

**University of Texas at Tyler**  
**Communication Sciences & Disorders Program**  
**COMD 3318 Acquisition of Communication Abilities in Children**  
**Spring 2021**

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**Office:** 126 HPR  
**Class Meeting Time:** Tuesday & Thursday 9:30-10:50 am (Harrington Patriot)

**Office Hours:** Tuesday & Thursday 8:30-9:30 am & 12:30-1:00 PM

*In addition to these office hours, I am available by appointment and via email Monday-Friday. I make sure to respond to emails within 24-48 hours. I do not respond to emails after work hours, during weekends or holidays.*

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Please make sure to download and save a copy of this syllabus and all course materials. Please refer to the syllabus regularly to keep up with assignments.

**Please Keep in Mind:**

I am here to help and support you in every way that I possibly can. I will be available for you as many times as you need. I will work with you to reach your academic goal and achieve your utmost potential. So, please do not feel that you are inconveniencing me if you write too many emails or ask too many questions. I encourage you to ask questions, no matter how small they may be. It is by your questions and inquiries that I can understand you better and provide you with the help you need.

We will achieve the best learning outcomes when each of us (you as a student and myself as a faculty) does and takes responsibility for his/her part as they should.

During this course you will learn a great deal about the human nervous system and all that it enables us to do in terms of speech, language, and hearing. However, it requires frequent studying. It is expected that you will make full use of what you learned in the anatomy and physiology course.

**Important:** I do not give extra credit work in this course or in any of my courses. I provide all my students with every possible tool that, if used as directed, will lead to success in this course. The chance you have to do well is the chance you have now. This syllabus is our contract. You should download/print it and refer to it regularly to keep up with assignments. At the end of the course, please do not try to negotiate your grade with me. I do not give you grades: the grade you EARN is the grade you get.

**COURSE DESCRIPTION**

This course is designed to provide an overview of normal language acquisition and development through the life span. There will be particular emphasis on attainment of speech, language, perceptual, motor, and cognitive milestones during the prenatal, postnatal and early childhood stages. Factors influencing the nature language acquisition and development throughout the lifespan will be discussed with reference to specific stages of development. The course also addresses the interrelationships among linguistic, neurophysiological, physical, cognitive, social, and cultural factors as they affect language acquisition and development. The student will become familiar with 5 parameters of language (phonology, morphology, syntax, semantics and social communication (aka pragmatics/sociopragmatics), stages of language acquisition and development, and techniques for collecting and analyzing a language sample.

**Learning Outcomes:**

During this course, students will

1. Describe terminology, theories, and principles related to language acquisition and development.
2. Construct a foundation of language acquisition processes in neurotypically developing children.
3. Analyze language-related behaviors and cognitive milestones and functions to develop the critical and clinical skills required for courses on the disordered processes of communication.
3. Engage in hand-on activities that promote critical observation of language behavior and social communication.
4. Analyze children's language production and learning strategies.
5. Conduct language sample analyses that show accurate language sample elicitation calculation processes that can facilitate the prediction of receptive and expressive language developmental levels in children under 6 years of age.
6. Integrate knowledge about sensory, motor, cognitive, and language functions in children.

**Textbook: Required:**

Singleton, N.C., & Shulman, B.B. (2020). *Language Development: Foundations, Processes, and Clinical Applications*, 3<sup>rd</sup> Edition. Burlington MA: Jones & Bartlett Publishing. **You do NOT need to subscribe to any websites or by any additional materials for this course.**

The textbook is essential for completing course requirements. It does not matter what format you have it in (online, hardcopy, etc.). What matters is that you use the 2020 (3<sup>rd</sup> Edition), and that you access the material in this specific edition. No older editions of this book will be accepted.

***How the Course is Organized***

This course is organized into 4 major units focusing on Cellular Neuroanatomy, The Nervous System, and Sensory, Motor, Experience and Brain Connectivity, and Cognitive Functions. The course begins with the cellular anatomy and neurophysiology and moves on to the structural anatomy and physiology of the nervous system. Once these two units discovered, students will be ready to understand the sensory, motor and cognitive systems and how they perform their unique functions.

***Teaching Method:***

Students are required to study all assigned materials BEFORE arriving to class. While studying, you should keep a notebook by your side. In this notebook write down any questions that may come up and list specific concepts and/or areas that are hard for you to understand. Class time will be used for explaining complex concepts, discussion, and expanding on specific areas of the content. To benefit from this teaching method, you must come to class well prepared. Course content will be presented through various modalities including discussion, student presentations, You Tube videos, images, class quizzes, and hands-on research projects.

During class be prepared to answer questions, as I will ask questions to every student in the class. Inability to answer questions will be counted as lack of class participation. In order for a student to earn participation points, s/he MUST come well prepared and ready to answer questions.

*Given the nature of the content and teaching method, your success will depend on the following 3 conditions: (A) regular attendance and regular class participation; (B) reading assigned materials PRIOR to coming to class; and (C) studying and reviewing the materials 2-3 times per week.*

**Course Policies:**

**Note:** *It is essential that you read this syllabus thoroughly and refer to it REGULARLY. Not doing so could cause you to miss some very important deadlines, and you certainly do not want to be overwhelmed. Students are expected to show responsibility and to thoroughly follow all course guidelines outlined in this syllabus.*

## Course Assignments:

*Very important*

- You are required to keep word copies of each written assignment you submit until the very end of the course.
- All assignments MUST be submitted in Word format and ONLY in the designated folders on Canvas.
- All assignments submitted for this course MUST be ORIGINAL and must be ONLY written for this course and ONLY for this semester. Any assignments submitted in previous courses or previous semesters will receive zero credit.
- Absolutely NO emailed assignments. Assignments must be submitted on CANVAS, in their designated folder and by the due date (which is listed in the course schedule grid at the end of this document).
- All written assignments must follow APA Style: i.e., they must be in Word Document form, in double-space, and in Times New Roman font # 12. To learn how to use APA style documentation, please go to Purdue OWL: <https://owl.english.purdue.edu/owl/section/2/10/>. Also, there on CANVAS (course menu) you will find a folder titled “APA Resources.” In this folder you will find a videotaped lecture explaining step by step how to use APA. Following these steps will help you avoid losing points.
- **Late Assignment and Rewrite Rule:** This course involves a series of assignments that need be submitted on time in order to get maximum credit. *If a student fails to submit an assignment by the deadline, s/he will have one week to submit it; however, 21% will be taken off due to missing the deadline. Assignments that are more than 1 week overdue will NOT be accepted for credit.* If the submitted assignment does not meet the criteria, the student will be given the option to re-write it, but 21% will be taken off. The rewrite must be submitted within 1 week. It will not be accepted after 7 days. **Note: in this course (as well as other courses I teach) there is no work for extra credit, and no chances for retaking any quiz.**
- *Important: Please do not ask me to edit or your work or “look it over” prior to submitting it. You are welcome to seek editing support help from the Writing Center (at the Student Success Center). You are welcome to ask me any specific questions about the assignment, but I do not edit assignments or read them before grading them.*

### **Completing Assignments PRIOR to class**

Students are expected to read ALL assigned materials, view any assigned videos, and complete ALL other assignments before coming to class. The class will focus on (a) expanding your understanding of the content, answer your questions about the material; and explain any concepts that you may need more help with. You are responsible for the information in the class presentations and discussions, chapter summaries, articles, any videotaped lectures, You Tube videos, articles, material discussed in class, cases, etc. All of these are content for quizzes and exams. The professor reserves the right to assign additional reading materials or new research upon his discretion.

### **Submitting Assignments:**

Absolutely NO emailed assignments. Assignments must be submitted on CANVAS, in their designated folder. If the folder is not visible or accessible for any reason, please inform me and I will look into it immediately.

All assignments must be submitted online and are expected by the due dates, unless a student has an EXTENDED emergency (including hospitalization, death in the family, court duty, accident). In that case, the student MUST present written evidence. A student wishing to submit an assignment after the deadline can do so; however, that assignment will lose 21%. Please read the Assignment Rewrite/resubmission Policy.

To submit assignments, please go to the Course Assignment folder on Canvas (course menu). In this folder you will find links for submitting each assignment. You will also find guidelines and grading rubrics pertaining to each assignment. All written assignments must be submitted as WORD Docs and as ATTACHMENTS. Please do NOT copy and paste: this will change your format and may make your entire assignment

unreadable. Also, before uploading the assignment, please verify that you are submitting the right file. Any wrong assignments, or assignments not submitted in the designated folder, will receive a zero grade.

1. **Class Exams** (300 points)

This class will have a midterm and a final exam. The midterm will be worth 150 points, and the final worth 150 points. Both exams will be timed. Each exam will consist of (a) an online segment and (b) a written/essay segment. Both parts will be taken in the classroom at the same time. These exams are comprehensive. Exam study guides will be available at least one week prior to each exam.

2. **ONLINE Quizzes** (300 points)

There will be a quiz on each chapter in the textbook. Quizzes are based on information presented in text chapters. These quizzes are not meant to be take-home quizzes: you are expected to read the assigned chapter thoroughly understand it before you take the quiz. As soon as you complete a quiz, your grade will be available in the grade book. These quizzes consist of multiple-choice and true-false questions, and the time it takes to read a question is the time to answer it. On average, most students should finish a quiz within 15 -20 minutes. However, to accommodate students who may have learning disabilities, the time is doubled for the whole class. Thus, the average quiz time limit is 30-40 minutes. Use your time wisely. If you spend time looking for answers in the text, your time will expire before you finish, and your grade will be based on the number of items you finished. Under these circumstances there will be no makeups.

**Quizzes will go offline after the submission deadline and will not be reopened under any circumstances. There will be no make-up quizzes if you miss the due date.** *Note: The purpose of these quizzes is to ensure that you read the text and understand course concepts. Read the assigned chapters thoroughly in advance.*

3. **Research Paper:** (150 points)

There will be one major assignment in this course. It consists of (a) The research paper proposal, and (b) the actual research paper. Detailed guidelines and grading rubrics will be posted on Blackboard.

The purpose of this assignment is to allow course participants to conduct an in-depth search on a specific aspect of language development of their choice. The written paper should focus on the acquisition/development of a selected language skill or a related perceptual or cognitive ability; or genetic and environmental issues influencing the development of language. Topics can include the acquisition/development of: phonological skills, morphological skills, syntactic skills, semantic skills, social communication/pragmatic skills; any aspect of perception (e.g., hearing abilities, visual perception, etc.), cognitive skills (e.g., object permanence, theory of mind, cause and effect, attention, self-control, etc.); family and socioeconomic issues affecting language development; cultural or environmental issues affecting language development.

**Important:** the following will NOT be accepted as topics for this assignment:

- Any topic that does not squarely fall within LANGUAGE development.
- Disorders of language: this course is NOT about disorders: it is about NORMAL development.
- Reading skills or reading disorders (e.g., dyslexia). These are NOT language skills.
- Speech articulation, stuttering, voice: these are NOT language skills.

The body of the paper will consist of 2000-2,500 words, using a 12 Times New Romans font, and following APA guidelines, with double-spacing. The word count does not include the cover page or the reference page. Papers with a body less than 2000 words or exceeding 2,500 words will not be accepted for credit. Specific guidelines and a grading rubric will be available on CANVAS. A link will be available for you to submit the assignment.

#### 4. **Language Sample Assignment:** (100 points)

You are required to find a verbal child (anywhere between 30-months and 5 years, 11 months), and obtain a language sample of **AT LEAST 100 utterances**. **If the sample is less than 100 utterances**, the entire assignment will receive a grade of ZERO. The definition of an utterance, and specific instructions are in Appendix D of your textbook.

##### **Procedures for obtaining the language sample:**

- Play a game with the child and obtain an oral sample of the child's language.
- Make an audio recording of what the child says (without using real names)
- Write down everything sentence/utterance the child says on one line
- Write what you say (in different color)
- Perform a language sample analysis on the child's utterances. You will use language sample analysis guidelines provided in the textbook, and any professional website that provides similar information. Whatever sources you use, you must document them. If you use a website, you must site the link in the references section at the end of the assignment.
- Provide diagnostic impressions. Here you compare the child's utterances to the developmental data in the textbook. You must say if the child is developing language normally, or has a language delay/disorder. You **MUST** provide evidence from the textbook or any scientific source you wish to use to prove what you say. A grading rubric will be available online.

Additional guidelines and a grading rubric will be available online at least 2 weeks prior to the due date.

#### 5. **Discussion Board Activities**

There will be 2 Discussion Board assignments in this course. First, a question or discussion point will be posted, and students will answer the question and/or provide a thoughtful comment that is at least 150 words in length. Then, the student will read the responses of at least 2 colleagues and will provide a response that is at least 100 words in length. Thus, each student will provide a total of 3 meaningful responses (one to the questions/topic I post; and 2 in response to the responses of 2 colleagues). Discussion questions/topics will encourage dialogue through which a topic can be explored on a personal dimension.

Another DB assignment involves responses to the research papers posted by your colleagues. Once you complete your research paper, you need to post it to the Discussion Board **IN ADDITION to posting it in the Assignment folder**. Then, you need to read the papers of at least 1 of your colleagues and provide a critical analysis on it. You need to examine the information and research findings, provide meaningful editing suggestions, check APA style, point out any contradictions or errors, expand on the topic, and/or share additional resources (e.g., papers, studies, etc.) that you might have come across that either support or contradict your colleague's findings. You must provide evidence for the points you make. You must also document any references that you get information from. This reflective analysis must be at least 150 words. Before posting, make sure you use the word counter to ensure that you meet this requirement. Any responses less than 150 will receive no credit.

Here are the guidelines:

- The responses **MUST** be substantial and meaningful: i.e., Comments like "I agree with you," "You are right about this," will not count. Your responses must focus on analyzing the findings of your colleague. You must think deeply about the topic and try to find evidence to either support or contradict the points the presentation makes.
- Your first posting will respond directly to the forum's prompt and **MUST** be at least 150 words in length. Responses will be entered into a word counter. A response that does not meet the word count rule will receive ZERO. The forum will be opened on a Monday. The initial response is due by 10:00 PM on the Wednesday of week in which the forum opens. The additional response (to your

colleague's paper) will be due at 10:00 PM Sunday of the week in which the forum opens.

- Your responses must show good understanding of the course content (lectures, assigned readings, videos, etc.). In your response you should substantiate the points you make with evidence from academic sources (journal articles, documentaries, books, etc.). Then, you must document any sources you use according to APA guidelines. For step-by-step information on how to use APA style, go to Purdue OWL (<https://owl.english.purdue.edu/owl/section/2/10/>).

**Important:** To form a well-thought posting, you should first type it as a word document, use the word counter to make sure it meets or exceeds the word count requirement. Posts that are entered as an attachment are not considered discussion and will receive a ZERO. You must use the reply button and enter your responses directly into the discussion window.

Missed Discussion Board Assignments CANNOT be made up under any circumstances (i.e., even if the student has a perfectly legitimate absence). The purpose of DB assignments is to expand your knowledge, engage your analytic skills, and stimulate discussion on topics pertaining to the course content. Therefore, once a discussion ends, contributing to it will be totally irrelevant. Once a DB forum closes, it will not be reopened under any circumstances.

**Grading:** *This course is based on 900 points. This is to ensure that you get every fraction of a point that you deserve, and that if you make a few mistakes in exams or assignments, your grade will not suffer as much. Meanwhile, if you earn a fraction of a point, it will be added to your grade.*

#### Grade Distribution and Grading Key

<i>Final Grade Itemization</i>		<i>Grading Scale</i>	
Mid-term and Final Exams	300	A	100-90%
Quizzes	300	B	89.99-80%
Research Paper	150	C	79.99-70%
Language Sample Analysis	100	D	69.99-60%
Online Assignments	50	F	<60%
<b>Total</b>	<b>900</b>		

### CLASS SCHEDULE & ASSIGNMENT DUE DATES

#### DRAFT COURSE SCHEDULE

Week	Topic	Text Reading	Assignment Due Dates
<b>Week 1</b> 01/12 01/14	-Course Introduction -The 5 Components of	-Syllabus -Ppt. Slides	Due by 10:00 PM MONDAY 01/11 -ONLINE Syllabus Quiz
<b>Week 2</b> 1/19 1/21	-Development of Language	Ch 1	Due by 10:00 PM MONDAY 01/18 -ONLINE Chapter Quiz
<b>Week 3</b> 01/26 01/28	Neurobiology of Language	Chap 12	Due by 10:00 PM MONDAY 01/25 -ONLINE Chapter Quiz

<b>Week 4</b> 2/02 2/04	Hearing and Auditory Development	Ch 5	Due by 10:00 PM MONDAY 02/01 -ONLINE Chapter Quiz
<b>Week 5</b> 2/09 2/11	Gesture Development: Setting the Stage for Lan. Development	Ch 7	Due by 10:00 PM MONDAY 02/08 -ONLINE Chapter Quiz <b>-Research Proposal</b>
<b>Week 6</b> 2/16 2/18	Early Semantic Development	Ch 8	Due by 10:00 PM MONDAY 02/15 -Online Chapter Quiz
<b>Week 7</b> 02/23 02/25	Morphological and Syntactic Development	Ch 9	Due by 10:00 PM MONDAY 02/22 -ONLINE Chapter Quiz
<b>Week 8</b> 03/02 <b>03/04</b>	Language Sample Analysis <b>Mid-term Exam</b>	PPt. Slides & Articles	
<b>03/09</b> <b>03/11</b>	<b>Spring Break</b>	<b>No Classes</b>	
<b>Week 9</b> 3/16 3/18	Speech Sound Development and Disorders	Ch 9	Due by 10:00 PM MONDAY 03/15 <b>-Language Sample Analysis</b> -ONLINE Chapter Quiz
<b>Week 10</b> 3/23 3/25	Comprehension of Language	Ch 4	ONLINE by 10:00 PM 3/22 -Chapter Quiz <b>-Research Paper draft</b>
<b>Week 11</b> 3/30 4/01	Development of Literacy	Ch 10	Due by 10:00 PM MONDAY 03/29 -ONLINE Chapter Quiz <b>-Research Paper Final Draft due in Assignment Folder</b>
<b>Week 12</b> 4/6 4/08	School-Age Language Development	Ch 11	Due by 10:00 PM MONDAY 04/05 -ONLINE Chapter Quiz
<b>Week 13</b> 4/13 4/15	Social and Emotional Bases of Language	Ch 6	Due by 10:00 PM MONDAY 04/12 -ONLINE Chapter Quiz
<b>Week 14</b> 4/19 4/22	Children with Language Impairment	Ch 15	Due by 10:00 PM MONDAY 04/18 -ONLINE Chapter Quiz
<b>4/27</b>	<b>Final Exam</b>		<b>11:00-1:00 PM</b>

## UNIVERSITY POLICIES

A. **UT Tyler Honor Code:** 1. Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do. Students Rights and Responsibilities To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: <http://www.uttyler.edu/wellness/rightsresponsibilities.php>

B. **Campus Carry:** 1. We respect the right and privacy of students 21 and over who are duly licensed to carry

concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>

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

**D. Academic Honesty Policy:** Students will adhere to the highest standards of academic honesty. Anyone caught cheating will earn a “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.

**E. Student Standards of Academic Conduct 1.** Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

a. “Cheating” includes, but is not limited to:

- i copying from another student’s test paper;
- ii using, during a test, materials not authorized by the person giving the test;
- iii failure to comply with instructions given by the person administering the test;
- iv possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed “crib notes.” The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
- v using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
- vi collaborating with or seeking aid from another student during a test or other assignment without authority;
- vii discussing the contents of an examination with another student who will take the examination; viii divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructor has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student; ix substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
- x paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
- xi falsifying research data, laboratory reports, and/or other academic work offered for credit; xii taking, keeping, misplacing, or damaging the property of the University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
- xiii misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an



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

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

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

Additional Examples of academic dishonesty and plagiarism:

-Copying part or all of a colleague’s assignment and submitting it as if it were your own work. In this situation both students will be penalized.

-Putting information from a book, article, etc. into a written assignment without clearly attributing the information to the source and documenting the source in the body of the assignment.

-Copying, printing or sharing online quizzes

-Submitting assignments that were previously used for another course.

-Sharing information about exams and/or quizzes with other students

These are just examples of acts of dishonesty that lead to failing the course and further disciplinary action.

Assignments will be submitted via the Safe Assign anti-plagiarism online system, which will immediately trace any words a student plagiarizes from any source out there. Any violations will be taken very seriously.

**2. The U-T Tyler Writing Center** provides professional writing tutoring for all students in all disciplines. If you wish to use the Writing Center, you should plan for a minimum of two hour-long tutorials per assignment: the first to provide an initial consultation and drafting plan, and the second to follow up. Be prepared to take an active role in your learning, as you will be asked to discuss your work during your tutorial. While Writing Center tutors are happy to provide constructive criticism and teach effective writing techniques, under no circumstances will they fix, repair, or operate on your paper.  
Location: BUS 202. Appointments: 903-565-5995.

**3. Disability/Accessibility Services:**

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

b. **The Student Accessibility and Resources (SAR)** office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director of Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <http://www.uttyler.edu/disabilityservices>, the SAR office located in the University Center, # 3150 or call 903.566.7079.

**4. Grade Replacement/Forgiveness and Census Date Policies:**

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

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

c. The Census Date (Sept. 10th) is the deadline for many forms and enrollment actions of which students need to be aware. These include:

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

5. State-Mandated Course Drop Policy: a. Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date). b. Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

6. **Student Absence due to Religious Observance:** a. Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

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

8. **Social Security and FERPA Statement:** It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

10. **Emergency Exits and Evacuation:** a. Everyone is required to exit the building when a fire alarm goes off. Follow your instructor’s directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

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

1. UT Tyler Writing Center (903.565.5995), [writingcenter@uttyler.edu](mailto:writingcenter@uttyler.edu)
2. UT Tyler Tutoring Center (903.565.5964), [tutoring@uttyler.edu](mailto:tutoring@uttyler.edu)
3. The Mathematics Learning Center, RBN 4021 (This is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses).
4. UT Tyler Counseling Center (903.566.7254)

1. Demonstrates professional demeanor and a passion for their chosen profession.
2. Receptive to constructive feedback and reflects on his/her work, behavior, and/or practice.
3. Exhibits personal integrity and professional conduct with all members of the learning community