Instructor: Amy Durham, M.S., CCC/SLP
Office: Human Services 205H
Office Phone: (936) 468-1158
Other Contact: (936) 468-7109
Credits: 3 hours

Prerequisites: None

I. Course Description

This course is a detailed study of the phonemes of American English. Emphasis is given to knowledge of the systems of speech production, the distinctive and acoustic features of phonemes and proficiency in the use of the International Phonetic Alphabet.

This course is one of the required courses for admission into the undergraduate Communication Sciences and Disorders Program. You will need to fill out an application form and return the form to HSTC 205. Applications will be accepted in the fall and/or spring semesters.

Admission Criteria:
1. Must have at least 30 credit hours
2. Minimum of .2.75 overall GPA
3. Completion of SPH 130, SPH 210, & SPH 250
4. Grade of a B or higher in each of the required courses.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes)

IIA. This course reflects the following core values of the College of Education:

The mission of the Perkins College of Education is to prepare competent, successful, caring and enthusiastic professionals from diverse backgrounds dedicated to responsible service, leadership, social justice, and continued professional and intellectual development in an interconnected global society. In the Perkins College of Education, we value and are committed to:

• Academic excellence through critical, reflective, and creative thinking
• Life-long learning
• Collaboration and shared decision-making
• Openness to new ideas to culturally diverse people, and to innovation and change
• Integrity responsibility, diligence, and ethical behavior
• Service that enriches the community

This course also supports the mission of the Department of Human Services: The department of Human Services prepares undergraduate and graduate students for leadership and service roles in East Texas and the global community. The department is committed to incorporation of community - based, service-learning experiences within its educational program to maximize the advancement of students’ personal and professional developments.

This course also supports the mission of the Speech-Language Pathology Program: The mission of the Speech-Language Pathology Program is to prepare knowledgeable caring professionals committed to educating the public, properly diagnosing and effectively treating persons with communication and swallowing disorders across the lifespan, thereby improving their quality of life. To meet this mission, the program emphasizes cultural and linguistic diversity, the importance of scientific study, critical thinking skills, interdisciplinary collaboration, emphasizes the importance of evidence based practice, critical thinking, interdisciplinary collaboration, ethical principles and continued professional development throughout one’s career.

This course also supports the Core Objectives/Outcomes of the THECB:

• Critical Thinking Skills - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
• Communication Skills - To include effective development, interpretation and expression of ideas through written, oral, and visual communication.
• Empirical and Quantitative Skills - to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.
• Teamwork - To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.
• Personal Responsibility - To include the ability to connect choices, actions and consequences to ethical decision-making.
• Social Responsibility - To include intercultural competence, knowledge of civic responsibility, and the ability to
engage effectively in regional, national, and global communities.

This course addresses the following standard(s) of the Council for Clinical Certification of the
American Speech-Language-Hearing Association:
Standard I: Degree
Standard II: Education Program
Standard III: Program of Study
Standard IV: Knowledge of Outcomes
Standard V: Skills Outcomes
Standard VI: Assessment
Standard VII: Speech-Language Pathology Clinical Fellow
Standard VIII; Maintenance of Certification

Standard IV-B: The applicant must demonstrate knowledge of basic human communication and swallowing
processes, including the appropriate biological, neurological, acoustic, psychological, developmental and linguistic
and cultural bases. The applicant must have demonstrated the ability to integrate information pertaining to normal
and abnormal human development across the lifespan.

Standard IV-C: The applicant must demonstrate knowledge of communication and swallowing disorders and
differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological,
developmental, and linguistic and cultural correlates in the following areas.
  • articulation
  • fluency
  • voice and resonance, including respiration and phonation;
  • receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics,
    prelinguistic communication and paralinguistic communication) in speaking, listening, reading,
    writing;
  • hearing, including the impact on speech and language;
  • swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding
    orofacial myology);
  • cognitive aspects of communication (attention, memory, sequencing, problem-solving, executive
    functioning);
  • social aspects of communication (including challenging behavior, ineffective social skills, and lack of
    communication opportunities);
  • augmentative and alternative communication modalities.

Standard IV-D: For each of the areas specified in Standard IV-C, the applicant must have demonstrated current
knowledge of the principles and methods of prevention, assessment, and intervention for people with
communication and swallowing disorders, including consideration of anatomical/physiological, psychological,
developmental, and linguistic and cultural correlates.

Program Learning Outcomes:
This course supports the Communication Sciences and Disorders Program Learning Outcomes (PLO) one and
five. These competencies are measured by successful completion (80% or higher) of all course requirements,
including examinations, group discussion and activities, written assignments, and quizzes:
1. The student will demonstrate knowledge of major anatomical structures utilized in the communication
   processes.
2. The student will demonstrate knowledge of physiological processes utilized in communication.
3. The student will recognize and articulate the foundational skills related to normal speech and language
   development.
4. The student will demonstrate understanding of the process of assessing communication disorders.
5. The student analyze, interpret, and synthesis evidence-based procedures in the treatment of communication
   disorders.
6. The student will demonstrate professional writing skills appropriate for clinical management.

Specific Student Learning Outcomes for Phonetics (SLO):
1. The student will demonstrate knowledge of the basic principles of phonetics.
   assignments
2. The student will demonstrate knowledge of the four systems of speech production including basic anatomy
   and physiology of each. A. Respiration. B. Phonation. C. Resonation D. Articulation
   As measured by: a score of 80% or above on exams and written assignments
3. The student will demonstrate knowledge of the distinctive features of vowel, diphthong and consonant
   production.
   As measured by: a score of 80% or above on exams and written assignments
4. The student will demonstrate knowledge of the distinctive acoustical features of vowels, diphthongs and
   consonants.
   As measured by: a score of 80% or above on exams and written assignments
5. The student will demonstrate knowledge of the suprasegmental features of speech.
   As measured by: a score of 80% or above on exams and written assignments
6. The student will demonstrate mastery of broad and narrow phonetic transcription.
   As measured by: a score of 80% or above on exams, transcription exercises & quizzes
7. The student will demonstrate knowledge of phonetic terminology such as, but not limited to phonology,
   phoneme, allophone, morpheme, formant, fundamental frequency, etc.
   As measured by: a score of 80% or above on exams, written assignments, transcription exercises &
   quizzes
8. The student will demonstrate knowledge of culturally and linguistically diverse populations, phonetic
   variations as well as multicultural awareness, knowledge and skills for a variety of language dialects.
   As measured by: a score of 80% of above on exams, written assignments, transcription exercises &
   quizzes
III. **Course Assignments, Activities, Instructional Strategies & Use of Technology**

**Reading Assignments:**
Text chapters that correspond to selected course topics/activities are listed on the course schedule, below. The listing is comprehensive and according to the date(s) the topic(s) will first be introduced. Each time we meet, I will assign specific chapters for you to read prior to our next class discussion. When prioritizing readings, please read the indicated pages from Shriberg and Kent (i.e., those designated as S & K) first. Use the Edwards text (i.e., E) as a reference to clarify meaning and/or for additional examples of the concepts presented. By completing the readings, you will be better prepared to contribute to class discussions, clarify answers to questions about topics you do not understand and complete outside assignments and scheduled examinations.

**Examinations:**
There will be three scheduled examinations. Each exam will consist of multiple choice and short answer (including written transcription) items and will cover previously introduced course material. Before each exam, I will give you a list of terms and questions to review. All terms and answers to questions will be covered in previous class sessions. Know this material; if it is on the list, it will be on the exam! Examination dates are listed on the course schedule, below. **Addresses the Core Curriculum Objective of Critical Thinking**

**Transcription Quizzes:**
There will be 10 scheduled transcription quizzes. The dates for the transcription quizzes are listed on the course schedule, below. Quiz content will be announced approximately one week prior to the quiz. During each quiz, you will listen to and transcribe speech sounds using selected symbols from the International Phonetic Alphabet and diacritic marks. Quizzes will increase in complexity as you acquire the knowledge and skills needed to transcribe. Quiz points accumulate quickly, so don’t get behind! **Addresses the Core Curriculum Objective of Critical Thinking**

**Outside Assignments:**
There are 10 outside assignments. These assignments have been designed to assist in your preparation for and participation in class discussions as well as your successful completion of scheduled examinations and transcription quizzes. Outside assignments should be completed on your own according to the schedule in the syllabus. All outside assignments will be available on D2L as well as keys to check your work. These assignments are not turned in for a grade. They are designed to assist you in your learning and organization of information for this class. **Addresses the Core Curriculum Objectives of Critical Thinking and Social Responsibility**

**Transcription Assignments:**
A list of 10 transcription assignments and their due dates are given in Sections V and IX, below. You are expected to complete each assignment and to be prepared to submit the completed transcription sheets on the listed due dates. To avoid late penalties, be prepared; review the due dates for all transcription assignments regularly and complete all required transcription sheets on time! Transcription sheets are due at the beginning of class on the due date. No late transcription sheets will be accepted unless due to an excused absence and approved by the instructor. **Addresses the Core Curriculum Objectives of Critical Thinking**

<table>
<thead>
<tr>
<th>Assignment #</th>
<th>Pages</th>
<th>What do I transcribe?</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment 1</td>
<td>P. 183</td>
<td>Vowels</td>
<td>Sept. 26</td>
</tr>
<tr>
<td>Assignment 2</td>
<td>p. 197</td>
<td>Vowels &amp; Diphthongs</td>
<td>Sept. 26</td>
</tr>
<tr>
<td>Assignment 3</td>
<td>p. 185</td>
<td>All phonemes</td>
<td>Oct. 17</td>
</tr>
<tr>
<td>Assignment 4</td>
<td>p. 199</td>
<td>All phonemes</td>
<td>Oct. 17</td>
</tr>
<tr>
<td>Assignment 5</td>
<td>p. 187</td>
<td>All phonemes</td>
<td>Nov. 2</td>
</tr>
<tr>
<td>Assignment 6</td>
<td>p. 189</td>
<td>All phonemes</td>
<td>Nov. 2</td>
</tr>
<tr>
<td>Assignment 7</td>
<td>p. 271</td>
<td>All phonemes, diacritics</td>
<td></td>
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<tr>
<td>Assignment 8</td>
<td>p. 275</td>
<td>Single Sound Articulation</td>
<td>Nov. 21</td>
</tr>
<tr>
<td>Assignment 9</td>
<td>p. 281</td>
<td>Screening Deep Test of</td>
<td>Nov. 21</td>
</tr>
<tr>
<td>Assignment 10</td>
<td>p. 303</td>
<td>All Sounds in Continuous</td>
<td>Nov. 21</td>
</tr>
</tbody>
</table>

**Participation:**
Successful class interactions depend on prepared and present communicators! You are expected to attend each class and to participate in all class discussions and activities. This includes actively listening, asking and answering questions, expressing your opinion and/or making other relevant and timely comments. Diversions due to personal notes, visiting, looking at social media on your computer or phone, etc. is not considered appropriate and will be addressed when observed. Texting during class (reading, composing, or sending messages) is NOT accepted and will be addressed as observed. Please be respectful and considerate of your peers and instructor.
IV. Evaluation and Assessments (Grading):
Points for grade are as follows:

<table>
<thead>
<tr>
<th>Assignment Type</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Three scheduled examinations @ 100 pts each</td>
<td>300</td>
</tr>
<tr>
<td>Ten transcription quizzes @ 40 pts each</td>
<td>400</td>
</tr>
<tr>
<td>Ten requested transcription assignments @ 5 pts each</td>
<td>50</td>
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<tr>
<td>Total Points</td>
<td>750</td>
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</tbody>
</table>

The course grading scale is as follows:

- A: 672 - 750
- B: 597 - 671
- C: 522 - 596
- D: 447 - 521
- F: 446 & below

Grade Calculation: \[ \text{(Points Earned to Date)} \times \frac{100}{\text{(Points Possible to Date)}} = \text{(Grade)} \]

Late Assignment Policy: Late assignments are only accepted for excused absences or at the discretion of the instructor. Late work must be turned in at the next class period after an excused absence to receive credit. No late work will be accepted Dead Week or Finals Week without written permission from the instructor attached. Make-ups for scheduled exams and transcription quizzes will be allowed only in an extreme emergency including illness or death of a family member, or university excused absences and documentation must be provided. You are responsible for scheduling the make-up exam or quiz with the instructor. **This must be done within one week of your missed exam or quiz.**

Attendance: You will be responsible for signing an attendance sheet at the beginning of each class. The attendance sheet will be placed on the table at the front of the classroom. It is your responsibility to sign the attendance sheet at the beginning of each class period. Do not have a friend sign the attendance sheet for you. You must sign the attendance sheet yourself. The attendance sheet will be taken up at the beginning of each class. If you are late, it is your responsibility to come to the instructor (after class) and ask for the attendance sheet to sign. **Your course grade will be lowered by one letter grade for each unexcused absence after three unexcused absences.** Excused absences must have documentation, i.e. documented illness from a physician, etc.

V. Tentative Course Outline/Calendar.

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Topic/Assign.</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday</td>
<td>Aug. 29</td>
<td>Syllabus &amp; Course Overview</td>
<td>Syllabus</td>
</tr>
<tr>
<td>Thursday</td>
<td>Aug. 31</td>
<td>Overview of Clinical Phonetics</td>
<td>S&amp;K: Ch. 1 &amp; 2</td>
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<tr>
<td></td>
<td></td>
<td>Linguistic Phonetics</td>
<td>E: Ch. 1 &amp; 2</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Sept. 5</td>
<td>Distinctive features of vowel &amp; diphthong production; front vowels</td>
<td>S&amp;K: Ch. 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Outside Assign 1 Due</td>
<td>E: Ch. 3</td>
</tr>
<tr>
<td>Thursday</td>
<td>Sept. 7</td>
<td>Distinctive features of vowel &amp; diphthong production; central vowels</td>
<td>S&amp;K: Ch. 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Outside Assign 2 Due</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>E: Ch. 10,11,12, &amp; 13</td>
<td></td>
</tr>
<tr>
<td>Thursday</td>
<td>Sept. 14</td>
<td>Distinctive features of vowel &amp; diphthong production; central vowels</td>
<td>Transcription Quiz 1</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Sept. 19</td>
<td>Distinctive features of vowel &amp; diphthong production; back vowels &amp; diphthongs</td>
<td></td>
</tr>
<tr>
<td>Thursday</td>
<td>Sept. 21</td>
<td>Distinctive features of vowel &amp; diphthong production</td>
<td>Transcription Quiz 3</td>
</tr>
<tr>
<td>Day</td>
<td>Date</td>
<td>Topic/Assign.</td>
<td>Readings</td>
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<tr>
<td>Tuesday</td>
<td>Sept. 26</td>
<td>Wrap-up &amp; review for exam Transcription Assign. Sheets 1 &amp; 2 Due</td>
<td></td>
</tr>
<tr>
<td>Thursday</td>
<td>Sept. 28</td>
<td>EXAM 1</td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
<td>Oct. 3</td>
<td>Distinctive features of consonant production, manner of production</td>
<td>S&amp;eK: Ch. 5</td>
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<td></td>
<td></td>
<td></td>
<td>E: Ch. 5-9</td>
</tr>
<tr>
<td>Thursday</td>
<td>Oct. 5</td>
<td>Distinctive feature of consonant production; manner of production Transcription Quiz 4 Outside Assignment 4</td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
<td>Oct. 10</td>
<td>Distinctive features of consonant production; place of articulation &amp; voicing Transcription Quiz 5 Outside Assignment 5</td>
<td></td>
</tr>
<tr>
<td>Thursday</td>
<td>Oct. 12</td>
<td>Suprasegmentals &amp; Narrow Transcription; Diacritic Marks</td>
<td>S&amp;eK: Ch. 6</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Oct. 17</td>
<td>Suprasegmentals &amp; Narrow Transcription; Diacritic Marks Transcription Quiz 6 Outside Assignment 6 Transcription Assign. Sheets 3 &amp; 4 Due</td>
<td></td>
</tr>
<tr>
<td>Thursday</td>
<td>Oct. 19</td>
<td>Suprasegmentals &amp; Narrow Transcription; Diacritic Marks</td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
<td>Oct. 24</td>
<td>Wrap-up &amp; Review for Exam</td>
<td></td>
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<tr>
<td>Thursday</td>
<td>Oct. 26</td>
<td>EXAM 2</td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
<td>Oct. 31</td>
<td>Consonant &amp; Vowel Acoustics</td>
<td>S&amp;eK: Ch. 4 &amp; 5</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>E: Appendix D</td>
</tr>
<tr>
<td>Thursday</td>
<td>Nov. 2</td>
<td>Consonant &amp; Vowel Acoustics Transcription Quiz 7 Outside Assignment 7 Transcription Assign. Sheets 5, 6, &amp; 7 Due</td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
<td>Nov. 7</td>
<td>Clinical Scoring &amp; Transcription; Factors, Preparation, &amp; Process of Scoring &amp; Transcribing</td>
<td>S&amp;eK: Ch. 7</td>
</tr>
<tr>
<td>Thursday</td>
<td>Nov. 9</td>
<td>Transcription Training Transcription Quiz 8 Outside Assign 8</td>
<td>S&amp;eK: Ch. 8</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Nov. 14</td>
<td>Phonetic Variations</td>
<td>S&amp;eK: Ch. 10</td>
</tr>
<tr>
<td>Thursday</td>
<td>Nov. 16</td>
<td>Phonetic Variations Transcription Quiz 9 Outside Assign 9</td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
<td>Nov. 21</td>
<td>No Class Thanksgiving Holiday</td>
<td></td>
</tr>
<tr>
<td>Thursday</td>
<td>Nov. 23</td>
<td>No Class Thanksgiving Holiday</td>
<td></td>
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</tbody>
</table>
VI. Readings

**Required texts and materials:**

3. Routine access to an audio CD player for listening to and transcribing speech samples.
4. Required: Live Text account, ISBN# 978-0-979-6635-4-3. This may be purchased at the bookstore or purchased online at [www.livetext.com](http://www.livetext.com). If you have already purchased LiveText, you will use that account and do not need to buy it again. **NOTE:** If you plan to use financial aid to purchase this account, you must do so by the dates set by the Office of Financial Aid.

**Recommended texts & websites:**


**LiveText Statement:**

Live Text is a data management system that is used to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, & doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText account, and you will be notified how to do this via email. If you forward your SFA email to another account and do not receive an e-mail concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these emails.

If you have questions about obtaining or registering your Live Test account, call ext. 1267 or email SFALiveText@sfasu.edu. Once LiveText is activated, if you have technical questions, call ext. 7050 or e-mail livetext@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText system may result in course failure.

With the new roll out of mySFA and the email process, titan mail is changing to ________@jacks.sfasu.edu

**VII. Course Evaluations**

Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

In addition to the electronic course evaluation you will be asked to complete at the conclusion of the semester, I welcome your comments, feedback and suggestions throughout the duration of the course.
VIII. Student Ethics and Other Policy Information

Class Attendance and Excused Absence: Policy 6.7
Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

You will sign an attendance sheet at the beginning of each class period. If you miss a class, it is your responsibility to obtain handouts and class notes from your peers. Absence is not an excuse for missing information, handouts, class notes, etc. If you miss class during an exam, quiz or other assignment that a grade was given, you are responsible for providing written documentation (illness, hospitalization, death in the family) so that you may make up that grade. You are also responsible for scheduling the make-up within one week of the missed class.

Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004/468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Student Academic Dishonesty: Policy 4.1
Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
1. using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; 
2. the falsification or invention of any information, including citations, on an assigned exercise; 
and/or 
3. helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism include (a.)submitting an assignment as if it were one’s own work when it is at least partly the work of another person; (b.) submitting a work that has been purchased or otherwise obtained from the Internet or another source; and (c.) incorporating the words or ideas of an author into one’s paper or presentation without giving the author due credit.

Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

Penalties for Academic Dishonesty
Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, resubmission of the work, make-up exam, failure of the course, or expulsion from the university.

Student Appeals
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in academic Appeals by Students (6.3)

Withheld Grades: Policy 5.5
At the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Student Code of Conduct: Policy 10.4
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

Respect for Diversity
The Speech-Language Pathology program embraces a notion that students from all diverse backgrounds and perspectives be well served by this course, that students’ learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangement for you.

Additional Information:
To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:
1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.

2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texes.ets.org/registrationBulletin/ <http://www.texes.ets.org/registrationBulletin/>). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information concerning this matter, contact Katie Snyder Martin at 936-468-1740 or snyderke1@sfasu.edu

IX. Other Relevant Course Information
Communication for this course will be done in class, through D2L, and email. Please check D2L and your SFASU email often to get announcements, print out handouts, check your grades, etc.

RETURN AT THE SECOND CLASS MEETING
I have read the syllabus for SPH 210.003, and understand the course requirements. I have read and understand the attendance and assignment policies for SPH 210.003.

Printed Name

Signature

Date