Hi! My name is Jaime Michise, and I will be your instructor for **SPHS 5302: Fluency Disorders**.

I graduated with my bachelor's degree in 2008 and my master's degree in 2010 from Bowling Green State University in Bowling Green, Ohio. Over the course of my thirteen-year career as a speech-language pathologist, I've worked in Ohio, Japan, and Texas. I began my career working at Cincinnati Children’s Hospital Medical Center (CCHMC) in Cincinnati, Ohio. During this time, I worked with children with a wide variety of communication disorders and began to specialize in working with individuals who stutter (a passion I realized while working on my master's degree at BGSU). In 2016, I moved to Nagoya, Japan and spent two years working with children and families in the international community. During this time, I also studied Japanese and was able to experience firsthand the challenges that can accompany communication difficulties (as suddenly I was struggling to communicate on a daily basis). In 2018, I moved back to the U.S. and started a private practice in Frisco, Texas (a suburb outside of Dallas). I am now a Board-Certified Fluency Specialist and work primary with children, teens, and adults who stutter, clutter, or who have other fluency disorders. In addition to teaching adjunctly at SFASU, I also teach stuttering and counseling at Bowling Green State University. I am also a team facilitator at Camp Shout Out for Youth who Stutter and a co-leader of the Dallas Teen Chapter of the National Stuttering Association.

When I’m not in full ‘SLP mode,’ I enjoy spending time with my husband, Kaz, and two daughters, Emma and Mia, running, exploring new coffee shops (and coffee drinks), and traveling! Over the past year, I've also begun to experience what it's like to be on the 'other side of the therapy table' as I learn to navigate the waters of being the mom to a neurodivergent daughter.

I'm looking forward to a wonderful semester of connecting, sharing, and learning together as a group!

**Prerequisites:** Graduate standing and enrollment in SLP Program or by consent of instructor

**I. Course Description:**

Advanced study of the nature, etiology, evaluation and treatment of stuttering.

**Course Format**

This is a live, face-to-face course with one tiny twist - we’ll be meeting face-to-face via ZOOM each week instead of in a traditional classroom on SFASU’s campus. The course will run for 150 minutes per week for sixteen (16) weeks.

Even though we’ll be meeting via ZOOM, the course will be interactive - as I believe that is one of the best ways to learn! In addition to discussing the material, we’ll have small-group activities (breakout rooms), guest speakers, video clips, and more.

Although you will not be given points for attendance, I expect that you attend class each week ready to learn and participate. Points will be given, however, for participation. To receive these points, I expect that your camera is on for the entirety of class, that your microphone is muted (when you are not speaking), that you are in a quiet place with no outside distractions, and that you are fully engaged in the class (you should not be doing other things during class). As future speech-language pathologists, you will be guiding your clients in growing and evolving as communicators; therefore, it is important that you are growing and evolving as communicators as well. COVID has thrown us all quite a curveball; however, one positive is that we now have ample opportunity to improve our telecommunication skills. Additionally, you will be asking your clients who stutter to place themselves in potentially difficult/uncomfortable speaking situations on a regular basis, so challenging yourself to communicate via a new medium (even if it makes you uncomfortable) is another way to deepen your understanding of your clients’ experiences.
In addition to our face-to-face class, we will also use Brightspace. Lecture materials, supplemental readings, and assignments/exams will be available on, and submitted via, Brightspace.

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.

This course 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 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
• Communication Skills
• Empirical and Quantitative Skills
• Teamwork
• Personal Responsibility
• Social Responsibility

This course addresses the following standard(s) of the Council for Clinical Certification of the American Speech-Language-Hearing Association:

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

Standard IV-C: The applicant must have demonstrated knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in the following areas:
• Articulation
• Fluency
• Voice and resonance
• Receptive and expressive language
• Cognitive aspects of communication
• Social aspects of communication
• Augmentative and alternative communication modalities

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

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

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

Standard IV-G: The applicant must have demonstrated knowledge of contemporary professional issues.
This course supports the Speech-Language Pathology Program Learning Outcomes (PLO):

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 (Dysphagia).
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.

This course supports the Speech-Language Pathology Program Student Learning Outcomes (SLO):

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>ASHA CFCC Standard</th>
<th>Assignment</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Define stuttering and explain the affective, behavioral, and cognitive aspects of the disorder</td>
<td>IV – C</td>
<td>Classroom Lecture, Group Discussion, Guest Speakers</td>
<td>Exams</td>
</tr>
<tr>
<td>Identify and discuss the contributing factors that can impact stuttering</td>
<td>IV – C</td>
<td>Classroom Lecture, Group Discussion, Guest Speakers</td>
<td>Exams</td>
</tr>
<tr>
<td>Have an understanding of genetic and neural basis of developmental stuttering and prominent theories that explain it</td>
<td>IV – C; IV – D</td>
<td>Classroom Lecture, Group Discussion, Guest Speakers</td>
<td>Exams</td>
</tr>
<tr>
<td>Differentiate stutter-like disfluencies from typical disfluencies</td>
<td>IV – C; IV – D</td>
<td>Classroom Lecture, Group Discussion, Guest Speakers</td>
<td>Exams</td>
</tr>
<tr>
<td>Identify criteria for distinguishing children who are at risk for developmental stuttering and differences between developmental and acquired stuttering</td>
<td>IV – C; IV – D</td>
<td>Classroom Lecture, Group Discussion, Guest Speakers</td>
<td>Exams</td>
</tr>
<tr>
<td>Demonstrate knowledge of common fluency identification and assessment procedures</td>
<td>IV – D; IV – E; IV – F; IV – G</td>
<td>Classroom Lecture, Group Discussion, Guest Speakers</td>
<td>Exams</td>
</tr>
<tr>
<td>Demonstrate knowledge of treatment approaches for preschool-age children, school-age children, and adults who stutter</td>
<td>IV – D; IV – E; IV – F; IV – G</td>
<td>Classroom Lecture, Group Discussion, Guest Speakers, Projects</td>
<td>Exams, Projects</td>
</tr>
<tr>
<td>Demonstrate knowledge of the unique and shared experiences of individuals who stutter</td>
<td>IV – C; IV – D; IV – E; IV – F; IV – G</td>
<td>Classroom Lecture, Group Discussion, Guest Speakers, Projects</td>
<td>Exams, Projects</td>
</tr>
</tbody>
</table>

**III. Course Assignments:**

*More detailed descriptions of each assignment will be available on Brightspace; however, a brief overview is provided below.

**Exams** - 450 points total (Exam #1 - 150 points; Exam #2 - 150 points; Exam #3 - 150 points)

There will be three exams over the course of the semester - Stuttering Basics, Assessment, and Treatment. The format of these exams will range from multiple-choice questions (aimed at gauging your knowledge of fluency/fluency disorders) to clinical applications (in which you will need to synthesize and apply the material that you have been learning in class). Exam explanations and guidelines will be posted to Brightspace in advance and due by the dates listed in the syllabus.

**All exams will be due on Thursdays by 5pm** – before the start of our weekly class.
Voluntary Stuttering Project (100 points)
Stuttering is a complex disorder. As future speech-language pathologists, ‘walking a mile in your clients’ shoes’ can be extremely important. The goal of this assignment is to help you to better understand the experience of stuttering - the behaviors, the thoughts, the emotions, and even the listener reactions. You will be asked to enter into three different speaking situations and voluntarily stutter. You will then reflect upon your experiences using the handout on Brightspace.

**All projects will be due on Sundays by 11:59pm.

Modification Skills Project (100 points)
The ability to model is a very important clinical skill. Some of your clients may set goals to make modifications to their moments of stuttering. Therefore, it is important that you are able to both model and guide them in exploring these modifications. The goal of this assignment is to increase your skill and comfort with modifying your own communication. You will create an initial video of yourself practicing various modifications. I will then provide each of you with feedback/pointers to practice over the next few weeks. After several weeks of daily practice, you will submit another video showcasing your growth. You will also be asked to reflect upon your experiences using the handout on Brightspace.

**All projects will be due on Sundays by 11:59pm.

Participation Points (100 points)
I believe that experiencing a skill or concept is one of the best ways to learn. Therefore, my goal is to make the course as interactive as possible. This requires frequent and active participation from each one of you. You will receive participation points throughout the semester for your involvement in in-class discussions, guest speakers, reflection assignments, etc. Additionally, to receive these points, I expect that your camera is on for the entirety of each class, that your microphone is muted (when you are not speaking), that you are in a quiet place with no outside distractions, and that you are fully engaged in the class (you should not be doing other things during class).

Late Work
Late work WILL NOT be accepted. Brightspace places a time stamp on each assignment that is submitted, so be sure to submit each assignment before the deadline. If you have concerns about meeting a specific deadline, please contact me well in advance so that we can figure out a plan.

IV. Grade/Point Breakdown:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Exam #1 (Stuttering Basics)</td>
<td>150</td>
</tr>
<tr>
<td>Voluntary Stuttering Project</td>
<td>100</td>
</tr>
<tr>
<td>Exam #2 (Assessment)</td>
<td>150</td>
</tr>
<tr>
<td>Modification Skills Project</td>
<td>100</td>
</tr>
<tr>
<td>Exam #3 (Treatment) - Final Exam/Project</td>
<td>150</td>
</tr>
<tr>
<td>Participation Points (class involvement, guest speakers, reflections, etc.)</td>
<td>100</td>
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<tr>
<td>Total</td>
<td>750</td>
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</table>

<table>
<thead>
<tr>
<th>Letter Grade (%)</th>
<th>Point Scale</th>
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</thead>
<tbody>
<tr>
<td>A (&gt;90)</td>
<td>675-750</td>
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<tr>
<td>B (80-89)</td>
<td>600-674</td>
</tr>
<tr>
<td>C (70-79)</td>
<td>525-599</td>
</tr>
<tr>
<td>D (60-69)</td>
<td>450-544</td>
</tr>
<tr>
<td>F (&lt;59)</td>
<td>449 or less</td>
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</tbody>
</table>
V. Tentative Course Outline/Calendar:
*Please note that the instructor reserves the right to make changes to the schedule as needed.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic Overview</th>
<th>Readings</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1:</strong></td>
<td><strong>Part 1: Stuttering Basics</strong></td>
<td>Course syllabus</td>
<td>Voluntary Stuttering Project Assigned</td>
</tr>
<tr>
<td>Thurs, Aug. 31st</td>
<td><em>What is Stuttering?</em></td>
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<tr>
<td><strong>Week 2:</strong></td>
<td><strong>Part 1: Stuttering Basics</strong></td>
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<tr>
<td>Thurs, Sept. 7th</td>
<td><em>Contributing Factors</em></td>
<td></td>
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<tr>
<td><strong>Week 3:</strong></td>
<td><strong>Part 1: Stuttering Basics</strong></td>
<td></td>
<td>Reflections will be due by next Thursday’s class – 09/21/23. Consult Brightspace for additional information.</td>
</tr>
<tr>
<td>Thurs, Sept. 14th</td>
<td><strong>NO CLASS</strong></td>
<td></td>
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<tr>
<td><strong>Week 4:</strong></td>
<td><strong>Part 1: Stuttering Basics</strong></td>
<td></td>
<td>Exam #1 - Stuttering Basics DUE (Due THURSDAY 09/28/23 by 5pm via Brightspace)</td>
</tr>
<tr>
<td><strong>Week 5:</strong></td>
<td><strong>Part 2: Assessment</strong></td>
<td></td>
<td>Exam #1 - Stuttering Basics Assigned</td>
</tr>
<tr>
<td>Thurs, Sept. 28th</td>
<td></td>
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<tr>
<td><strong>Week 6:</strong></td>
<td><strong>Part 2: Assessment</strong></td>
<td></td>
<td>Exam #2 – Assessment Assigned</td>
</tr>
<tr>
<td>Thurs, Oct. 5th</td>
<td></td>
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<tr>
<td><strong>Week 7:</strong></td>
<td><strong>Part 2: Assessment</strong></td>
<td></td>
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<tr>
<td>Thurs, Oct. 12th</td>
<td><em>Wrap-Up</em></td>
<td></td>
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<tr>
<td><strong>Week 8:</strong></td>
<td><strong>Part 3: Treatment</strong></td>
<td></td>
<td>Exam #3 – Treatment Assigned</td>
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<tr>
<td>Thurs, Oct. 19th</td>
<td><em>Preschool</em></td>
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<tr>
<td><strong>Week 9:</strong></td>
<td><strong>Part 3: Treatment</strong></td>
<td></td>
<td>Exam #2 – Assessment DUE (Due THURSDAY 10/26/23 by 5pm via Brightspace)</td>
</tr>
<tr>
<td>Thurs, Oct. 26th</td>
<td><em>Preschool</em></td>
<td></td>
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<tr>
<td><strong>Week 10:</strong></td>
<td><strong>Part 3: Treatment</strong></td>
<td></td>
<td>Modification Skills Project Assigned</td>
</tr>
<tr>
<td>Thurs, Nov. 2nd</td>
<td><em>School-Age</em></td>
<td></td>
<td>Modification Skills Project - Part 1 Due (Due SUNDAY 11/05/23 by 11:59pm via Brightspace)</td>
</tr>
<tr>
<td><strong>Week 11:</strong></td>
<td><strong>Part 3: Treatment</strong></td>
<td></td>
<td>Modification Skills Project - Feedback (Given by Jaime no later than SUNDAY 11/12/23)</td>
</tr>
<tr>
<td>Thurs, Nov. 9th</td>
<td><em>School-Age</em></td>
<td></td>
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<tr>
<td><strong>Week 12:</strong></td>
<td><strong>Part 3: Treatment</strong></td>
<td></td>
<td>Modification Skills Project - Part 2 Due</td>
</tr>
<tr>
<td>Thurs, Nov. 16th</td>
<td><em>School-Age</em></td>
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<tr>
<td><strong>Week 13:</strong></td>
<td>NO CLASS - Thanksgiving Holiday</td>
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<tr>
<td>Thurs, Nov. 23rd</td>
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</table>
Week 14: Thurs, Nov. 30th
Part 3: Treatment
Guitar - Chapter 14
- Tichenor & Yaruss (2019)
- Tichenor & Yaruss (2020)
- Trichon & Raj (2018)
- Boyle (2011)
- Palasik & Hannan (2013)
- StutterTalk Podcast (Episode 76): “Counseling People Who Stutter and Their Families”

Week 15: Thurs, Dec. 7th
Part 3: Treatment
NO CLASS - COMPS
Guitar - Ch. 15
- Tetnowski et al. (2012)
- Stuttering is Cool Podcast (Episode 221): “What is Cluttering?”

Week 16: EXAM WEEK
Thurs, Dec. 14th
Course Wrap-Up
Exam #3 - Treatment DUE
(Due THURSDAY 12/14/23 by 5pm via Brightspace)

VI. Readings
The main text that we will be using this semester is:


In addition to this text, I will post journal articles, book chapters, and other assorted materials on Brightspace. These will be added and updated over the course of the semester; however, they will be available to you well in advance of when any given reading is due.

VII. Course Evaluations:
Near the conclusion of each semester, students in the Perkins 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 Perkins 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:

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 Speech-Language Pathology

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.

Academic Integrity: Policy 4.1

The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

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.

Final Course Grade Appeals by Students: Policy 6.3

Faculty members are responsible for the evaluation of student course work conducted in their class and, under normal circumstances, only the instructor may change a grade. However, this policy provides a formal process for students to appeal final grades and determinations of academic dishonesty. Any further appeal must be made within ten (10) business days from the conclusion of each step. Recommendations at each level are generally made within four (4) weeks of receiving the appeal. The burden of proof rests with the student throughout the process.

A student may appeal a final course grade if it can be demonstrated that the instructor did not adhere to stated procedures or grading standards, or if other compelling reasons exist to change the grade. A student may not appeal due to general dissatisfaction with a final grade or disagreement with the instructor's professional judgment regarding the quality of the student's work.

Academic Accommodation for Students with Disabilities: Policy 6.1

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/disabilitieservices/.
Appeal Procedure Relating to the Provision of Accommodations for Students with Disabilities, Policy 6.6

Students, faculty or staff at Stephen F. Austin State University, who disagree with the provision of accommodations for students with disabilities, may submit an appeal to the director of disability services/ADA coordinator. Appeals related to decisions made by the director of disability services regarding the denial of accommodations should be submitted to the chief diversity officer, or their designee. Grievances or complaints of discrimination based on disability relating to other circumstances not described above should be addressed through the university’s policy 2.11, Nondiscrimination.

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.

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 a 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.

Student Wellness and Well-Being

SFA values students’ overall well-being, mental health, and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:
The Dean of Students Office (Rusk Building, 3rd floor lobby)
www.sfasu.edu/deanofstudents
936.468.7249
dos@sfasu.edu

SFA Human Services Counseling Clinic Human Services, Room 202
www.sfasu.edu/humanservices/139.asp
936.468.1041

The Health and Wellness Hub “The Hub”
Location: corner of E. College and Raguet St.

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:
- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education
www.sfasu.edu/thewhub
Crisis Resources:
- Burke 24-hour crisis line: 1.800.392.8343
- National Suicide Crisis Prevention: 9-8-8
- Suicide Prevention Lifeline: 1.800.273.TALK (8255)
- johCrisis Text Line: Text HELLO to 741-741