Prerequisites: 12 semester hours of speech-language pathology and audiology

I. Course Description:

Etiology, symptomatology, assessment (including instrumentation) process involved at arriving at a differential diagnosis, and therapeutic intervention for the dysarthrias and apraxia of speech associated with acquired or progressive neurogenic disorders and diseases.

Course Justification
Typically meets one each week in 150-minute segments for 15 weeks, and also meets for a final examination. Students have significant weekly reading assignments, ten quizzes, three simulated cases, one case study paper, two exams, and a final examination. These activities average at a minimum 6 hours of work each week to prepare outside of classroom hours.

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 professionals committed to enhancing the quality of life of persons with communication disorders. To meet this mission, the program emphasizes the importance of scientific study, critical thinking skills, interdisciplinary collaboration, ethical principles, the responsibility to educate the public about communication disorders, and the importance of 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: Knowledge of Outcomes**

**Standard IV-A:** The applicant must have demonstrated knowledge of the biological sciences, physical sciences, statistics, and the social/behavioral sciences.

**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
- Hearing, including the impact on speech and language
- Swallowing
- 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 IV-G: The applicant must have demonstrated knowledge of contemporary professional issues.

Standard IV-H: The applicant must have demonstrated knowledge of entry level and advanced certifications, licensure, and other relevant professional credentials, as well as local, state, and national regulations and policies relevant to professional 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-B: The applicant for certification must have completed a program of study that includes experiences sufficient in breadth and depth to achieve the following skills outcomes:

1. Evaluation
   a. Conduct screening and prevention procedures (including prevention activities).
   b. Collect case history information and integrate information from clients/patients, family, caregivers, teachers, and relevant others, including other professionals.
   c. Select and administer appropriate evaluation procedures, such as behavioral observations, nonstandardized and standardized tests, and instrumental procedures.
   d. Adapt evaluation procedures to meet client/patient needs.
   e. Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention.
   f. Complete administrative and reporting functions necessary to support evaluation.
   g. Refer clients/patients for appropriate services.

2. Intervention
   a. Develop setting-appropriate intervention plans with measurable and achievable goals that meet clients'/patients' needs.
   b. Collaborate with clients/patients and relevant others in the planning process.
   c. Select or develop and use appropriate materials and instrumentation for prevention and intervention.
   d. Measure and evaluate clients'/patients' performance and progress.
   e. Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients.
   f. Complete administrative and reporting functions necessary to support intervention.
   g. Identify and refer clients/patients for services as appropriate.

3. Interaction and Personal Qualities
   a. Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others.
   b. Collaborate with other professionals in case management.
   c. Provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others.
   d. Adhere to the ASHA Code of Ethics and behave professionally.

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.

Standard V-D: At least 325 of the 400 clock hours must be completed while the applicant is engaged in graduate study in a program accredited in speech-language pathology by the Council on Academic Accreditation in Audiology and Speech-Language Pathology.

Standard V-E: Supervision must be provided by individuals who hold the Certificate of Clinical Competence in the appropriate profession. The amount of direct supervision must be commensurate with the student's knowledge, skills, and experience, must not be less than 25% of the student's total contact with each client/patient, and must take place periodically throughout the practicum. Supervision must be sufficient to ensure the welfare of the client/patient.

Standard V-F: Supervised practicum must include experience with client/patient populations across the life span and from culturally/linguistically diverse backgrounds. Practicum must include experience with client/patient
populations with various types and severities of communication and/or related disorders, differences, and disabilities.

**Program Learning Outcomes:** This course supports the Speech-Language Pathology and Audiology Program Learning Outcomes. These competencies are measured by successful completion of all course requirements, including examinations, group discussion and activities, written assignments, and quizzes:

I. Students will recognize and articulate the foundational skills related to communication and its disorders.
II. Students will analyze, interpret, and synthesize clinical findings in the management of speech disorders.
III. Students will analyze, interpret, and synthesize clinical findings in the management of language disorders.
IV. Students will analyze, interpret, and synthesize clinical findings in the management of swallowing disorders.
V. Students will analyze, interpret, and synthesize clinical findings in the management of hearing disorders.
VI. Students will integrate research principles and processes in planning Capstone projects and in clinical practice.
VII. Students will communicate professionally and demonstrate comprehension of professional and ethical responsibilities of speech-language pathologists.

**Student Learning Outcomes:**
Upon completion of this course, given appropriate level of guidance and supervision for a beginner to intermediate level clinical practicum, students will be able to:

I. Describe the anatomy and physiology of the nervous system underlying motor speech control and its disorders.
II. Identify etiologies and salient characteristics of various types of motor speech disorders.
III. Identify the characteristics of various communication modalities for individuals with motor speech disorders.
IV. Describe appropriate assessment principles and methods, and identify the components of a motor speech evaluation.
V. Distinguish motor speech disorders from other neurogenic communication disorders.
VI. Describe varied therapeutic principles and procedures, treatment efficacy, and ethical issues pertinent to motor speech disorders.
VII. Discuss components of education and counseling for patients, family, and other professionals.

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

**Examinations:**
There will be two scheduled examinations. Exams are comprehensive, containing multiple choice, fill in the blank, and short answer.

**Quizzes:**
There will be 10 quizzes periodically throughout the semester. They are tentatively scheduled and will be announced one week prior.

**SimuCase:**
Two simulations on Simucase and follow-up questions will be assigned. These will also count as clinical clock hours!

**Webinar:**
Students will complete webinars on speechpathology.com over various topics.

**Case Study Profile, Presentation and Paper**
Students will work in pairs to complete a problem-based learning project involving a case study of an individual with a motor speech disorder that will be assigned by the instructor. The team will devise a case report, including a thorough description of assessment and intervention processes of motor speech service delivery. The profile, presentation, and paper must be completed for full credit on this assignment.

**a. Presentation**
Each group will present a ~20-minute oral presentation of a novel case study, including evaluation and treatment processes and goals; the client should be well-described and the evaluation/treatment methods should be detailed. Each group is responsible for designing a handout to be distributed to the class the day of your presentation. The handout should include information relevant to your client and management, highlights of your case study, and should serve as an outline to your presentation and for future student reference (minimum of 2 pages). Each student in the group must present to receive full credit for this assignment.
b. **Paper**

Students will submit a **written case study** summary report (8 pages maximum) that includes an evaluation, treatment plan, and lesson plan. You must cite at least 4 journal articles. Students must also submit all articles used as references in the paper/presentation. The paper must be double-spaced with 1 inch margins, font size of no less than 11.5, and must be neatly stapled in upper left-hand corner with group members clearly indicated on front page. The Case Study Profile Paper must be submitted in dropbox on D2L. The paper must be submitted with the required information and documents for full credit of this assignment on the day of presentation.

The written report must include the following sections in the following order:

**Section I: Background Information:** Description of patient

**Section II: Assessment:** Assessment procedures and findings—be sure to relate motor speech symptoms to physiology; you must include objective evaluations (of respiratory, laryngeal and/or supralaryngeal subsystems in this section).

**Section III: Treatment:** Evidence based treatment plan; include goals of treatment (both short- and long-term), why treatment was chosen over alternatives, and any contraindications or drawbacks of the treatment plan.

**Section IV: References**

You must cite a minimum of 4 journal articles; these articles must be submitted with the paper/case study. As a reminder, websites are generally not appropriate sources of reliable information for graduate-level papers.

Professional format is expected; proper spelling/grammar is expected for all assignments, including this.

The following guidelines will be used for the grading of case study presentations/reports (as a group):

<table>
<thead>
<tr>
<th>Presentation:</th>
<th>Content: 30 points</th>
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<tbody>
<tr>
<td>Audio-Visual Materials: 15 points</td>
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<tr>
<td>Hand-outs: 15 points</td>
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</tbody>
</table>

| Written Report: | Content: 40 points |
|                | References: 10 points |

**Total:** =100 points

**Participation:**

Successful class interactions depend on prepared and present communicators! Students 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, working on day planners, etc. is not considered appropriate and will be addressed when observed. Cell phones are to be silent during class. Please be respectful and considerate of your peers and instructor.

**IV. Evaluation and Assessment (Grading)**

Points for grade are as follows:

<table>
<thead>
<tr>
<th>Points for grade are as follows:</th>
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<tbody>
<tr>
<td>Midterm: 100</td>
</tr>
<tr>
<td>Final: 100</td>
</tr>
<tr>
<td>SimuCase (50 pts each): 100</td>
</tr>
<tr>
<td>Case Study Profile: 100</td>
</tr>
<tr>
<td>Quiz (5 pts each): 50</td>
</tr>
<tr>
<td>Webinars: 50</td>
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<td><strong>Total Points:</strong> 500</td>
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**NOTICE:** These assignments may be subject to change according to the instructor’s discretion.

The course grading scale is as follows:

Grade Calculation: (Points Earned to date) / (Points Possible to Date) x 100 = Current Grade

Avoid point penalties by attending class and by submitting assignments on time and according to the required formats. Late assignments are **only** accepted for excused absences or by 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 Finals
Week without written permission from the instructor attached. Make-ups for scheduled exams will be allowed only in an extreme emergency including illness or death of a family member and documentation must be provided. You are responsible for scheduling the make-up exam with the instructor. This must be done within one week of your missed exam.

Individual grades will be rounded up when appropriate. Due to this, final grades will NOT be rounded up. A final grade of a 90.1 and a 90.9 are both a 90.

V. Tentative Course Outline/Calendar:

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>READINGS</th>
<th>ASSIGNMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/16</td>
<td>Terminology; Motor Speech Disorders Overview</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1/21</td>
<td>Terminology; Motor Speech Disorders Overview;</td>
<td></td>
<td>A&amp;P Quiz</td>
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<tr>
<td></td>
<td>Neuroanatomy Overview</td>
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<tr>
<td>1/23</td>
<td>Evaluation of Motor Speech Disorders</td>
<td>Ch. 2</td>
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<tr>
<td>1/28</td>
<td>Evaluation of Motor Speech Disorders</td>
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<tr>
<td>1/30</td>
<td>Evaluation of Motor Speech Disorders</td>
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<td>Quiz</td>
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<tr>
<td>2/4</td>
<td>Differential Diagnosis</td>
<td>Ch. 3</td>
<td>Quiz</td>
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<tr>
<td>2/6</td>
<td>Treatment Planning</td>
<td>Ch. 4</td>
<td>Exam 1</td>
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<td>2/11</td>
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<tr>
<td>2/13</td>
<td>Flaccid Dysarthria</td>
<td>Ch. 6</td>
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<tr>
<td>2/18</td>
<td>Spastic Dysarthria</td>
<td>Ch. 7</td>
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<td>2/20</td>
<td><strong>TSHA</strong></td>
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<tr>
<td>2/25</td>
<td>Spastic Dysarthria</td>
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<td>Quiz</td>
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<tr>
<td>2/27</td>
<td>Ataxic Dysarthria</td>
<td>Ch. 5</td>
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<td>3/3</td>
<td>Ataxic Dysarthia</td>
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<td>Quiz</td>
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<tr>
<td>3/5</td>
<td>Hypokinetic Dysarthria</td>
<td>Ch. 8</td>
<td>SimuCase</td>
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<td>3/10; 3/12</td>
<td><strong>SPRING BREAK</strong></td>
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<td>NO CLASS</td>
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<tr>
<td>3/17</td>
<td>Hypokinetic/Hyperkinetic Dysarthria</td>
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<td>Quiz</td>
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<tr>
<td>3/19</td>
<td>Hyperkinetic Dysarthria</td>
<td>Ch. 9</td>
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<tr>
<td>3/24</td>
<td>Unilateral Upper Motor Neuron Dysarthria; Mixed</td>
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<td>Exam 2</td>
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<tr>
<td></td>
<td>Dysarthria</td>
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<tr>
<td>3/26</td>
<td>Mixed Dysarthria;</td>
<td></td>
<td>Quiz</td>
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<tr>
<td>3/31</td>
<td>Childhood Dysarthria</td>
<td>Ch. 11</td>
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<tr>
<td>4/2</td>
<td>Apraxia of Speech</td>
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<tr>
<td>4/7</td>
<td>Childhood Apraxia of Speech</td>
<td></td>
<td>Quiz</td>
</tr>
<tr>
<td>4/9</td>
<td>Assessment of Apraxia of Speech</td>
<td></td>
<td>Dave SimuCase</td>
</tr>
<tr>
<td>4/14</td>
<td>Treatment of Childhood and Aquired Apraxia of</td>
<td>Ch. 12</td>
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<tr>
<td></td>
<td>Speech</td>
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<tr>
<td>4/16</td>
<td>Treatment of Childhood and Aquired Apraxia of</td>
<td></td>
<td>Quiz</td>
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<tr>
<td></td>
<td>Speech</td>
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<tr>
<td>4/21</td>
<td>Augmentative Communication</td>
<td>Ch. 10</td>
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<tr>
<td>4/23</td>
<td>Conditions Associated with Motor Speech Disorders</td>
<td></td>
<td>Quiz</td>
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<tr>
<td>4/28</td>
<td>Case Study Presentations</td>
<td></td>
<td>Final Case Study Profile Due</td>
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<tr>
<td>4/30</td>
<td>Case Study Presentations</td>
<td></td>
<td>Quiz</td>
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<tr>
<td>5/7</td>
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<td><strong>FINAL EXAM</strong> 10:45 – 1:15</td>
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VI. Readings (Required and recommended—including texts, websites, articles, etc.):

**Required:**


**LiveText Statement:**

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.

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 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. One unexcused absence will result in 20 points being subtracted from your total grade and two unexcused absences will result in the failure of clinic. Late assignments will not be accepted unless permission is granted from instructor. If allowed to submit late work, 10% will be deducted from grade for each day it is late.

**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/). 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.