I encourage you to attend every class. If you miss class, you will miss valuable learning opportunities that will not be available otherwise. Missing class can result in a warning, or escalate to being placed on an academic growth plan. If an extreme circumstance prevents you from attending class, these will be dealt with on a case-by-case basis. Reach out to me before class to help me help you. I can't help you much after you've already missed class.

If there is an in-class activity, quiz, or other opportunity that you miss, you will receive a 0.

Cell Phone and Other Electronics Policy

Please avoid using cell phones in class. It can prevent you and others from learning. In the case of an emergency, please take your phone outside. When you are ready to learn, you can come back inside without your device distracting you or others.

You will need to use a computer with internet access to take your tests. You may also opt to take notes using a computer. Please refrain from doing anything *other* than taking notes in class. It prevents you from learning, and it can distract the students sitting around you.

If you need to do anything besides taking notes in class, you may excuse yourself from the classroom to avoid distracting others and come back when you are ready to resume your learning.

Accommodations

If you need accommodations, please let me know as soon as possible. You have the right to have your needs met in a timely manner.

University Policies

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.