Instructor: Anjali Kant  
Course Time & Location: Mondays 6 to 8.30pm  
(Online)

Office:
Office Phone:
Other Contact Information: Cell: 4254036750

Email: Anjali.Kant@sfasu.org

Prerequisites: Admission into the SLP graduate program

I. Course Description: This course advances an understanding of language development and language disorders with an emphasis on the assessment and treatment of language disorders in children and how communication development relates to multicultural backgrounds.

Credit Hour Statement: SPHS 5305 “Language Disorders and Multiculturalism” (3 credit hour) typically meets one time each week in 150-minute segments for 15 weeks and includes a 2-hour final exam during which students will be assessed on their knowledge of language disorders in children as well as how communication relates to multicultural backgrounds. Students have weekly reading assignments and weekly clinical case assignments. In addition to course assignments, students take one additional examination at mid-term. These activities average at a minimum 6 hours of work each week to prepare outside of classroom hours.

Course Delivery Modality: Online

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

This course reflects the following core values of the College of Education (see the COE Conceptual Framework at www.sfasu.edu/education/about/accreditations/ncate/conceptual):

- 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 objectives of the Department of Human Services:

(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.

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.
Program Learning Outcomes:

This course supports the Speech-Language Pathology and Audiology program learning outcomes (PLOs) one, three, and five. These competencies are measured by successful completion of all course requirements, including examinations and quizzes, group discussion and activities, written assignments, and projects:

1. Students will demonstrate knowledge of normal and abnormal speech acquisition including fundamentals of assessment and treatment in preparation for graduate school.
2. Students will demonstrate knowledge of normal and abnormal language acquisition including fundamentals of assessment and treatment in preparation for graduate school.
3. Students will demonstrate competency in professional writing skills appropriate for the field of speech language pathology.
4. Students will demonstrate the ability to analyze and interpret an audiogram.
5. Students will be exposed to an adequate representation of the field of speech language pathology.
6. Students will demonstrate knowledge of normal anatomy and physiology of the speech system.

This course addresses the following standards of the Council for Clinical Certification of the American Speech-Language Hearing Association (2020 Standards effective Jan 1, 2020):


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:

- Receptive and expressive language, including phonology, morphology, syntax, semantics, pragmatics (language use and social aspects of communication), paralinguistic communication, paralinguistic communication (e.g., gestures, signs, body language), and literacy in speaking, listening, reading, and writing

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 persons 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; demonstrated knowledge of the principles and rules of the current ASHA Code of Ethics.

https://www.asha.org/Code-of-Ethics/

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, demonstrated knowledge of professional issues that affect speech-language pathology. Issues include trends in professional practice, academic program accreditation standards.

https://www.asha.org/policy/about/
Student Learning Outcomes: At the end of this course, students will demonstrate, by performance on examinations, projects/presentations, class discussion, and interactive group activities an understanding of the following:

1. The student will understand the basic principles of normal language development. (IV-C)
2. The student will demonstrate an understanding of the assessment process in all stages of language development (IV-C; IV-D; IV-E)
3. The student will understand a variety of intervention strategies to use in the treatment of children and adolescents with language disorders (IV-C; IV-D; IV-E; IV-G)
4. The student will demonstrate an understanding of the principle roles, responsibilities, knowledge, and skills of speech-language pathologists, other professionals, and families as they relate to multiculturalism and culturally and linguistically diverse populations. (IV-D; IV-E; IV-F; IV-G)
5. The student will formulate scholarly discussions on effective strategies for working with culturally and linguistically diverse populations. (IV-D; IV-F; IV-G)

These competencies are measured by successful completion (70% or above) of all course requirements including examinations, group discussion and activities, written assignments, and projects.

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

Assignments/Quizzes/Discussions. Text chapters that correspond to selected course topics/activities are listed on the course schedule. The listing is comprehensive and according to the date(s) the topic(s) will first be introduced. By completing the readings, you will be better prepared to contribute to class discussions, clarify answers to questions about topics you do not understand & complete assignments, projects, quizzes, & scheduled examinations. There is the possibility that in-class quizzes may take place, including a review of content material and a “check in” of sorts to make sure students are completing important readings each week. Most reading materials will be made available online via the content section of D2L. Discussion posts also will be utilized in order to further understand course material.

Examinations. There will be three scheduled exams. Exam 1 will cover Normal language development, assessment and intervention in prelinguistic and emerging language period and assessment in developing language period Exam 2 will cover aspects of assessment and treatment of language disorders. The final exam will be a comprehensive multiple-choice exam and essay exam (10 essay questions will be provided in advance that you are asked to prepare) that will include aspects from all three sections of the course. Exams may be in multiple choice format, short answer, or fill-in-the-blank and will be administered online via D2L/Brightspace under quizzes. Each exam will be open for at least 5 days to all for the opportunity to take the exam at any given time during the 5-day window. Choose a time that works best for you and your mental sharpness! Missed exams cannot be made up without prior approval & written documentation, however, the 5-day window will provide great flexibility for each student to work with their individual schedules. It will be your responsibility to keep up with suggested readings and course materials so that you are successful on the quizzes.

Projects. In order to fulfill course requirements, you will be expected to complete four projects for this course. A dropbox folder will be created for all projects on D2L. You are expected to submit your projects online in the corresponding folders. This may necessitate the use of a scanner. If you are having trouble locating a scanner, there are various means to do so. If you have a smartphone, you can download apps that imitate scanners and allow you to email pages very easily. Both free and paid apps are available. I recommend an app called TinyScan Pro because it allows you to collate pages together. If you do not have a smartphone, the Communication Sciences and Disorders Department in the Human Resources building does have a scanner that you may use, with permission. Contact the department for assistance.
Project 1 – Speech/Language Analyses

For this project, you will be provided with case studies of children. You will be asked to complete a phonetic inventory, transcribe utterances, analyze the information, and make determinations related to qualification of services. In addition to the speech and language analyses, you will be asked to write a three-page paper related to the content – including goals and recommendations for the case study examples.

Analyses will be worth 50 points and the paper (with discussion of case studies and goal recommendations, etc.) will be worth 50 points of the total grade for this project. Using strategies discussed in class & prior clinic, you will analyze the speech and language sample by transcribing it phonetically and calculating a Percentage of Consonants Correct (PCC). The transcription can be either handwritten or typed (you can type it via word document and IPA symbols). If you choose to type the document, there is a website that can help you with special characters (www.typeit.org). The website has a full listing of all IPA symbols that can be added and then copy/pasted in a word documents. Typed or handwritten phonetic transcriptions should include the actual orthographic text (the words a child said) on top of the IPA version and organized by utterance. A sample transcription is presented on the subsequent page.

Sample phonetic transcription of a child’s utterance:

Orthographic text:  "Girl getting cookie."  "Girl wake up."  (DO NOT count the letters on this line!)

Phonetic (Typical)  /gɹl gɛdɪŋ kuki/  /gɹl wek ʌp/  (Count the consonant phonemes as total)

Child Production  [gɅ gɛdɻ kuki]  [gɅ we Ʌ]  (Count the correct consonant phonemes)

Phonetic symbols were discussed in the phonological disorders course and will be reviewed. Each transcribed line should have the orthographic text, following by the phonetic transcription of what you would expect (correct version of the transcription), and then the phonetic transcription of what the child actually said.

Please follow the following format for calculating MLU and other analyses (on the orthographic text line of your sample):

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

*Calculate total Mean Length of Utterance (MLU) at the bottom of the language sample.

Each utterance should be on a separate line and you should number your utterances (e.g., 1., 2., 3., 4…). Once you have written the sample in that format, you will want to count the morphemes for each utterance and put that number next to the utterance. Follow the guidelines for counting morphemes that are provided in class and consider Brown’s guidelines in order to analyze it according to MLU, morphological development, and syntax level.
PPT slides for analysis are available under content on Brightspace/D2L but you also can use the following resources that are helpful:


Here is one more worksheet to help you practice:

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

You can also find some great info on www.asha.org, including guidelines for language sample analysis, MLU, morphological development, and syntax. Note: you can do a Google search and type in MLU analysis how to, MLU examples, etc., to find more information related to completing a language sample. Use internet resources to your benefit in order to expand your knowledge on how to collect and analyze a language sample.

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

**Project 2 – Language Intervention Demo and Handout.** For this project, you are asked to find journal articles (research studies or literature reviews) and/or other materials related to an evidence based language intervention and specific population.

There should be a **minimum of five acceptable** references. Acceptable references (in order of quality) are listed here:

- Data-based research articles published about the approach
- Data-based chapters about the approach (e.g., book reference)
- Data-based research presentations (posters and handouts) from conferences (e.g., those available on the ASHA website)
- Comments on the techniques in books
- Websites that offer comprehensive information

You will do a brief (less than 5 minutes) demo of the approach in class. For the demo, your grade will be based on your ability to engage your classmates, the accuracy of the demonstration/content, and delivery style (vocal delivery, eye contact, etc.). You will want to take notes during the demonstrations as content will be fair game for exams. You will also post a **handout** for classmates that is **at least two pages** and includes the following:

1. A summary of the assessment/intervention approach
2. When can we use the approach?
3. Pros/cons found within the research
4. Your Specific population you chose and background information
5. How the approach may be used with your specific population in mind
6. Your personal opinion about the quality of the articles and evidence
7. References for the article (APA format)
*Note – Please be careful as you summarize the content for the handout and make sure to put it into your own words whenever possible. Quality over quantity but do make sure you answer each of the questions above thoroughly. Handouts will be grades based on content provided, incorporation of technique AND specific population, APA citation rules, and reference list.

**Articles must be from journals published within the past 25 years (last 5 years preferred).** For this project, please choose a language topic and find an article associated with that topic. You are encouraged to find articles that are published in ASHA journals. These journals include the following:

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

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

The above website takes you to the Ralph W. Steen Library A-Z Database List. This is a list of online resources available to you as a student at SFA. Once you access the above A-Z Database List, look for the following search engines in the list:

- ERIC (EBSCO)
- ERIC (Institute of Education Sciences)
- JSTOR
- MEDLINE
- OpenAIRE
- PsycINFO
- PubMed
- Sage Premier

You may need to enter your SFA credentials (user name and password) to access the databases above. Once you log in, choose a database from the list above (or more depending on the area of interest) and type your key words in the search engine on the database website. Once you have typed in your key words, available articles should populate and you can review the selections and access full-text or PDF copies. If you are unable to get access to an article or if you receive a message that asks for you to pay, please **DO NOT PAY** for the article. Contact the help center at the library and make sure you are following the correct instructions for access: https://library.sfasu.edu/help#/?_k=44ekcu.

**Intervention Approaches (Choose One – First come, First Serve – Discussion Post):**

- Clinician-Directed Approach
- Drill and Modeling
- Indirect Language Stimulation
- Self-Talk and Parallel Talk
- Facilitated Play
- Imitation, Expansions, and Extensions
- Incidental Teaching
- Modeling Pretend/symbolic Play
- Whole Language Approach
- Vertical Structuring
- Milieu Teaching
- Lovaas Therapy
Pivotal Response Treatment (PRT)
Script Therapy
Structured Play
Self-Monitoring
Fast ForWord Therapy
Transition Planning and Goals (Youth – Post Secondary)
Parent (Relationship-Based) Involvement in Therapy
Sensory-Based Interventions
Peer Mediated Involvement in Therapy
Intermittent or Delayed Reinforcement
Activity-Based Language Intervention
Language-Based Classroom Intervention
Sequential Modification
Functional Communication Training
Recast Sentences
Discrete Trial Training (DTT)
Focused Stimulation
Using Conversation and Narratives
Build-ups and Break Downs
Narrative Interventions
Modifying Linguistic Signal (rate, repetition, reinforcement)
Language Lab
Video Modeling
Literacy Strategies for Pre-K
Literacy Strategies for Kinder and 1st Grade
Home Education Plan for Caregivers
Augmentative and Alternative Communication (multiple – choose one device)
Apps for Language Intervention (multiple – choose one app only)

**Specific Populations (choose one to incorporate into your intervention topic above):**
Selective Mutism
Autism Spectrum
Down syndrome
Fetal Alcohol Syndrome
Attention Deficit/Hyperactive Disorder
Auditory Processing Disorder
African-American English vs. Standard American English
Language influences (e.g., Spanish-Influenced English; Vietnamese-Influenced English)
Other (choose another population as desired)

**Project 3 – Multi-Perspective Identity Paper**

For this project, you will review content and modules related to multiculturalism and multi-perspective identity that will be posted on D2L/Brightspace. Considering your own backgrounds and experiences, you will write a 5-page paper (with at least citations and references in APA formatting) about your personal perspective and how your experiences have influenced your understanding of multiculturalism and how they may or may not have an impact your work as an SLP. In addition, you also will study one area related to multiculturalism and identity and write about that population and how they may or may not be affected by certain practices in the profession, ways to provide comprehensive assessment, and intervention considerations. Be thinking about your potential topics and we will discuss ideas in class. ASHA information should be reviewed and discussed, including challenges and controversies related to the profession. More information and instructions will be provided in class. Suggestions for topics to study related to multiculturalism will be discussed in class.
**Instructional Strategies:**

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

As an instructor, I have the utmost respect for my students and expect the same in return. I value an open-door policy. I will be available to discuss any issues/concerns via email, phone, and ZOOM. If you are in need of help with subject material, please do not hesitate to contact me as soon as possible so we can discuss strategies to help you succeed in the course.

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

Class requirements. Class requirements include a study of the text and:

<table>
<thead>
<tr>
<th>Class Requirements</th>
<th>Points Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments/Quizzes/Discussions</td>
<td>50</td>
</tr>
<tr>
<td>Project 1 – Speech/Language Analyses</td>
<td>100</td>
</tr>
<tr>
<td>Project 2 – Language Intervention Research Paper</td>
<td>100</td>
</tr>
<tr>
<td>Project 3 – Multi-perspective Identity Paper</td>
<td>100</td>
</tr>
<tr>
<td>Exam 1 – Normal Language Development, Assessment and intervention in the prelinguistic and emerging language period</td>
<td>100</td>
</tr>
<tr>
<td>Exam 2 – Language Disorders in special population-intervention</td>
<td>100</td>
</tr>
<tr>
<td>Final Exam – Comprehensive (including multiculturalism)</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>650</strong></td>
</tr>
</tbody>
</table>

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

Exam grades will only be rounded if there is a 8-point or more discrepancy from a score of 100 and the highest earned score on an individual student’s exam for that particular assessment. Questions on exams will be related to all course material, including assigned readings, PPTs, lectures, discussion posts, etc. It is your responsibility to keep track of course content. Moreover, it is highly recommended that you study for each exam as if it was a face-to-face exam.
*You can keep track of your grades for this course online. Your grades can be accessed from your student account at MySFA. If you have questions on how to access your grades online, please contact me by phone, email, or text.

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

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

\[
\frac{\text{Points earned to date}}{\text{Points possible to date}} \times 100 = \text{(Grade)}
\]

**Extra Credit.** Extra credit opportunities will be offered through bonus questions on examinations and/or book chapter quizzes posted on D2L. These points will be added to your overall grade, which you will ultimately divide by 650 (Exam grades + Project Grades + Extra Credit Points / 650 = your final grade). If you have any questions related to your grade at any time, please do not hesitate to ask. The professor reserves the right not to award bonus points in any given semester.

**Late Work.** No late work will be accepted without permission by the instructor. For each day that an assignment/project is late, 10% of the grade will be deducted. If you are unable to attend the scheduled date for the midterm or final, prior approval **MUST** be granted. If you are ill when an exam is scheduled, be sure to leave a message via phone or email **PRIOR TO** the exam window or within the first three days of the launching of an exam – indicating your situation. Without prior notice, students **WILL NOT** be able to make-up a missed exam.

**Personal Note.** As your instructor, I am aware that the current climate is such that, in some cases, you may be unable to participate live during synchronous sessions. I will do my best to accommodate you and ask, in return, that you do your best to be an active consumer of the course. Make sure you keep an open line of communication with me regarding your individual circumstances. Together, let’s make this course as impactful for you as we can!

I am committed to the success of each student in my courses. I want to see you all not only succeed in the course, but also master the material. My goal is that you leave this class feeling fully competent in all three areas of speech disorders. With motivation and determination, you will be able to do just that. As a result, you will school your peers at other universities and in future clinical practice (whether you decide to pursue graduate education and become a licensed speech-language pathologist or enter into the workforce as an SLP assistant.)
V. Tentative Course Outline/Calendar:

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>W1: 8/28/2023</td>
<td>Review of Syllabus and Discussion of Clinical Case studies (embedded)</td>
<td>D2L Resources, PPTs and Web Content</td>
</tr>
<tr>
<td>W3: 9/11/2023</td>
<td>Assessment and Intervention of language disorders in the Emerging Language Period ASSIGNMENT-1 will be given</td>
<td>PPTs and Web Content</td>
</tr>
<tr>
<td>W4: 9/18/2023</td>
<td>Assessment and Intervention of language in the Developing Language Period Submission of Assignment-1 Project 1 will be discussed</td>
<td>Speech/Lang Analysis, PPTs and Web Content</td>
</tr>
<tr>
<td>W5: 9/25/2023</td>
<td>Assessment of language disorders in the Language Learning period and Advanced Language period Project – 1 due</td>
<td>Speech/Lang Analysis, PPTs and Web Content</td>
</tr>
<tr>
<td>W6: 10/2/2023</td>
<td>Literacy and Other Considerations-Language, Reading and Writing in School</td>
<td>PPTs and Web Content</td>
</tr>
<tr>
<td>W7: 10/9/2023</td>
<td>Exam 1 Normal language development, assessment and intervention in prelinguistic and emerging language period and in developing language period</td>
<td>PPTs and Web Content</td>
</tr>
<tr>
<td>W8: 10/16/2023</td>
<td>Intervention of language disorders in the language learning period and advanced language period Project – 2 discussion/handouts</td>
<td>PPTs and Web Content</td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Topic</td>
</tr>
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</tr>
<tr>
<td>W9</td>
<td>10/23/2023</td>
<td>Assessment of and Interventions for Language Disorders in Special population</td>
</tr>
</tbody>
</table>
| W10  | 10/30/2023 | Intervention of Language Disorders in Special population
Project – 2 Due | PPTs and Web Content |
| W11  | 11/6/2023  | Discussion of additional intervention approaches for Language Disorders
Project 3 discussion | PPTs and Web Content |
| W12  | 11/13/2023 | EXAM 2 Language Disorders assessment and intervention | PPTs and Web Content |
| W13  | 11/20/2023 | NO CLASS – University Break | |
| W14  | 11/27/2023 | Multicultural populations and Pluralistic Society
Project 3 Due | PPTs and Web Content |
| W15  | 12/4/2023  | Any topic left or difficult to be discussed | PPTs and Web Content |
| W16  | 12/11/2023 or 12/18/2023 | FINAL EXAM OPENS | (Comprehensive) |

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

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


Battle, D.E. Communication disorders in multicultural and international populations.

Assigned Chapters, Journal Articles (i.e., ASHA: Speech-Language Pathology at www.asha.org), Test Manuals, and online websites

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 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 Policy

Important course related policies:

Academic Integrity (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.

Course Grades (Including WH), Policy 5.5

Final Course Grade Appeals by Students, Policy 6.3

Academic Accommodation for Students with Disabilities, Policy 6.1

Appeal Procedure Relating to the Provision of accommodations for students with Disabilities, Policy 6.6

Class Attendance, Policy 6.7
1. Resources

**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/thehub
936.468.4008
thehub@sfasu.edu

**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

**X: Additional Information Specific to Certification/Licensing Requirements in Texas:**
To complete licensing Requirements in Texas related to public education and other professional settings, you will be required to:

1. Undergo criminal background checks for clinical experiences; your first background check is paid for you by the program; however, additional background checks (if needed) must be covered by you; 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 PRAXIS exam (additional information available at https://www.ets.org/praxis/register/id. YOU must provide legal documentation to be allowed to take this mandated examination that is related to 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 fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.

XI. 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.

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

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