I. Course Description:

This course provides an introduction to the foundation of clinical management in a variety of settings. Emphasis will be placed on goal writing and session design, ethics, professional writing, and specific clinical activities. The process of evidence-based practice will also be reviewed.

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

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 undergraduates 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 programs to maximize the advancement of students’ personal and professional development.

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 embraces cultural and linguistic diversity, emphasizes the importance of evidence-based practice, critical thinking skills, 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
  o To include effective development, interpretation and expression of ideas through written, oral and visual communication.
• Empirical and Quantitative Skills
  o To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.
• Teamwork
  o 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
  o To include the ability to connect choices, actions and consequences to ethical decision-making
• Social Responsibility
  o 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 IV: Knowledge of Outcomes
Standard IV-B: The applicant must have demonstrated 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 life span.

Standard IV-C: The applicant must have demonstrated 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
  • Receptive and expressive language
  • Cognitive aspects of communication
  • Social aspects of communication
  • 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.

Standard IV-E: The applicant must have demonstrated knowledge of standards of ethical conduct

Standard IV-F: The applicant must have demonstrated knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice.

Standard V: Skills Outcomes
Standard V-A: The applicant must have demonstrated skills in oral and written or other forms of communication sufficient for entry into professional practice.
Standard V-C: The applicant for certification in speech-language pathology must complete a minimum of 400 clock hours of supervised clinical experience in the practice of speech-language pathology. Twenty-five hours must be spent in clinical observation, and 375 hours must be spent in direct client/patient contact.

PROGRAM LEARNING OUTCOMES (PLO): This course supports the Communication Sciences and Disorders Program Learning Outcomes (PLO) II, III, IV, and VI. These competencies are measured by successful completion of all course requirements, including examinations, group discussion and activities, written assignments, and quizzes:

I. The student will demonstrate knowledge of major anatomical structures utilized in the communication process.
II. The student will demonstrate knowledge of physiological processes utilized in communication.
III. The student will recognize and articulate the foundational skills related to normal speech and language development.
IV. The student will demonstrate understanding of the process of assessing communication disorders.
V. The student will analyze, interpret, and synthesize evidence-based procedures in the treatment of communication disorders.
VI. The student will demonstrate professional writing skills appropriate for clinical management.

STUDENT LEARNING OUTCOMES (SLO): At the end of this course, students will demonstrate, by performance on examinations, group discussions and activities, written assignments, and quizzes, an understanding of the following:

1. The student will describe the scientific approach as it applies to the clinical setting as evidenced by obtaining a minimum of 70% accuracy on exams.
2. The student will identify the personal characteristics of the caring clinician in the clinical setting as evidenced by obtaining a minimum of 70% accuracy on exams.
3. The student will execute valid data collection as applied to diagnostic and therapeutic environments as evidenced by obtaining a minimum of 70% accuracy on exams and a score of 21 out of 30 on 5 of the 10 video observation labs.
4. The student will demonstrate knowledge of the principles of observation and apply these skills in the clinical setting as evidenced by obtaining a minimum of 70% accuracy on exams and a score of 21 out of 30 on 5 of the 10 video observation labs.
5. The student will demonstrate knowledge of nonverbal observational techniques as evidenced by obtaining a minimum of 70% accuracy on exams and a score of 21 out of 30 on 5 of the 10 video observation labs.
6. The student will demonstrate knowledge of the importance of culture as a primary determinant of the type and meaning of both verbal and nonverbal behaviors as evidenced by obtaining a minimum of 70% accuracy on exams.
7. The student will demonstrate knowledge of behavior management techniques for a variety of age levels and disorders as evidenced by obtaining a minimum of 70% accuracy on exams.
8. The student will demonstrate knowledge of diagnostic strategies for the ordering of therapy elements or steps to meet a specific goal as evidenced by obtaining a minimum of 70% accuracy on exams and a score of 7 out of 10 on a task analysis assignment.
9. The student will demonstrate knowledge of professional report writing skills in terms of behavioral observations, goals, and case histories as evidenced by obtaining a minimum of 70% accuracy on the final written report produced by the student.
10. The student will demonstrate an understanding of the importance of evidence based practice (EBP) by completing a review of the evidence on a treatment approach with no less than 70%.
11. The student will demonstrate knowledge of a variety of therapeutic approaches as applied in program planning for speech and language disorders as evidenced by obtaining a minimum of 70% accuracy on exams.
12. The student will demonstrate knowledge of ASHA’s Code of Ethics as evidenced by obtaining a minimum of 70% accuracy on exams.
13. The student will complete fifteen (15) of the required 25 hours of clinical observation needed for graduation in order to obtain a passing grade for the course.

VIDEO OBSERVATION LAB (V.O.L)

Throughout the course of the semester, students will obtain fifteen (15) hours of clinical observation. Ten (10) of these hours will be provided during regularly scheduled class time (on Friday beginning March 1). The remaining five (5) hours are to be completed independently through Master Clinician. Students will need to purchase a subscription to Master Clinician and watch five clock hours of clinical sessions. Points will not be given for the 5 independently obtained hours; however, students' overall
A course grade will drop a letter grade if all 25 hours (15 from this class, 5 from CSD 320, and 5 from CSD 200) are not recorded in student folders by the day the final exam is given.

During the V.O.L., a videotape will be shown of a clinical session. Students will be required to make observations and take notes during the viewing. Following the completion of the videotape, students will write up their observations and submit their report to their assigned writing group for the week. Writing groups are being utilized to make the writing process social, to enable students to view a variety of writing styles, and for students to assist each other in developing professional writing skills through peer review (this assignment addresses the following CORE objectives: written communication, teamwork, and social responsibility. Students will submit their VOL write-up to their writing group by Sunday (following the video) at 11:59 pm. Students will view their other group members submissions and make comments and grammatical/spelling corrections. After peer review, the reviewer will post their comments/corrections as a response to the writer’s thread. Comments and corrections should be constructive in nature and not just “good job” or “looks good.” All peer reviews should be completed by Monday at 11:59 pm. Students will look at the comments and revisions, and make any necessary revisions prior to submitting their final draft into the dropbox on D2L. Final submissions are due by 11:59 pm on Tuesday. Five of the ten V.O.L.s shown in class will be graded with a total of thirty possible points each. (Total possible points for the semester is 150.) Students should use their best professional writing on all ten (10) V.O.L.s as they will not be informed as to which five will be graded. 5 points will be deducted for a VOL that is submitted late. V.O.L.s will not be accepted for grading if they are turned in more than one week late.

In the event that a student must miss a scheduled V.O.L, one (1) make up V.O.L. will be provided – May 4 during the regularly scheduled class time. However, only students with valid written documentation of their absence will be allowed the total possible thirty points. Students without the necessary documentation may make-up the V.O.L. with only a total of fifteen possible points. The make-up VOL will NOT replace an already graded VOL.

While “Master Clinician” calculates the total number of observation hours, students are responsible for maintaining their own “Unofficial Observation Hours” Log (it is not always correct in Master Clinician). Students observation reports from “Master Clinician” must be turned in by the day the final exam is given. Students are to keep this paperwork current, neat, and easily accessible. This is to aid the student in the case of any misfiled paperwork.

Each student will be required to make 20 action picture cards. The cards will be designed to teach action verbs.

White index cards (5x8 – unlined on both sides) will be used. Pictures must be in color and “real” – no drawings, cartoons, etc. Magazines, catalogs, and the Internet are excellent resources for pictures. Avoid using pictures that have distracting writing on them. Make sure catalog letters, numbers and advertisements have been cut off. Use a glue stick or scrapbook adhesives to neatly place the picture on the index card (do not use liquid glue). On the back of each picture, in the middle, TYPE the target question and answer. (Labels on your computer may be used.] The student’s name should be neatly printed in the bottom right hand corner (name stamps, stickers or computer labels may be utilized.)

Each card must be laminated (NOT WITH CONTACT PAPER) when submitted. Picture cards must be submitted on the scheduled date at the beginning of class. They will be graded on overall appearance, appropriateness, neatness, clarity, etc. and returned to students

**** Picture cards are worth twenty total possible points. Only twenty cards will be graded. Please do not turn in more than twenty cards. For each day the cards are late, five points will be deducted.
PROJECT #2

Each student will be required to create 1 articulation PLOP (present level of performance) and 1 language PLOP for baselining. The articulation PLOP will be in the form of Powerpoints containing 50 pictures of target words. Along with the powerpoint, you should turn in a data sheet to correspond to your powerpoint. Language PLOPs may be in the form of Powerpoint or you may use any other materials that will baseline your specific language goal. There is not a required number of stimuli for the language PLOP; however, you should have enough opportunities to get a true baseline for your client. (See D2L for specific examples of PLOPs) 5 points will be deducted if the PLOPs are submitted late. PLOPs will not be accepted for grading if they are turned in more than three days late. You will sign up for 1 phoneme and 1 basic language skill PLOP in class. This will allow me to share all PLOPs created with the class. Upon completion of this class, you should have a nice collection of PLOPs to use as you begin your new careers as an SLP. Each PLOP will be worth a total of 25 points.

PROJECT #3

Each student will be required to construct a “big vs. little” box. Included in the box, will be 10 pairs of common objects. Each pair will be close to identical in all attributes with the exception of size. One object will be little and the corresponding object will be big. (For example, if a ball is the object of interest, a little red ball and a big red ball should be utilized. A big orange football and a little blue ball would not be appropriate to use as pairs.) The pairs of common big and little objects will be placed in a clear container with a lid (such as a Tupperware or Rubbermaid container). The box will have a label that reads “Big/Little” and the student’s name should be printed in the bottom right hand corner of the label. Your objects should be clean and unused, appropriate for use with children and adults, and easily sanitized.

The “big vs. little” box will be worth a total of 20 possible points. The box will be graded on overall appearance and appropriateness and returned to students. 5 points will be deducted for late submission. The project will not be accepted for grading if they are turned in more than three days late.

PROJECT #4

Each student will choose an intervention approach to a specific communication disorder. A thorough review of the literature (journal articles) will be done in order to determine the evidence behind the intervention. Students will review all articles they can find on their given intervention approach within the last 10 years and complete the EBP protocol given in class. This assignment will introduce the students to effectively reviewing the literature to determine the effectiveness of intervention strategies. Completion of the EBP protocol is worth a total of 50 points. 5 points will be deducted for late submission. The project will not be accepted for grading if they are turned in more than three days late.

Research Participation

Every student will be expected to earn 2 research points (R-Points) by participating in departmental research projects. For every 30 minutes of research participation, students earn 1 R-Point. Students must sign up for R-Points through the Department of Human Services Sona Systems Software


Any student with an objection to participating in research is encouraged to see the instructor as soon as possible to obtain instructions for alternate projects. R-Points must be completed by the first day of dead week (the week before finals).

Research participation can be done by completing online surveys and/or participating in face-to-face studies.

Participation Points

Reflective writing will serve as part of your participation grade. Students will be presented a question or topic to write
about on the discussion board 5 times throughout the semester. Students must submit a well-developed response to the topic on the board and respond to at least two of their peers’ threads. The second component of participation will come from professionalism and participation throughout each class period (see rubric in D2L).

I. Evaluations and Assessments: Grading

**Examinations:** Two (2) examinations will be given during the course of the semester. The final examination will not be comprehensive. Each test will be worth a total of one hundred (100) points. Exams will consist of various multiple choice, fill-in-the-blank, short answer and essay type questions. All exams must be taken on the date assigned unless there is a valid medical excuse. (The student must contact the instructor prior to the scheduled exam and written documentation must be submitted as soon as the student is able to return to class.) Make-up exams will be scheduled at the convenience of the instructor.

<table>
<thead>
<tr>
<th>Total Possible Points</th>
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<tbody>
<tr>
<td>VOLs</td>
</tr>
<tr>
<td>Project #1</td>
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<td>Project #2</td>
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<td>Project #3</td>
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<td>Project #4</td>
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<tr>
<td>Research</td>
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<tr>
<td>Participation</td>
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<tr>
<td>Exam #1</td>
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<tr>
<td>Exam #2</td>
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<tr>
<td>Total</td>
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</tbody>
</table>

A = 484 - 540  
B = 430 - 483  
C = 376 - 429  
D = 322 - 375  
F = below 322

V. Tentative Course Outline/Calendar:

<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATES</th>
<th>TOPICS</th>
<th>READINGS</th>
<th>DUE DATES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/23</td>
<td>Introduction to Course/Review Syllabus</td>
<td></td>
<td></td>
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<tr>
<td>1</td>
<td>1/25</td>
<td>Principles of Intervention</td>
<td>R. Paul Ch. 1 &amp; 2</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>1/28</td>
<td>Principles of Observation (verbal/nonverbal behaviors)</td>
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</table>
| 2    | 1/30  | Principles of Observation (verbal/nonverbal behaviors)  
“Building Blocks” of therapy (Data Collection) | R. Paul Ch. 5; Ch. 6 (p. 196 – 197) |                            |
| 2    | 2/1   | Data Collection                             |                               | Microtheme 1               |
| 3    | 2/4   | “Building Blocks” of therapy (Programming/Behavior Modification) | R. Paul Ch. 9 & 12            | (CORE Objectives: Critical Thinking Skills, Written Communication Skills) |
| 3    | 2/6   | “Building Blocks” of therapy (Programming/Behavior Modification) |                               |                            |
| 3    | 2/8   | Goal Writing                                | R. Paul Ch. 6 (p. 175 – 181)  
Handout Brightspace          |                            |
<p>| 4    | 2/11  | Goal Writing                                |                               |                            |
| 4    | 2/13  | Goal Writing/Task Analysis                  |                               |                            |
| 4    | 2/15  | “Building Blocks” of therapy (Key Teaching Strategies/Session Design) | R. Paul Ch. 6 (p. 181 – 196) |                            |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>5</td>
<td>2/18</td>
<td>“Building Blocks” of therapy (Key Teaching Strategies/Session Design)</td>
<td>Action Cards Due</td>
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<tr>
<td>5</td>
<td>2/20</td>
<td>Lesson Plan</td>
<td></td>
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<tr>
<td>5</td>
<td>2/22</td>
<td>Lesson Plan Continued</td>
<td></td>
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<tr>
<td>6</td>
<td>2/25</td>
<td>Preparing for VOLS</td>
<td>VOL Handouts Brightspace</td>
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<td>6</td>
<td>2/27</td>
<td><strong>TSHA</strong> VOL #1</td>
<td>EXAM 1</td>
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<tr>
<td>7</td>
<td>3/1</td>
<td>Professional Communication (oral/written)</td>
<td>Zoom Meeting</td>
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<tr>
<td>7</td>
<td>3/4</td>
<td>Professional Communication (oral/written)</td>
<td></td>
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<tr>
<td>7</td>
<td>3/6</td>
<td>Professional Communication (oral/written)</td>
<td></td>
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<tr>
<td>7</td>
<td>3/8</td>
<td>VOL #2</td>
<td></td>
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<tr>
<td>8</td>
<td>3/11</td>
<td>Evidence Based Practice</td>
<td>R. Paul Ch. 7</td>
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<td>8</td>
<td>3/13</td>
<td>Evidence Based Practice</td>
<td>Articulation PLOP</td>
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<td>3/15</td>
<td>VOL #3</td>
<td>Zoom Meeting</td>
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<td>9</td>
<td>3/18-</td>
<td><strong>SPRING BREAK</strong></td>
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<td>3/22</td>
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<td>10</td>
<td>3/25</td>
<td>Intervention for Articulation and Phonology (Children)</td>
<td>Microtheme 3 (CORE Objectives: Critical</td>
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<tr>
<td>10</td>
<td>3/27</td>
<td>Intervention for Language</td>
<td>Thinking Skills, Written Communication</td>
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<tr>
<td>10</td>
<td>3/29</td>
<td>VOL #4</td>
<td>Skills)</td>
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<tr>
<td>11</td>
<td>4/1</td>
<td>Intervention for Language</td>
<td>Zoom Meeting</td>
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<tr>
<td>11</td>
<td>4/3</td>
<td>Technology and Communication Disorders</td>
<td>R. Paul Ch. 11</td>
</tr>
<tr>
<td>11</td>
<td>4/5</td>
<td>VOL #5</td>
<td>Zoom Meeting;</td>
</tr>
<tr>
<td>12</td>
<td>4/8</td>
<td>Technology and Communication Disorders</td>
<td>EBP Protocol (CORE Objectives: Quantitative</td>
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<tr>
<td>12</td>
<td>4/10</td>
<td>Intervention for Adult Based Disorders</td>
<td>Skills, Written Communication Skills)</td>
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<tr>
<td>13</td>
<td>4/12</td>
<td>VOL #6</td>
<td>Zoom Meeting</td>
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<tr>
<td>13</td>
<td>4/15</td>
<td>Intervention for Voice &amp; Alaryngeal Speech; Intervention for Fluency</td>
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<tr>
<td>13</td>
<td>4/17</td>
<td>VOL #7</td>
<td>Zoom Meeting</td>
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<tr>
<td>14</td>
<td>4/19</td>
<td><strong>Easter Break</strong></td>
<td>No Class</td>
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<tr>
<td>14</td>
<td>4/22</td>
<td>Public Policies Affecting Clinical Practice</td>
<td>R. Paul Ch. 8</td>
</tr>
<tr>
<td>14</td>
<td>4/24</td>
<td>Public Policies Affecting Clinical Practice</td>
<td>Big/Little Box</td>
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<td>14</td>
<td>4/26</td>
<td>VOL #8</td>
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<tr>
<td>15</td>
<td>4/29</td>
<td>Issues of Cultural and Linguistic Diversity</td>
<td>R. Paul Ch. 10</td>
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<td>15</td>
<td>5/3</td>
<td>VOL #9</td>
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<tr>
<td>16</td>
<td>5/6</td>
<td>VOL #10</td>
<td>Zoom Meeting</td>
</tr>
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</table>
VI. Readings

**Required:**

**MasterClinician:** You will be required to have a Master Clinician account to complete observation hours outside of class time. Master Clinician is a web-based program of a variety of evaluation/treatment sessions conducted by seasoned SLPs. Students will log in to the website, watch a session, and answer questions based on their observation. This will be used to complete the required five observation hours outside of class time. If you do not already have an existing MasterClinician account, please register at masterclinician.org.

**LiveText:**
Upon your enrollment in this course, if you do not already have an existing LiveText account, you should receive an access code for a free LiveText account. LiveText is a data management system that you will use to submit designated assignments in this course. The access code will come to you directly from the LiveText system to your SFA email account. If you do not receive this code by the end of the first week of class, please check your junk e-mail. If you still do not have the message, please contact the SFA LiveText coordinator at livetext@sfasu.edu. Once you have received the access code, it is YOUR responsibility to activate the account. Failure to activate the account and/or submit the required assignment(s) could result in course failure.

**Recommended:**


VI. 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.

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.

Documentation must be provided for any absences. In such instances, it is the responsibility of the clinician to provide documentation as soon as possible. Do not wait for the supervisor/instructor to request such documents. Any student with no more than 1 unexcused absence throughout the semester will receive 5 points added to their total points at the end of the semester. Late assignments will not be accepted unless permission is granted from instructor.

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

Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

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 are (1) submitting an assignment as if it were one's own work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

Penalties for Academic Dishonesty

Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, re-submission 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 unit head, 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, except as allowed through policy [i.e., Active Military Service (6.14)]. 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 Early Alert Program. 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 arrangements 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.texas.ets.org/registrationBulletin/ <http://www.texas.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 Brightspace, and email. Please check Brightspace, and your SFASU email often to get announcements, print out handouts, check your grades, etc.