I. **Course Description:** This course is a clinical practicum with a focus on clinical management across a variety of disorders. Simulated clinical case studies across disorders are explored. Students will interpret clinical information in the development and implementation of assessment and treatment procedures. In addition, a thorough review of procedures and expectations for the PRAXIS exam is provided. Students will obtain a minimum of 75 direct clinical hours at a university approved practicum facility under the direct supervision of an ASHA certified Speech-Language Pathologist. The duration of the practicum experience will extend the duration of the semester registered for the course.

**Credit Hour Statement:** SPH 5354 “Clinical Practicum in Speech-Language Pathology: Seminar in Clinical Management” (3 credit hours) is required for all second-year students in the Speech-Language Pathology graduate program during the fall semester of their second year. Students receive instruction as well as a supervised clinical experience at an off-campus placement that has an affiliation agreement on file with the university. Typically, direct instruction is provided one 50-minute meeting per week for 15 weeks and includes an 8-hour comprehensive exam during which students will be assessed on their knowledge of clinical management in the field of speech-language pathology. Students have weekly readings and vocabulary, weekly quizzes, and six clinical case studies throughout the semester. Each students’ weekly time commitment for this course includes: five hours of observed client contact by practicum supervisor (minimum of 25% direct supervision for treatment and minimum of 50% direct supervision for evaluation per accreditation* guidelines), one-half hour of individual supervision meeting with faculty, and one 50-minute class (6.5). Each semester, students must have one hour of faculty observed client contact twice per semester. These activities average at a minimum six hours per week to prepare outside of classroom and clinical hours.

**Course Delivery Modality:** This is a hybrid course that utilizes a livestream – online modality. Every two weeks we will meet for one 50-minute ZOOM session where we will discuss a variety of case studies. During our ZOOM sessions, you should be in a quiet space where you can engage in the session with your camera on. The remaining time in the course, you will work asynchronously on course content. In addition, you will be required to attend your offsite practicum placement a minimum of three days per week for the duration of your assigned rotation (specific schedule is dependent on the facility you are placed).

II. **Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):** This course reflects the following core values of the College of Education:

- **The mission of the Perkins College of Education is to prepare competent, successful, caring and enthusiastic professionals from diverse backgrounds dedicated to responsible service, leadership, social justice, and continued professional and intellectual development in an interconnected global society. In the Perkins College of Education, we value and are committed to:**
  - Academic excellence through critical, reflective, and creative thinking
  - Life-long learning
  - Collaboration and shared decision-making
  - Openness to new ideas, to culturally diverse people, and to innovation and change
  - Integrity, responsibility, diligence, and ethical behavior
● Service that enriches the community.

This course also supports the mission of the Department of Human Services:

The Department of Human Services prepares undergraduates and graduate students for leadership and service roles in East Texas and the global community. The department is committed to incorporation of community-based, service-learning experiences within its educational programs to maximize the advancement of students' personal and professional development. This course also supports the mission of the Speech-Language Pathology Program.

The mission of the Speech-Language Pathology Program is to prepare knowledgeable professionals committed to enhancing the quality of life of persons with communication disorders. To meet this mission, the program emphasizes the importance of scientific study, critical thinking skills, interdisciplinary collaboration, ethical principles, the responsibility to educate the public about communication disorders, and the importance of continued professional development throughout one's career.

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

Standard IV: Knowledge of Outcomes
Standard V: Skills Outcomes

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

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

Standard IV-C: The applicant must have demonstrated knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in the following areas:

- Articulation
- Fluency
- Voice and resonance
- Receptive and expressive language
- Hearing, including the impact on speech and language
- Swallowing
- Cognitive aspects of communication
- Social aspects of communication
- Augmentative and alternative communication modalities

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

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

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

Standard IV-G: The applicant must have demonstrated knowledge of contemporary professional issues. Standard IV-H:

The applicant must have demonstrated knowledge of entry level and advanced certifications, licensure, and other relevant professional credentials, as well as local, state, and national regulations and policies relevant to professional practice.

Standard V: Skills Outcomes
Standard V-A: The applicant must have demonstrated skills in oral and written or other forms of communication
sufficient for entry into professional practice.

Standard V-B: The applicant for certification must have completed a program of study that includes experiences sufficient in breadth and depth to achieve the following skills outcomes:

Standard V-C: The applicant for certification in speech-language pathology must complete a minimum of 400 clock hours of supervised clinical experience in the practice of speech-language pathology. Twenty-five hours must be spent in clinical observation, and 375 hours must be spent in direct client/patient contact.

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

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

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

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

I. Students will recognize and articulate the foundational skills related to communication and its disorders.
II. Student will analyze, interpret, and synthesize clinical findings in the management of speech disorders.
III. Students will analyze, interpret, and synthesize clinical findings in the management of language disorders.
IV. Students will analyze, interpret, and synthesize clinical findings in the management of swallowing disorders.
V. Students will analyze, interpret, and synthesize clinical findings in the management of hearing disorders.
VI. Students will integrate research principles and processes in planning Capstone projects and in clinical practice.

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

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>ASHA CFCC Standard</th>
<th>Assignment</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conduct screening and prevention procedures, as appropriate to setting</td>
<td>V-B Evaluation: 1a</td>
<td>Clinical fieldwork; weekly supervisor meetings; clinical documentation</td>
<td>Self-reflection form; Minimum rating of 3 out of 4 on final evaluation from supervisor in CALIPSO</td>
</tr>
<tr>
<td>Collect case history information and integrate information from relevant others</td>
<td>V-B Evaluation: 1b</td>
<td>Clinical fieldwork; weekly supervisor meetings; clinical documentation</td>
<td>Self-reflection form; Minimum rating of 3 out of 4 on final evaluation from supervisor in CALIPSO</td>
</tr>
<tr>
<td>Select and administer appropriate evaluation procedures including standardized and non-standardized assessments and instrumental procedures</td>
<td>V-B Evaluation: 1c</td>
<td>Clinical fieldwork; weekly supervisor meetings; clinical documentation</td>
<td>Self-reflection form; Minimum rating of 3 out of 4 on final evaluation from supervisor in CALIPSO</td>
</tr>
<tr>
<td>Adapt evaluation procedures to meet client needs</td>
<td>V-B Evaluation: 1d</td>
<td>Clinical fieldwork; weekly supervisor meetings; clinical documentation</td>
<td>Self-reflection form; Minimum rating of 3 out of 4 on final evaluation from supervisor in CALIPSO</td>
</tr>
<tr>
<td>Task</td>
<td>Code</td>
<td>Evaluation</td>
<td>Requirements</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>------</td>
<td>------------</td>
<td>-------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention</td>
<td>V-B</td>
<td>1e</td>
<td>Clinical fieldwork; weekly supervisor meetings; clinical documentation</td>
</tr>
<tr>
<td>Complete administrative functions and documentation necessary to support evaluation and treatment</td>
<td>V-B</td>
<td>1f, 2f</td>
<td>Clinical fieldwork; weekly supervisor meetings; clinical documentation</td>
</tr>
<tr>
<td>Refer clients/patients for appropriate services</td>
<td>V-B</td>
<td>1g, 2g</td>
<td>Clinical fieldwork; weekly supervisor meetings; clinical documentation</td>
</tr>
<tr>
<td>Develop appropriate intervention plans with measurable and achievable goals that meet clients'/patients' needs</td>
<td>V-B</td>
<td>2a</td>
<td>Clinical fieldwork; weekly supervisor meetings; clinical documentation</td>
</tr>
<tr>
<td>Implement intervention plan</td>
<td>V-B</td>
<td>2b</td>
<td>Clinical fieldwork; weekly supervisor meetings; clinical documentation</td>
</tr>
<tr>
<td>Select or develop and use appropriate materials/instrumentation for intervention</td>
<td>V-B</td>
<td>2c</td>
<td>Clinical fieldwork; weekly supervisor meetings; clinical documentation</td>
</tr>
<tr>
<td>Measure and evaluate clients' performance and progress</td>
<td>V-B</td>
<td>2d</td>
<td>Clinical fieldwork; weekly supervisor meetings; clinical documentation</td>
</tr>
<tr>
<td>Modify intervention plans, strategies, materials, etc. as appropriate to meet needs of client/patient</td>
<td>V-B</td>
<td>2e</td>
<td>Clinical fieldwork; weekly supervisor meetings; clinical documentation</td>
</tr>
<tr>
<td>Communicate effectively (recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client, family, caregivers) with client, family, and team</td>
<td>V-B</td>
<td>3a</td>
<td>Clinical fieldwork; weekly supervisor meetings; clinical documentation</td>
</tr>
<tr>
<td>Collaborate with other professionals in case management, as appropriate</td>
<td>V-B</td>
<td>3b</td>
<td>Clinical fieldwork; weekly supervisor meetings; clinical documentation</td>
</tr>
<tr>
<td>Provide counseling regarding communication and swallowing disorders to client, family, and caregivers</td>
<td>V-B</td>
<td>3c</td>
<td>Clinical fieldwork; weekly supervisor meetings; clinical documentation</td>
</tr>
<tr>
<td>Adhere to ASHA Code of Ethics and demonstrate professional behavior</td>
<td>IV-E, V-B</td>
<td>3d</td>
<td>Clinical fieldwork; weekly supervisor meetings; clinical documentation</td>
</tr>
<tr>
<td>Demonstrate integration of research principles into evidence-based clinical practice</td>
<td>V-F</td>
<td></td>
<td>Clinical fieldwork; weekly supervisor meetings; clinical documentation</td>
</tr>
</tbody>
</table>
III. Course Assignments, Activities, Instructional Strategies, use of Technology:

CLINIC ASSIGNMENTS:
Students must obtain a minimum of 75 clinical clock hours throughout the semester at a university approved practicum facility by the end of the current term. Failure to do so will result in a ‘WH’ for the course. Students will be directly supervised by a licensed, certified speech-language pathologist no less than 25% for treatment of each client weekly. In addition, students who conduct evaluations will be directly supervised no less than 50% of the total time of client contact. Students are required to meet with their clinical supervisor(s) weekly. Clinical paperwork requirements and due dates are determined by the off-site facility supervisor.

COURSE ASSIGNMENTS: Students will attend face to face class weekly on Monday nights from 5:00 pm – 5:50 pm. Students must complete all of the following assignments to obtain credit for this course.

1. **PRAXIS TICKET:** Register for the PRAXIS II exam – Speech Language Pathology (Code 5331) by December 8, 2023 and submit a copy of your ticket to the dropbox. WEBSITE: [www.ets.org/praxis/register](http://www.ets.org/praxis/register)
   a. When registering please submit your scores to the following
      i. ASHA (R5031)
      ii. SFASU (RA0303)
      iii. State Board of Examiners (R8327)
      $146 fee/ 2.5 hours to take

2. ** VOCABULARY):** Each week you will be given a list of vocabulary words that you are to define. The definition of these words should be kept in the appropriate section of your portfolio. You will be quizzed over these words each week.

3. **OUTLINES):** Each week you will be given a specific topic(s) that you will be required to compose a study outline for. You may use the outlines that are in the additional resources content on Brightspace; however, you need to make the specific study section your own. This is what will help guide you in your studies.

4. **PRACTICE TESTS (10 points each):** You are required to complete 3 practice exams throughout the semester (see calendar). You need to print off your accuracy upon completion of these exams and place them in the appropriate section of your portfolio. These are included in the purchase of the online subscription of your textbook or can be purchased through ETS.

5. **QUIZZES:** You will be required to complete a quiz each week through Brightspace over the assigned topics (see calendar). You will login to our course on Brightspace and take the available quiz by Sunday at 11:59 pm of each week. Failure to do so will result in a zero for the quiz missed. **No make-ups will be allowed.**

6. **CASE STUDIES:** You will be assigned 6 case studies with case study questions throughout the semester through Simucase.com to complete. These studies will present clients with various disorders for you to either evaluate or develop a treatment plan for. Some of them will focus on both evaluation and treatment. These studies are provided to prepare you for the case study portion of your comprehensive evaluation. Failure to complete these studies will prevent you from being able to sit for your comprehensive exam as well as affect your grade (due to the point value of each). Each study will be assigned on a specific date (see calendar). You will be given two weeks to complete the study in its entirety. We will have a pre-brief discussion on each case in class the Monday the case opens and will have a debrief discussion on the Monday following the due date. Case studies are due on Sundays by 11:59 pm.

IV. Evaluation and Assessments (Grading):

<table>
<thead>
<tr>
<th>Total Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRAXIS Ticket:</td>
</tr>
<tr>
<td>Weekly Vocab:</td>
</tr>
<tr>
<td>Outlines:</td>
</tr>
<tr>
<td>Practice Tests:</td>
</tr>
<tr>
<td>Case Studies:</td>
</tr>
<tr>
<td>11 Quizzes:</td>
</tr>
<tr>
<td>Clinic Reflections</td>
</tr>
<tr>
<td><strong>TOTAL:</strong></td>
</tr>
</tbody>
</table>

Your clinical performance grade will be based on the quality and timely completion of all clinical paperwork, your use of available resources, and level of responsibility and effectiveness/appropriateness within the therapy session. An unexcused absence, tardiness, failure to carry out clinical responsibilities, inappropriateness, or unpreparedness within the therapy session, etc. can lead to an undesirable clinical performance grade. Your supervisor will determine competency at mid-term and end-of-term,
using CALIPSO, based on the 2014 Standards for the Certificate of Clinical Competence in Speech-Language Pathology. Your clinical performance grade is 60% of your overall grade in the class. The grade you receive in lecture is worth 40% of your overall grade in the class. Your overall point value will determine your letter grade as described in the table.

**SFASU Grade Criteria:**

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Grade Range</th>
<th>Skill Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
<td>3.50 – 4.0</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
<td>3.00 – 3.49</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
<td>2.50 – 2.99</td>
</tr>
<tr>
<td>D</td>
<td>60-69</td>
<td>2.0 – 2.49</td>
</tr>
<tr>
<td>F</td>
<td>0-59</td>
<td>0 – 1.99</td>
</tr>
</tbody>
</table>

**Example for Grading:**

<table>
<thead>
<tr>
<th>Percentage from Course Assignments</th>
<th>Earned points/Total possible points</th>
</tr>
</thead>
<tbody>
<tr>
<td>60%</td>
<td>277/300 = 92%</td>
</tr>
<tr>
<td>Exams (100) Project (200)</td>
<td>GP = 3.67 x .40 = 1.47</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CALIPSO Final Evaluation Score 40%</th>
<th>3.68 CALIPSO Skill Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>GP = 3.68 x .60 = 2.21</td>
<td>1.47 + 2.21 = 3.68 GP</td>
</tr>
<tr>
<td>Student would earn an A for the course</td>
<td></td>
</tr>
</tbody>
</table>

V. Tentative Course Outline/Calendar:
<table>
<thead>
<tr>
<th>Week</th>
<th>DATES</th>
<th>CASE STUDY</th>
<th>PRAXIS TOPIC</th>
<th>ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>8/28</td>
<td></td>
<td><strong>Course:</strong> Introduction/Course Overview/Pre-Test</td>
<td>Review the syllabus</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Practicum:</strong> minimum 5 clock hours of treatment and/or diagnostics</td>
<td>Practice Test #1</td>
</tr>
<tr>
<td>Week 2</td>
<td>9/4</td>
<td>Dick</td>
<td><strong>Course:</strong> Code of Ethics; Scope of Practice; Standards/Laws; Special Topics; Multicultural PRAXIS Study Habits</td>
<td>Read Text Sections 11, 15, Learn vocabulary words</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Practicum:</strong> minimum 5 clock hours of treatment and/or diagnostics</td>
<td>Quiz #1; Professional Issues and Multicultural Outlines; Vocabulary #1 due 9/10</td>
</tr>
<tr>
<td>Week 3</td>
<td>9/11</td>
<td>Anabelle</td>
<td><strong>Course:</strong> Adult Language PRAXIS Misconceptions and Facts</td>
<td>Read Text Section 8 Learn vocabulary words</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Practicum:</strong> minimum 5 clock hours of treatment and/or diagnostics</td>
<td>Quiz #2; Adult Language outline; Vocabulary #2; Reflection #1; Dick due 9/17</td>
</tr>
<tr>
<td>Week 4</td>
<td>9/18</td>
<td>Anabelle</td>
<td><strong>Course:</strong> Child Language PRAXIS Critical Thinking Skills</td>
<td>Read Text Sections 3 &amp; 4 Learn vocabulary words</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Practicum:</strong> minimum 5 clock hours of treatment and/or diagnostics</td>
<td>Quiz #3; Child Language Outline: Vocabulary #3 due 9/24</td>
</tr>
<tr>
<td>Week 5</td>
<td>9/25</td>
<td></td>
<td><strong>Course:</strong> Articulation and Phonology PRAXIS Reasoning Skills</td>
<td>Read Text Sections 2 &amp; 5 Learn vocabulary words</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Practicum:</strong> minimum 5 clock hours of treatment and/or diagnostics</td>
<td>Quiz #4; Articulation and Phonology Outline; Vocabulary #4; Wyatt due 10/1</td>
</tr>
<tr>
<td>Week 6</td>
<td>10/2</td>
<td>Judith</td>
<td><strong>Course:</strong> Audiology PRAXIS Reading Comprehension</td>
<td>Read Text Section 12 Learn vocabulary words</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Intervention)</td>
<td><strong>Practicum:</strong> minimum 5 clock hours of treatment and/or diagnostics</td>
<td>Quiz #5; Practice Test #2; Audiology Outline; Vocabulary #5 due 10/8</td>
</tr>
<tr>
<td>Week 7</td>
<td>10/9</td>
<td></td>
<td><strong>Course:</strong> Voice/Craniofacial PRAXIS Mental Preparation</td>
<td>Read Text Section 7 &amp; 10 Learn vocabulary words</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Practicum:</strong> minimum 5 clock hours of treatment and/or diagnostics</td>
<td>Quiz #6; Voice and Craniofacial Outlines; Vocabulary #6; Judith due 10/15</td>
</tr>
<tr>
<td>Week 8</td>
<td>10/16</td>
<td>Molly</td>
<td><strong>Course:</strong> Fluency PRAXIS Test-Taking Strategy</td>
<td>Read Text Section 6 Learn vocabulary words</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Practicum:</strong> minimum 5 clock hours of treatment and/or diagnostics</td>
<td>Quiz #7; Fluency Outline; Vocabulary #7; practice test #2 due 10/22</td>
</tr>
<tr>
<td>Week 9</td>
<td>10/23</td>
<td></td>
<td><strong>Course:</strong> Dysphagia PRAXIS Time Utilization</td>
<td>Read Text Section 9 (pp. 416 - 423) Learn vocabulary words</td>
</tr>
</tbody>
</table>
Week 10 | 10/30 | Dave | **Course:** Motor Speech Disorders
PRAXIS Guessing Strategies
**Practicum:** minimum 5 clock hours of treatment and/or diagnostics
(Quiz #8; Dysphagia Outline; Vocabulary #8; Molly due 10/29)
---
Week 11 | 11/6 | **Course:** Assessment and Treatment/EBP/Research
**Practicum:** minimum 5 clock hours of treatment and/or diagnostics
(Quiz #9; MSD Outline; Vocabulary #9 due 11/5)
---
Week 12 | 11/13 | Doug | **Course:** Neuroanatomy
**Practicum:** minimum 5 clock hours of treatment and/or diagnostics
(Quiz #10; Outlines; Vocabulary #10; Dave due).
---
Week 13 | 11/20 | **NO CLASS** - THANKSGIVING HOLIDAY
(Reflection #2; Doug due 11/26)
---
Week 14 | 11/27 | **Course:** review on writing case studies
**Practicum:** minimum 5 clock hours of treatment and/or diagnostics
(Practice Test 3 due 12/3)
---
Week 15 | 12/7 | ** COMPREHENSIVE EXAM **
Case Study #1 12:30 – 4:30 (Infalab 1)
---
Week 16 | 12/11 | ** COMPREHENSIVE EXAM **
Case Study #2 08:30 – 12:30 (Infalab 1); PRAXIS ticket due
Complete Supervisor Evaluation in CALIPSO

**VI. Readings (Required and recommended—including texts, websites, articles, etc.):**

Required:
https://www.ets.org/pdfs/praxis/5331.pdf

Pro-ed: Austin, TX.


**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

Code of Student Conduct and Academic Integrity, Policy 10.4

***Other other SFA Policy Information

IX. 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.
www.sfasu.edu/thehub
936.468.4008
thehub@sfasu.edu

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

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 Related to State Licensure

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 Jennifer Fry at 936-468-1092 or Jennifer.Fry@sfasu.edu.

XI. Other Relevant Course Information:

Communication for this course will be done in class, through Brightspace, and email. Please check Brightspace and your SFASU email often to get announcements, print out handouts, check your grades, etc. All responses to emails and phone calls will be made within 48 hours, Monday through Friday, from the date of initial contact. If contact is made on the weekend, a response will be delivered on the Monday following the initial contact.
Restriction of Audio or Visual Recording, Reproduction, and Distribution of Content in Online Courses (Adapted from the University of Denver)

At Stephen F. Austin State University, we value and strive to protect the intellectual property of our faculty. We also value and strive to safeguard the privacy of all our students. To this end, students may not record, reproduce, screenshot, photograph, or distribute any video, audio, or visual content from a course without the express written permission of the faculty of record. This restriction includes but is not limited to:

- Pre-recorded and live lectures
- Live discussions
- Discussion boards
- Simulations
- Posted course materials
- Faculty feedback forms
- Visual materials that accompany lectures/discussions, such as slides
- Virtual whiteboard notes/equations, etc.

If we engage in online learning as an academic community, it is imperative to be respectful of your peers and instructor(s). Keep in mind that if any student is identifiable in an online class recording, this may constitute a violation of the educational record protections provided under the Federal Educational Rights and Privacy Act (FERPA). Students who violate this policy may be reported to the Office of Community Standards and subject to both legal sanctions for violations of copyright law and disciplinary action.