Prerequisites: Students enrolled in the course must have been approved for admission in the Communication Sciences and Disorders Program with at least 30 semester credit hours, completion of CSDS 130, 210, and 250) with a grade of B or higher and a GPA of 2.75 for all undergraduate coursework. SPE 329 must also be completed prior to enrollment of this course.

I. COURSE DESCRIPTION:
This course provides an in-depth review of methods and techniques related to the role of speech language pathologists in public schools and medical settings. The student will gain experiential knowledge evidenced by class discussions, guest speakers, and research of evidenced based practice within both the medical and public-school settings.

CSDS 4300 “Seminar in Communication Sciences and Disorders Across the Lifespan” typically meets twice each week (Monday/Wednesday) in 75-minute segments for 15 weeks and meets for a 1 hour and 15 minute final workshop. Students have weekly reading assignments in addition to a goals/objective’s assignment, ethics assignment, special topics medical presentation, 12 step map review of an article related to service delivery as an SLP, and 2 workshops throughout the course of the semester that allow the students to apply what they have learned. These activities average at a minimum of 6 hours of work each week to prepare outside of the classroom.

II. Intended Learning Outcomes/Goals/Objectives: (Program/ Student Learning Outcomes)
A. This course reflects the following core values of the College of Education
I. Academic excellence through critical, reflective, and creative thinking
II. Life-long learning
III. Collaboration and shared decision-making
IV. Openness to new ideas, to culturally diverse people, and to innovation and change
V. Integrity, responsibility, diligence, and ethical behavior
VI. Service that enriches the community.
B. This course also supports the objectives of the Department of Human Services:
   Objectives of the DHS include:
   (1) The preparation of special education teachers for elementary and secondary schools,
   (2) The preparation of persons for careers in rehabilitation, orientation and mobility, and related
   human services, occupations serving persons with disabilities, speech language pathology and
   school psychology.

C. 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.

D. This course also supports the Core Objectives/Outcomes of the Texas Higher
   Education Coordinating Board.
   - 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.

E. This course addresses the following standards of the Council for Clinical Certification
   of the American Speech-Language Hearing Association (from KASA):

   Standard IV-G: The applicant for certification must complete a program of study that includes
   supervised clinical experiences enough in breadth and depth to achieve the following skills
   outcomes (in addition to clinical experiences, skills may be demonstrated through successful
   performance on academic course work and examinations, independent projects, or other
   appropriate alternative methods).

   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. PROGRAM LEARNING OUTCOME: The student will demonstrate knowledge of major
      anatomical structures in the communication process.
II. **PROGRAM LEARNING OUTCOME:** The student will demonstrate knowledge of physiological processes utilized in communication.

III. **PROGRAM LEARNING OUTCOME:** The student will recognize and articulate the foundational skills related to normal speech and language development.

IV. **PROGRAM LEARNING OUTCOME:** The student will demonstrate understanding of the process of assessing communication disorders.

V. **PROGRAM LEARNING OUTCOME:** The students will analyze, interpret, and synthesize evidence-based procedures in the treatment of communication disorders.

VI. **PROGRAM LEARNING OUTCOME:** The students will demonstrate professional writing skills appropriate for clinical management.

F. **STUDENT LEARNING OUTCOMES (SLO):** At the end of this course, students will demonstrate an understanding of the following:

1. The student will state and discuss the role of the SLP in the educational and medical setting by participating in classroom discussion and a minimum of 70% passing rate on exam.
2. The student will Identify and discuss State and Federal regulations affecting SLPs in educational and medical settings as evidenced by 70% on course workshop/quiz/exam.
3. The student will discuss, interpret, and provide examples of medical and educational guidelines for documentation and accountability when participating in discussions with both a medical SLP and public school SLP and reflected through a minimum of 70% on course workshops/quiz/exam.
4. The student will explain and summarize ASHA guidelines and standards regulating professional ethics in medical and educational settings as evidenced by a minimum of 70% on course workshops/quiz/exam.
5. The student will plan methods of identifying and assessing communicatively disordered individuals in medical and educational settings as evidenced by special topics presentations presented by the student obtaining a minimum of 40 out of 50 points.
6. The student will plan case selection, scheduling, and service delivery options in the medical and educational setting as evidenced by collaborative teamwork as a class and 70% on course workshops/quiz/exam.
7. The student will integrate and apply basics of IEPs as they pertain to speech-language pathology in the educational setting as evidenced in an experiential learning and a minimum of 70% on course workshops/quiz/exam.

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

**IEP/Curriculum-Based TEKS/Goals and Objectives**
Student groups will write IEP goals and objectives for an assigned case. Groups should attach a copy of their case to the assignment. Assignments should be typed with correct spelling and grammar. Goals/objectives are to be turned in according to the due date listed on the calendar for a total of 50 points.

**Student Learning Outcome objective:** The student will discuss, interpret, and provide examples of medical and educational guidelines for documentation and accountability when participating in discussions with both a medical SLP and public school SLP and reflected through a minimum of 70% on course workshops.

**SLP Interview**
Develop 5 questions to ask a school based SLP. Spend no more than 15 minutes interviewing the SLP. This needs to be completed over the phone. Please email the SLP to arrange a time for a quick interview. Please do not ask the SLP to email responses to you! Include the following titles in your report:
   a. Name of the SLP
   b. Name of setting
c. Interview questions with responses

d. In addition to the questions you formulate, ask them what the biggest challenge is that they have faced as a public school SLP.

e. If you (the student) were a school based SLP, what do you feel as though the easiest part of your job and the biggest challenge of your job might be within this setting?

Remember this should portray your best professional writing skills.

Student Learning Outcome addressed:

- The student will gain an adequate understanding of the diversity of disorders and employment settings found in the field of speech language pathology by shadowing a Speech Language Pathologist, participating in discussion with guest speakers in both the medical and school-based settings, and by obtaining a minimum of 80% on a SLP-Interview project.

SLP-Interview Presentation

Develop a short 3 minute or less presentation describing your interview experience and what you found most interesting during the interview. For example, state the name, place, SLP’s name, how long the SLP has practiced, and what you learned from the experience. This should be a display of your best public speaking.

Student Learning Outcome addressed:

- The student will gain an adequate understanding of the diversity of disorders and employment settings found in the field of speech language pathology by shadowing a Speech Language Pathologist, participating in discussion with guest speakers in both the medical and school-based settings, and by obtaining a minimum of 80% on SLP interview project. Reading

You are required to complete 1 reading from a peer-reviewed professional journal regarding speech-language pathology issues in the educational setting. You will read the articles and complete a 12-step map over the article. Reading should be about cultural/linguistic diversity within the educational setting. Explanation of a 12-step map will be given in class. You are also required submit a copy of the article and attach it to your map. This should be a demonstration of your best writing skills. Due dates for these readings are listed on the calendar. Reading is worth 50 points.

Student Learning Outcome objective: The student will state and discuss the role of the SLP in the educational and medical setting by participating in classroom discussion and a minimum of 70% passing rate on workshops/quiz/exam.

Ethics

You are required to complete 3 Ethics scenarios assigned by the instructor based on the medical setting. Assignment should be typed and submitted through to Dropbox at the end of class due date. You should demonstrate application of knowledge regarding ASHA code of ethics principles for Speech Language Pathologist within the medical setting.

Student Learning Outcome objective:

The student will explain and summarize ASHA guidelines and standards regulating professional ethics in medical and educational settings as evidenced by a minimum of 70% on course workshops.

Special Topic Presentations

Student groups will select a topic about disorders seen in a medical setting. Topics include but are not limited to Brain injury, cognitive-communication impairments, dementia, endoscopy, geriatrics, collaboration, laryngectomy, stroboscopy, orofacial myofunction, feeding tubes, NICU, and swallowing. You must have your topic approved by the instructor by November 5. Each group will research and report on the roles and responsibilities the SLP has in evaluating and treating the chosen topic. You should use visual aids, such as posters or demonstration, to present your topic.
In addition, you will either create or find a relevant clinical tool to present. It may be something you create to use for assessment or treatment. It may be a quick reference guide or a patient information sheet. You should be creative in developing a clinical tool for your topic. You will present the tool and show them how to make or use it.

Researching the topic will consist of reviewing any and all ASHA provisions and recommendations. You should also include at least 5 references aside from your textbook that you found helpful. They could be books, journal articles, or other forms of information. You and your group will present the topic, ASHA/federal/state information, and tool in a Power Point presentation for no more than 10 minutes.

Group ratings will also be completed as part of this project. Each group rating total will count towards a 20 point grade. Group ratings will be distributed upon completion of special topic project and returned at the end of class on due date.

Student Learning Outcome objective: The student will plan methods of identifying and assessing communicatively disordered individuals in medical and educational settings as evidenced by special topics presentations presented by the student obtaining a minimum of 40 out of 50 points.

IV. Evaluation and Assessment:

WORKSHOPS: There will be 2 workshops: 1 quiz and 1 final workshop. Make-up workshops are allowed only for EXCUSED absences such as illness and death of family members. However, if a student is going to miss a workshop, the instructor should be notified via email prior to start of test. Documentation must be provided for the absence to be excused. It is the student’s responsibility to provide the documentation and to schedule the make-up workshop with the instructor. The student should confer with the instructor to set up the make-up workshop no later than 3 days after missed workshop. Student Learning Outcomes addressed as part of Exams include:

- The student will state and discuss the role of the SLP in the educational and medical setting by participating in classroom discussion and a minimum of 70% passing rate on workshops.
- The student will identify and discuss State and Federal regulations affecting SLPs in educational and medical settings as evidenced by 70% on course workshops.
- The student will discuss, interpret, and provide examples of medical and educational guidelines for documentation and accountability when participating in discussions with both a medical SLP and public school SLP and reflected through a minimum of 70% on course workshops.
- The student will explain and summarize ASHA guidelines and standards regulating professional ethics in medical and educational settings as evidenced by a minimum.
- The student will integrate and apply basics of IEPs as they pertain to speech-language pathology in the educational setting as evidenced in an experiential learning and a minimum of 70% on course workshops.
- The student will integrate and apply basics of IEPs as they pertain to speech-language pathology in the educational setting as evidenced in an experiential learning and a minimum of 70% on course workshops.

Late Policy: Late penalties will be given for assignments turned in late without documented excuses. 5 points will be deducted for each day late. Written documentation for excused absences only will be accepted for the designated due date and must also be provided for each subsequent day the project is late. Late assignments will not be accepted unless permission is granted from instructor.
Rubrics: Rubrics for each assignment can be found under the course tab under Rubrics in Brightspace.

Grading:
Workshop 1 = 100 points
Workshop 2 = 100 points
Final Workshop = 100 points
Quiz- 25 points
Journal Article with 12 step Map = 50 points
Interview with School Based SLP Entry= 50 points
Presentation of School Based SLP Interview=25 points
IEP/Goals/Objectives Assignment = 50 points
Ethics Assignment= 50 points
Participation Points= 25 points
Special Topics = 50 points
Special Topics Group Rating=20 points

Total possible points =645

Grade Calculation: (Points earned to date) \times 100= (Grade)

A= 89.5-100%
B = 79.5-89.4%
C= 69.5-79.4%
D= 59.5-69.4%
F= 59.4% and below

V. Tentative Course Outline/ Calendar:

<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATES</th>
<th>TOPICS</th>
<th>PREPERATION FOR Face to Face</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8/23</td>
<td>Introduction to Course/Review Syllabus</td>
<td>Review syllabus</td>
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<td></td>
<td>Explanation of course structure</td>
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<td></td>
<td>8/25</td>
<td>SLP and the Educational System Review</td>
<td>Answer discussion post prior to class</td>
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<tr>
<td>2</td>
<td>8/30</td>
<td>Legislative Foundation and the Educational System Review</td>
<td>Answer questions posted on Brightspace prior to class.</td>
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<td>9/1</td>
<td>Guest Speaker on &quot;Real Life&quot; in the Public Schools</td>
<td>Attend via Zoom</td>
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<tr>
<td>3</td>
<td>9/6</td>
<td>Referral and Assessment</td>
<td>Research and find an article on “Response to Intervention” Complete Discussion post prior to class</td>
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<tr>
<td></td>
<td>9/8</td>
<td>Referral and Assessment Continued</td>
<td>“What is your opinion?”</td>
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<tr>
<td>4</td>
<td>9/13</td>
<td>IEP Process and Procedures</td>
<td>Make sure to bring your computer</td>
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<td>9/15</td>
<td>Review for Workshop 1 via Zoom</td>
<td>ZOOM DAY</td>
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<tr>
<td>5</td>
<td>9/20</td>
<td>Workshop 1</td>
<td>Workshop 1</td>
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<tr>
<td></td>
<td>9/22</td>
<td>Curriculum Based Goal Writing/TEKS</td>
<td>Complete goal writing practice page prior to class over goal writing posted in Brightspace</td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Assignments</td>
<td>Instructions/Notes</td>
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<tr>
<td>6</td>
<td>9/27</td>
<td>Curriculum Based Goal Writing/TEKS</td>
<td>Complete goal writing practice page prior to class over goal writing posted in Brightspace</td>
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<td>9/29</td>
<td>Service Delivery Options in Schools -12 step Map Assignment Expectations</td>
<td>IEP Goal Writing Activity DUE</td>
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<td>7</td>
<td>10/4</td>
<td>Providing Successful Intervention</td>
<td>Look up an intervention tool used for either articulation or language therapy… be prepared to discuss in class</td>
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<td></td>
<td>10/6</td>
<td>ARD Meetings/ Mock ARD meetings</td>
<td>CLASS WILL BE ZOOM THIS DAY</td>
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<td>Go to the TEA website Tea.texas.gov</td>
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<td>Print the ARD/IEP meeting agenda found on this site</td>
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<td>8</td>
<td>10/11</td>
<td>Specialized Service Delivery</td>
<td>Research and find an article promoting service delivery for Speech Therapy. Upload article to Dropbox as well as answer questions attached to Dropbox</td>
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<td>10/13</td>
<td>Procedural Safeguards/ Review for Workshop 2</td>
<td>Go to the TEA website Tea.texas.gov and locate the procedural safeguards document.</td>
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<td>JOURNAL ARTICLE DUE WITH 12 STEP MAP</td>
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<tr>
<td>9</td>
<td>10/18</td>
<td>Workshop 2</td>
<td>Workshop 2</td>
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<td>10/20</td>
<td>The Work World of SLP's</td>
<td>Prepare questions you have regarding the work of an SLP within the schools</td>
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<tr>
<td>10</td>
<td>10/25</td>
<td>The Enhanced Future of SLP's/Timeline Review</td>
<td>Go to asha.org and look up the SLP scope of practice. Be able to access this document.</td>
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<td>10/27</td>
<td>INTERVIEW WITH SCHOOL BASED SLP PRESENTATION</td>
<td>QUIZ COMPLETED PRIOR TO CLASS</td>
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<td>INTERVIEW WITH SCHOOL BASED SLP DUE</td>
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<td>11</td>
<td>11/1</td>
<td>Intro to the Medical Setting/ Guest Speaker</td>
<td>Prepare questions you have regarding the medical setting and submit through email to <a href="mailto:keelingee@sfasu.edu">keelingee@sfasu.edu</a> by noon on this date.</td>
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<td>11/3</td>
<td>Educational vs. Medical Model and Public-School Forum/Review of Medical Presentation Assignment</td>
<td>Prior to class brainstorm and recall different facts you learned regarding the educational model within the schools.</td>
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<td>Be prepared to discuss differences within medical vs. school in class. MEDICAL TOPIC APPROVED BY THIS DATE</td>
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<tr>
<td>12</td>
<td>11/8</td>
<td>What SLP’s treat in the Medical Setting?</td>
<td>Complete Dropbox highlighting an article related to your topic</td>
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<td>11/10</td>
<td>Roles within the Medical Setting as an SLP-Assistant vs.</td>
<td>Go to asha.org and access roles and responsibilities of an SLP-Assistant</td>
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</table>
VI Readings:

Required Text: No required text just access to research articles.

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 rating 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. The instructor will take roll at 1:00 pm. If you are not present during roll you will be considered absent for that day. 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 (illness, hospitalization, death in the family).

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.
**Participation:** Successful class interactions depend on prepared and present communicators! You are expected to attend each class and participate in all class discussions and activities. This includes actively listening, asking and answering questions, expressing your opinion, and contributing to written reflections throughout class and for outside of class assignments. Diversions due to cell phones, visiting, on a website not related to class, or working on day planners, are not considered appropriate and will be addressed as observed. Cell phones are to be turned on “silent” mode during class. Texting during class (reading, composing, or sending messages) is NOT accepted and will be addressed as observed. If and when attending class via Zoom, expectations are the same. You are also expected to keep your video camera on at all times, be in a setting without distractions, and be present during the whole class time just like you would be face to face.

**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. Attendance in class is required. You will be responsible for signing the attendance sheet during each class period. The attendance sheet will be taken up at the beginning of each class. If you are late, it is your responsibility to come to the instructor (after class) and ask for the attendance sheet to sign. If you do not sign in, you will be considered absent. If you miss a class, it is your responsibility to obtain handouts and class notes from your peers. Absence is not an excuse for missing information, handouts, class notes, etc. If you miss class during an exam or other assignment that a grade was given, you are responsible for providing written documentation (illness, hospitalization, death in the family) so that you may make up that grade. You are responsible for scheduling the make-up within one week of the missed class. Your final grade will be lowered by 5 points for every three unexcused absences. Excused absences must have documentation (i.e. documented illness from a physician, etc.)

For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/). Location: Human Services Building, room 325. Phone: (936) 468-3004

**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.

**Definition of Academic Dishonesty: Policy 4.1**
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 of 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.

Please read the complete policy at [http://www.sfasu.edu/policies/academic_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp)
Withheld Grades Semester Grades: Policy 5.5

Ordinarily at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms 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

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. Bystanders, if their presence incites or adds to the disruption, as well as more active participants in the disruptive activity, may be in violation of this policy as well. Engaging in physical violence of any nature against any person. This includes fighting; assaulting; battering; using a knife, gun, or other weapon; or acting in a manner that threatens or endangers the physical health or safety of any person or causes reasonable apprehension of such harm.

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.

SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support student’s mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:
SFASU Counseling Services
www.sfasu.edu/counselingservices
3rd Floor Rusk Building
936-468-2401

SFASU Human Services Counseling Clinic
www.sfasu.edu/humanservices/139.asp
Human Services Room 202
936-468-1041

Crisis Resources:
Burke 24-hour crisis line 1(800) 392-8343
Suicide Prevention Lifeline 1(800) 273-TALK (8255)
Crisis Text Line: Text HELLO to 741-741

Diversity Statement:

James I. Perkins College of Education:
The James I. Perkins College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect, and shared responsibility, faculty, staff, and students will demonstrate an understanding and sensitivity to ethnicity, race, gender,
exceptionalities, culture, language/dialect, age, social class, family structure, sexual orientation, religion, and spiritual values in order to enhance the quality of life in a diverse, global community.

Program of Communication Sciences and Disorder:
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 arrange a plan for you.

To complete Certification/Licensing Requirements in Texas related to public education, 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.

IX. Other Relevant Course Information:

Communication for this course will be done in class and through Brightspace. Please check Brightspace often to get announcements, print out handouts, check your grades, etc.

All responses to emails and phone calls will be made within 48 hours from the date of the initial contact. Please note that emails will not be checked on Friday’s after 4:00 PM or during weekends/holidays.

If you have difficulty accessing Brightspace, contact Student Support 936-468-1919

*Prepare for classes by reading assigned articles, participating in discussion post, and reviewing materials topics to be discussed. Lack of preparation will be apparent to the instructor.