Prerequisites: CSDS 2300 (may be taken concurrently) or consent of instructor

I. COURSE DESCRIPTION:

CSDS 2320 Normal Speech and Language Development: Normal acquisition of speech and language from infancy through adolescence, including an introduction to language acquisition theories.

CSDS 2320, “Normal Speech and Language Development,” (3 credits) will follow a hybrid format in which we will replace half of the time we would normally spend together with thoughtful exchanges online. In our synchronous ZOOM sessions on Tuesdays, we’ll spend the majority of our time considering more difficult concepts and learning necessary skills. In-class and out-of-class requirements are as follows:

- **In-class time (1.25 hours weekly):** We will have one 75-minute class each week (Tuesdays at 3:30-4:45pm) for 15 weeks via ZOOM (synchronous) in which we will study the foundations of speech and language development, including discussions of critical thinking and clinical application. You may also be asked to complete brief quizzes and other assessments during the sessions.

- **In-class replacement time (1.25 hours weekly):** In place of an additional 75-minute lecture on Thursdays each week, students will read, watch, and/or listen to content online. Students are expected to respond to discussion posts for participation points, take quizzes/exams online, and take a 2-hour final examination online.

- **Out-of-class time (~5 hours weekly):** Outside of class, students will have significant weekly reading assignments, and are expected to complete all readings, viewings, writing assignments. These include abstracts of research articles and conducting/analyzing/interpreting a language sample. These activities average at a minimum of five hours of work each week.
II. INTENDED LEARNING OUTCOMES/GOALS/OBJECTIVES:

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 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.
PROGRAM LEARNING OUTCOMES:
This course supports the Communication Sciences and Disorders Program Learning Outcomes one, two, and five as listed below. These competencies are measured by successful completion of all course requirements, including examinations, group discussion and activities, written assignments, and projects.

1. The student will demonstrate knowledge of major anatomical structures utilized in the communication process.
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 will analyze, interpret, and synthesize evidence-based procedures in the treatment of communication disorders.
6. The student will demonstrate professional writing skills appropriate for clinical management.

This course addresses the following standards of the Council for Clinical Certification of the American Speech-Language Hearing Association (2020 Standards effective Jan 1, 2020: https://www.asha.org/Certification/2020-SLP-Certification-Standards/).

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 cultural bases. The applicant must have demonstrated the ability to integrate information pertaining to normal and abnormal human development across the life span.

III. Course Assignments, Activities, Instructional Strategies, use of Technology:

Projects. These activities will require outside preparation prior to the class meeting during which they are due. Please follow the course outlines for specific due dates related to each project, including individual components. You are responsible for completing the following projects in this course:

Project 1 – Journal Article. Read one professional journal article related to the development of child language and write a two-page summary about the article and considering information from the book Thinking with Excellence (more under recommended textbooks – you do not have to purchase this book) following the provided format. Articles must be from journals published within the past 10 years. For this project, please choose a language topic and find an article associated with that topic. You are encouraged to find articles that are published in ASHA journals. These journals include the following:

Journal of Speech-Language-Hearing Research
American Journal of Speech-Language Pathology
Language, Speech, and Hearing Services in the Schools

Other journals related to the field:

There are other journals that offer great resources for topics in language development. As a student at SFA, you have online access to all of the ASHA journals as well as these other journals, with full-text and Pdf options available to download the articles on your laptop/computer. Please visit the following website to access e journals through SFA: https://libguides.sfasu.edu/az.php#!/?_k=t4b6wa.

The above website takes you to the Ralph W. Steen Library A-Z Database List. This is a list of online resources available to you as a student at SFA. Once you access the above A-Z Database List, look for the following search engines in the list:
You may need to enter your SFA credentials (user name and password) to access the databases above. Once you log in, choose a database from the list above (or more depending on the area of interest) and type your key words in the search engine on the database website. Once you have typed in your key words, available articles should populate and you can review the selections and access full-text or pdf copies.

If you are unable to get access to an article or if you receive a message that asks for you to pay, please **DO NOT PAY** for the article. Contact the help center at the library and make sure you are following the correct instructions for access: [https://library.sfasu.edu/help#/?_k=44ekcu](https://library.sfasu.edu/help#/?_k=44ekcu).

This assignment (**Project 1**) requires the following:

1. **Locate, gain access to, and read an article of interest related to language development/disorders.**

2. **Cite the article following APA guidelines.** You can find these posted online, but your citation should look something like this:


   In the above example, "15" is the volume number and 22-32 are the page numbers. Make sure you follow the rules for capitalization of the title of article and journal reference. First word of the title gets capitalized, as well as any word that occurs after a comma or colon or any formal word that would be capitalized (e.g., words like English, United States). Also note italicization of journal name, etc.

3. **Write a one-page reflection with a brief summary of the article.** Be sure to comment on anything interesting and/or your “takeaways” from the article.

4. **In conjunction with the Thinking with Excellence book** (more under recommended textbooks, please read the following chapters: Chapters 4, 5, 7, and 8. **Note: You DO NOT have to purchase this book – there are multiple copies on reserve in the Ralph W. Steen Library.** After reading these chapters, answer the following questions:

   a. Does my article consider all of the viewpoints related to the topic of choice?
   b. Are there any additional considerations or strategies that need to be presented?
   c. What questions remain related to the content and what else should be considered?
   d. What are the “takeaways” from the reading that can be applied to the field?

Your Project 1 papers should include the APA citation of the article, article summary, and summary of questions related to the Thinking with Excellence book. **Project 1 is due on October 2, 2020.**
Project 2 – Language Sample. For this project, you are asked to either gather a language sample (friend or family member – this can be in person or over FaceTime, Skype, Zoom, etc.) or find a language sample online of a child between the ages of 2 and 5 years. Your language sample should be at least one minute long (make sure you have at least 20-30 utterances to sample). The 20-30 utterances should be the CHILD utterances. If you have a sample where an adult or other communicative partner is speaking, **DO NOT** count their utterances in the total amount required for this project. Your language sample can come from a movie/TV show/interview monologue of a young child but you probably would find a better sample of an actual child. These also can be found on YouTube, but you are encouraged to consider obtaining a language sample from a family member, friend, etc. Please follow the following format for typing the sample and consider:

1. The cookies fell on the floor. (7 morphemes)
2. The girl went to the kitchen. (6 morphemes)
3. the dog woke up. (4 morphemes)
4. She came back. (3 morphemes)

*Calculate total Mean Length of Utterance (MLU) at the bottom of the language sample. This would be after listing your utterances with morpheme count)

Each utterance should be on a separate line and you should number your utterances (e.g., 1., 2., 3., 4…). Once you have written the sample in that format, you will want to count the morphemes for each utterance and put that number next to the utterance. Follow the guidelines for counting morphemes that are provided in class and consider Brown's guidelines in order to analyze it according to MLU, morphological development, and syntax level.

PPT slides for analysis are available under content on Brightspace/D2L but you also can use the following resources that are helpful:


Here is one more worksheet to help you practice:

https://homepages.wmich.edu/~hillenbr/204/morphemeexercise.pdf

You can also find some great info on [www.asha.org](http://www.asha.org), including guidelines for language sample analysis, MLU, morphological development, and syntax.

Note: you can do a Google search and type in MLU analysis how to, MLU examples, etc., to find more information related to completing a language sample. Use internet resources to your benefit in order to expand your knowledge on how to collect and analyze a language sample.

Follow the guidelines that have been provided with the information above. Once you have written the language sample, use Brown’s guidelines (provided in class and also in the website above) and analyze the sample according to MLU, morphological development, and syntax level (all from Brown’s guidelines). Upload a scanned copy of your samples to Dropbox on Brightspace/D2L for my review. You can download different apps on your phone that will use your phone flashlight button as a scanner. One example is TinyScan Pro. There are others you may decide to use as well. A scanner app on your mobile device much easier and faster than scanning on a printer. It will automatically collate and save your document as a pdf, in most cases, and you can email the documents directly to yourself, save them on your laptop, and upload them with ease to Dropbox for the course.
Components of Project 2 and Due Dates. Project 2 is divided into three parts:

1. **Project 2 – Part 1: Readings and Analysis (Due October 2, 2020).** For Part 1, you will complete an online module on language sampling and answer corresponding questions. This module will be available on Brightspace/D2L. The module is designed to help you prepare for language sampling and understanding how to obtain a language sample.

2. **Project 2 – Part 2: Zoom Video Presentation (Due November 6, 2020).** For Part 2, you are asked to consider the implications of obtaining a language sample in a 5- to 10-minute zoom video presentation. You can use PPT slides as your backdrop or give a video presentation of yourself answering the questions. Zoom video presentations can be created as YouTube videos as well. You will upload your videos to D2L Dropbox for this assignment. For Part 2, please research and answer the following questions:
   a. Why is language sampling important?
   b. How is a language sample completed? What are some tips for collecting a language sample?
   c. What do we expect in typically developing children related to language development? Discuss the highlights of what we expect to see at each age level in the domains of form, content, and use.
   d. How does language sampling help us determine a language difference versus a language disorder?

3. **Project 2 – Part 3: Language Sample (Due December 4, 2020).** Following the instructions above, complete the language sample for the child you have chosen for this project. Along with your analyzed language sample, you should attach a one-page reflection where you discuss the overall language development of the child example you used. **Be sure to put in your data - MLU, syntax level, etc., and compare the child from your video/sample to what you have learned related to other children.** Questions to consider for your reflection:
   a. Is this child following a typical language development/progression?
   b. Are they possibly delayed or disordered?
   c. How does this child compare to other children in your experience?

**Exams:** There will be three exams in this course. Exams may be in multiple choice format, short answer, or fill-in-the-blank. Exams will be administered online via D2L/Brightspace under quizzes. Each exam will be open for at least 5 days and you will have the opportunity to take the exam at any time during the 5-day window. Choose a time that works best for you and your mental sharpness! Missed exams cannot be made up without prior approval & written documentation, however, the 5-day window will provide great flexibility for each student to work with their individual schedules.

**Instructional Strategies:**

Each ZOOM synchronous class period will consist of either a lecture or discussion format, with some sessions culminating in group activities and/or practice of course components. Open discussion of topic materials and questions are greatly encouraged. Please be an active consumer of this course. Read required chapters and peer-reviewed publications ahead of time and come prepared to discuss them in class. Ask questions, be willing to share experiences, and express concerns. Audiovisual stimuli and other electronic media will be utilized to foster knowledge acquisition of the study area. This course will employ aspects of distance learning technology which will include video presentations and correspondence online.

As an instructor, I have the utmost respect for my students and expect the same in return. I value an open-door policy. I will be available to discuss any issues/concerns via email, phone, and ZOOM. If you are in need of help with subject material, please do not hesitate to contact me as soon as possible so we can discuss strategies to help you succeed in the course.
You may contact me via my email: prezasrf@sfasu.edu, ZOOM (by appointment), Skype (raul.prezas), or phone: 817-907-2670 (Cell). I also will be using “GroupMe” for this course and that would be the fastest way to message me (preferred method other than email). I do check my email regularly and receive email notifications on my phone as well. If you are sending me a message for the first time, please start with your full name so that I am aware of whom I am communicating with.

Suggested starting text message: “Hello Dr. Prezas, my name is _____ and I am in your CSDS 2320 class…”

**Participation Points:** Discussion posts will be utilized in this course for participation points. Posts will follow readings and content that are part of the online component of the course. Students will be responsible for following calendar deadlines for completing discussion posts and commenting on at least two peers’ discussion posts in relation to the topic. At the end of the semester, I will award points for your active participation in regards to your contributions to the discussion threads. Topics will be clinically oriented and applicable to course content.

### IV. Evaluation and Assessments (Grading):

<table>
<thead>
<tr>
<th>Class Requirements</th>
<th>Points Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project 1 – Journal Article</td>
<td>50</td>
</tr>
<tr>
<td>Project 2 – Language Sample</td>
<td>50</td>
</tr>
<tr>
<td>Participation Points</td>
<td>50</td>
</tr>
<tr>
<td>Exam 1</td>
<td>100</td>
</tr>
<tr>
<td>Exam 2</td>
<td>100</td>
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<tr>
<td>Final Exam</td>
<td>100</td>
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<tr>
<td><strong>Total:</strong></td>
<td><strong>450</strong></td>
</tr>
</tbody>
</table>

**GRADING:** A=100-90  B=89-80  C=79-70  D= 69-60  F=59-0

**Letter Grade Conversion.** Grade points are listed above and the grade you receive in the course will correspond to the letter grade shown. If you receive a .5 or higher in the course (e.g., 89.50 – 89.99), I will round your grade up to the next letter grade. I **WILL NOT** round your grade if you receive a .4 or lower in the course (e.g., 89.0 – 89.499). No exceptions.

*You can keep track of your grades for this course online. Your grades can be accessed from your student account at MySFA. If you have questions on how to access your grades online, please contact me by phone, email, or text.

If you are having trouble with the content of this class, please contact me as soon as possible. I am happy to help clarify concepts and expectations to alleviate your concern and help facilitate the earning of a higher grade through a better understanding and comprehension of class material.

**Grade Calculation.** You can keep track of your progress in this course with the following equation:

\[
\text{(Points earned to date) / (Points possible to date) \times 100 = (Grade)}
\]
V. Tentative Course Outline/Calendar:

<table>
<thead>
<tr>
<th>Week/DATES</th>
<th>TOPICS</th>
<th>READINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesdays ZOOM</td>
<td>From Pence Turnbull Book</td>
<td></td>
</tr>
<tr>
<td>W1: Aug 25</td>
<td>Introduction to Course/Review Syllabus</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>W2: Sept 1</td>
<td>The Foundation</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>W3: Sept 8</td>
<td>Foundation; Language Areas</td>
<td>Chapter 2</td>
</tr>
<tr>
<td>W4: Sept 15</td>
<td>More Foundation Blocks</td>
<td>Chapter 3</td>
</tr>
<tr>
<td>W5: Sept 22</td>
<td>Neuroanatomy and Neurophysiology of Language</td>
<td></td>
</tr>
<tr>
<td>W6: Sept 29</td>
<td>REVIEW for EXAM 1; Project 1 DUE: 10-2-20</td>
<td>Chapter 3</td>
</tr>
<tr>
<td>W7: Oct 6</td>
<td>Language Sampling; EXAM #1 Opens</td>
<td>Chapters 1, 2, &amp; 3</td>
</tr>
<tr>
<td>W8: Oct 13</td>
<td>Calculating MLU; Language Development Theories</td>
<td>Chapter 4</td>
</tr>
<tr>
<td>W9: Oct 20</td>
<td>Project 2 – Part 1 DUE: 10-23-20</td>
<td>Chapter 4; Online Module</td>
</tr>
<tr>
<td>W10: Oct 27</td>
<td>Speech and Language Development in Infancy</td>
<td>Chapter 5</td>
</tr>
<tr>
<td>W11: Nov 3</td>
<td>Speech and Language Development in Toddlerhood REVIEW for EXAM 2; Project 2 – Part 2 DUE: 11-6-20</td>
<td>Chapter 6</td>
</tr>
<tr>
<td>W12: Nov 10</td>
<td>Speech and Language Development in Preschoolers Exam #2 Opens</td>
<td>Chapters 4, 5, &amp; 6</td>
</tr>
<tr>
<td>W13: Nov 17</td>
<td>School Age and Beyond</td>
<td>Chapter 7</td>
</tr>
<tr>
<td>W14: Nov 24</td>
<td>No Class – University Break</td>
<td></td>
</tr>
<tr>
<td>W15: Dec 1</td>
<td>Language Diversity; REVIEW for FINAL EXAM Project 2 – Part 3 DUE: 12-4-20</td>
<td>Chapter 9</td>
</tr>
<tr>
<td>W16: Dec 7</td>
<td>FINAL EXAM Opens</td>
<td>Chapters 7, 8, &amp; 9</td>
</tr>
</tbody>
</table>

*Course outline and content subject to change. Any changes/modifications made will be discussed in class at least one week prior to the change. Every effort will be made to make positive changes which will benefit students (e.g., postponing an exam to a later date).

VI. Readings (Recommended—including texts, websites, articles, etc.):


Available to check out for free in SFA Library Resources (multiple copies available) Available for free via Kindle Unlimited
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.

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 (including the first 12-day attendance report) 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.

Academic Integrity:

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.

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, 936-468-3004 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 when, in fact, it is at least partly the work of another; (2) submitting a 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. 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, 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

Disruptive Behavior--Interference or disruption of students, faculty, administration, staff, the educational mission, or routine operations of the university is prohibited. Such activity includes, but is not limited to, behavior in a classroom or instructional program that interferes with the instructor or presenter’s ability to conduct the class or program, or the ability of others to profit from the class or program. To remain in the vicinity of activity that is disrupting normal university functions when requested to leave by a university official is prohibited. 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 at SFA.

Masks (cloth face coverings) must be worn over the nose and mouth at all times in face-to-face classes and appropriate physical distancing must be observed. Students not wearing a mask and/or not observing appropriate physical distancing will be asked to leave the class. All incidents of not wearing a mask and/or not observing appropriate physical distancing will be reported to the Office of Student Rights and Responsibilities. Students who are reported for multiple infractions of not wearing a mask and/or not observing appropriate physical distancing may be subject to disciplinary actions.


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, sexual orientation, disability, age, socioeconomic status, ethnicity, race, religion, 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 religious events, please let me know so that we can make arrangements for you.

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.

Student Support
If you have experienced any of the following in the past, or are experiencing any of the following currently, please know that you are not alone:

- Sexual assault
- Intimate partner violence
- Stalking
- Sexual harassment
- Other traumatic experience

We are a family here at SFA and it is my responsibility as your professor to do my best to get you connected with the services you might need. It doesn’t matter if it is something that occurred many years ago or is recent, there are resources available to you at no cost or significantly reduced cost. Services can be provided in person and also through ZOOM.

If you are having a crisis and need assistance, please call:
911 or local hospital
National Suicide Prevention Hotline: 800-273-8255; 800-273-TALK or 800-SUICIDE
Burke 24-hour Crisis Line (Local Mental Health Authority): 800-392-8343
The Trevor Project (LGBTQ+ sensitive) 24/7 Hotline: 1-866-488-7386 and/or TrevorText (text START) to 678678
Crisis Text Line by texting HELLO to 741-741
Veterans Crisis Line: 800-273-8255 (press 1)
Trans-Hotline: 1-877-565-8860

Human Services Counseling Clinic (HSCC) [http://www.sfasu.edu/humanservices/]
The SFASU Counseling Clinic is a service provided by the Department of Human Services Counselor Education Programs located on the SFASU Campus in Human Services Building, Room 202. If you have questions or concerns, the HSCC can be reached by phone between the hours of 8am and 6pm Monday-Thursday at 936-468-1041. In response to the COVID-19 viral pandemic, the HSCC has temporarily waived all clinic fees.

Veterans Resource Center [http://www.sfasu.edu/vrc/]
Located on the first floor of the Student Center cafeteria: 936-468-6494. They are open Monday through Friday, 8am to 5pm and provide a comprehensive list of services, which include counseling services. Email: SFAVeterans@sfasu.edu
The Family Crisis Center of East Texas has partnered with SFASU for an on-campus outreach office - Located on the third floor of the McKibben Education Building, Suite 304: 936-468-SAFE (7233). They provide confidential services and support for victims of domestic violence and sexual assault. Includes services for personal advocacy, safety planning, legal advocacy, sexual assault advocacy, counseling, child advocacy, self-sufficient advocacy.

Rusk Counseling [http://www.sfasu.edu/counselingservices/](http://www.sfasu.edu/counselingservices/)
Counseling services for all students – offers distance counseling. Located on the 3rd floor of the Rusk Building: 936-468-2401; email: counseling@sfasu.edu. Office hours are Monday through Friday from 8am to 5pm. Includes all counseling services (bilingual English-Spanish services also available).

As your professor, I am here for you and want you to get the help you need. If you would like to contact me and discuss anything, please do not hesitate to do so. If you tell me of an incident or situation whether past or present that falls under circumstances related to physical, sexual, emotional violence, I may be required (dependent on incident) to report it to Title IX office on campus. It does not go against you, it’s confidential, and your protection is of utmost importance. They simply reach out to you in an email to see if you need any support and you decide whether to take it from there.

Bottom line... Talk to someone. Get the help that you need! And, there is no shame in getting help!

Caregivers Note
Parents and caregivers deserve access to education. Especially now, in our virtual learning space, with many children learning from home and schools facing sudden closures, I expect children to be present in class from time to time (Adapted from Heather Olson Beal)

- Breastfeeding babies and children of all ages are welcome and may be visible on screen during class sessions. Alternatively, parents and caregivers may turn the camera off when more privacy is required.
- Stepping away momentarily for childcare reasons is completely understandable and expected. Simply mute and/or turn off your camera as necessary and rejoin us when you are able.
- **Do not take any photos, audio, or video of any children on screen.** Students who do so are subject to censure.
- All students are encouraged to support and respect caregivers as they mute and/or turn off their video and use the chat function as needed.
- Please consider disclosing your student-caregiver status to me. This is the first step in my being able to accommodate any special needs that arise. While I maintain the same high expectations for all students in my classes, I am happy to problem-solve with you in a way that makes you feel supported as you strive for school-caregiver balance.

Communication Sciences and Disorders at Stephen F. Austin State University