COURSE DESCRIPTION

This course is an in-depth study of the areas of speech sound disorder, which include the identification, assessment, and treatment of articulation disorders, phonological disorders, and Childhood Apraxia of Speech. In this course, students will consider impairment/disorder arising at phonological and articulatory levels. Specifically, the course will impart knowledge about problems and issues relating to distinction between disorders of articulation and disorders of phonological processing, how best to characterize them through broad and narrow transcription, their appraisal, and treatment.

Credit Hour Description:
SPH 5301, “Speech Sound Disorders in Children” (3 credit hours) typically meets for 95 minutes of instruction four times a week for five weeks plus final exam. Students are expected to complete reading assignments, take quizzes related to course material, complete two exams, contribute to class projects, and complete an annotated bibliography over a chosen topic related to phonological disorders. These activities average a minimum 18 hours of work each week to prepare outside of classroom hours.

Course Delivery Modality:
This course is a hybrid course and will be delivered face-to-face (week 2) and online. Students will participate in experiential learning activities to demonstrate their understanding of key content provided in this course. Instructional content will be made available on Brightspace, through recorded lectures, and scheduled face-to-face meetings.

Respect for Diversity:

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.

Speech-Language Pathology Program:
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 the intent of all faculty and staff to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture.

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

This course reflects the following core values of the College of Education:
The mission of the Perkins College of Education is to prepare competent, successful, caring and enthusiastic professionals from diverse backgrounds dedicated to responsible service, leadership, social justice, and continued professional and intellectual development in an interconnected global society. In the Perkins College of Education, we value and are committed to:

- Academic excellence through critical, reflective, and creative thinking
• Life-long learning
• Collaboration and shared decision-making
• Openness to new ideas, to culturally diverse people, and to innovation and change
• Integrity, responsibility, diligence, and ethical behavior
• Service that enriches the community.

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

The Department of Human Services prepares undergraduates and graduate students for leadership and service roles in East Texas and the global community. The department is committed to incorporation of community-based, service-learning experiences within its educational programs to maximize the advancement of students’ personal and professional development.

This course also supports the mission of the Speech-Language Pathology Program.

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

This course also supports the Core Objectives/Outcomes of the THECB.

Critical thinking skills
- To include creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information

Communication Skills
- To include effective development, interpretation, and expression of ideas through written, oral and visual communication

Empirical and Quantitative Skills
- To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.

Teamwork
- To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

Personal Responsibility
- To include the ability to connect choices, actions, and consequences to ethical decision-making

Social Responsibility
- To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

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

Standard I: Degree
Standard II: Education Program
Standard III: Program of Study
Standard IV: Knowledge of Outcomes
Standard V: Skills Outcomes
Standard VI: Assessment
Standard VII: Speech-Language Pathology Clinical Fellow
Standard VIII: Maintenance of Certification

Standard III: Program of Study
Standard III-C: The applicant must demonstrate knowledge of the nature of speech, language, hearing, communication disorders and swallowing disorders and their differences, including the etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, linguistic and cultural correlates.

Standard III-D: The applicant must possess 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 of the disorder.

- Articulatory and Phonological disorders: Prevention, Assessment, and Intervention and Research integration
Standard III-F: The applicant must demonstrate knowledge of processes used in research and the integration of research principles into evidence-based clinical practice.

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

1. The students will apply and analyze appropriate knowledge of normal speech, language, and hearing development.
2. The students will demonstrate the ability to identify and treat communication disorders.
3. The students will be able to apply knowledge of the anatomy and physiology of all the subsystems required for voice, speech, swallowing, language, hearing, and cognition through diagnosis and treatment of the wide variety of etiologies and pathologies found in this field.
4. The students will demonstrate an understanding of the research process and evidence-based practice.
5. The students will demonstrate knowledge of issues related to the profession of speech-language pathology.
6. The students will meet the academic and clinical requirements to obtain state licensure and national certification.

COURSE LEARNING OBJECTIVES

By the end of the course, the student will demonstrate knowledge and skills (by performance on examinations, group projects/presentations, quizzes, and laboratory exercises) in the following areas (which address ASHA Professional Standards IV-B; IV-C; IV-D; IV-E; IV-F; IV-G; IV-H):

1. Typical Speech Acquisition; Phonological Deviations; Differences (including linguistic) vs. Disorders; Severity Considerations (IV-B; IV-C; IV-D)
2. Categorizing Consonants; Elliciting Consonant Sounds; Selecting Optimal Production-Practice Words for Therapy (IV-B; IV-C; IV-D)
3. Transcribing & Analyzing Speech Samples of Children with Highly Unintelligible Speech; Interpreting Data; Selecting Optimal Targets (patterns & phonemes) to Expedite Intelligibility Gains; Cultural and linguistically diverse considerations (IV-B; IV-C; IV-D; IV-H)
4. Planning Evidence-based Individualized Treatment Programs (IV-D; IV-F; IV-G)
5. Major Clinical Speech Sound Issues; Critiquing Major Theories & Research; Other Approaches & Tests (IV-B; IV-C; IV-D; IV-G

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

** OCSW = Outside of Class Student Work**

COURSE ASSIGNMENTS/ACTIVITIES

Exams and Quizzes/Exercises:
There will be two exams in this course. The midterm will cover the first three course objectives. The final exam will be a comprehensive multiple-choice and problem-solving exam that will include course objectives four and five. The final exam will be geared to prepare you for the Praxis Exam as well as the profession. There will be four quizzes throughout the course. The quizzes will be online in multiple choice, true/false, and short answer format. It will be your responsibility to keep up with suggested readings and course materials so that you are successful on the quizzes. Exercises that may include transcription of case examples and other in-class demonstrations will be included in quiz content.

Seminar Project and Annotated Bibliography:
Based on select SSD Therapy topics discussed in class, you are asked to put together a ten-minute presentation discussing a therapy approach related to SSD. This will be a group project. This will be a prerecorded video (I want to see faces) using a media of your choice and will include handouts. Please upload copies of the handouts to class for everyone (electronic dissemination on the discussion thread). Your presentation should include the following:

- Overview of the approach (including names of notable researchers)
- When to use the approach (severity types, etc.)
- Population – SSD type that benefit from approach (e.g., Apraxia?)
- Demonstration of the approach (by video or in-class demonstration)
- Strengths/weaknesses; evidence for (or against) the approach
• Your recommendations based upon review of the approach
• Citations from the literature (as needed) to support the information you are including on lecture slides – (e.g., McLeod et al., 2011)
• Reader-friendly slides in bullet-points (not paragraphs of information)
• Pictures/graphics/video as needed (but not necessarily required)

In addition, you are asked to put together an annotated bibliography that compliments the topic area and presentation. Your annotated bibliographies should comprise a citation followed by an explanation of how the reference either supports or refutes the treatment approach. 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., SSD course book)
• Data-based research presentations (posters and handouts) from conferences (e.g., those available on the ASHA website)
• Comments on the techniques in books.

Any reference should be from a reliable source (e.g., no Wikipedia unless it offers references or links where you can find a quality reference; must be a cited reference). In addition, references should be made in APA format (e.g., follow reference format from a research article).

Note – Please be careful as you summarize the article and make sure to put it into your own words! Turnitin and other software are used in this course to promote originality. Your paper does not have to be 2 pages. Quality over quantity but do make sure you answer each of the questions above thoroughly.

Articles must be from journals published within the past 10 years. 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. While I like to search all databases, I have provided a list of online resources available to you as a student at SFASU. Once you access the above A-Z Database List, search all or 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.

If you are unable to get access to an article or if you receive a message that asks 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. You can also ask me if I can access, especially if it is from an ASHA journal.

Cite each article following APA, 7th ed. guidelines. You can find these posted online and in the APA manual.
Example of an annotated bibliography


Pennington et al. conducted a systematic review on the literature for intervention for children with cerebral palsy, a large population with developmental Dysarthria (DD). The studies included in the review were all single-case experimental designs. In some of the studies, dysarthria therapy to improve intelligibility and articulation did not appear helpful. However, as the studies were mostly case studies, not too much should be concluded based on some of the results. They have many problems with multiple studies, as individuals studied are not described in enough depth as they would like; furthermore, studies do not focus enough, in their opinion, on the priorities of children and their families. Rather than supporting intervention for children with cerebral palsy or not supporting it, I would say that this particular systematic review points toward the need to improve the level and quality of the research being done on the subject.


Pennington et al. discuss how many interventions focus on treating the multiple affected subsystems of speech in people with dysarthria, including phonation, articulation, and respiration. They discuss how the focus on most DD intervention is based on theory in textbooks as opposed to systematic reviews and meta-analyses of RCT’s. While they make it clear that the theoretical basis is strong, they advocate for more and better studies. I would say this supports the theory behind the intervention for DD, but is of course not in favor of the current evidence we have. At the end of the article, they suggest rules for systematic reviews of the evidence for intervention with DD in order to improve our knowledge of the actual success of such therapies.

Project and Annotated Bibliography Topic Suggestions:
Below is a list of topics that I would like to be covered for your project and annotated bibliography. Please look at the list below and create a thread on the class discussion board (D2L/Brightspace) with the one topic choice you are developing into your presentation. Topic selections are on a first come, first serve basis. I will use the discussion thread on D2L to determine who received a topic in the case where two students show an interest in the same topic. Please review other students’ topics that have been submitted prior to submitting your own topic choices. Feel free to explore other topic ideas. You are welcome to propose your own topic of interest for consideration. All topic ideas not listed below must be approved by the instructor.

From: Phonological Treatment of Speech Sound Disorders in Children: A Practical Guide by Bauman-Waengler and Garcia

Chapter 3 – Minimal Pair Intervention
Chapter 4 – Multiple Oppositions Intervention
Chapter 5 – Maximal Opposition Therapy
Chapter 6 – Complexity Approaches
Chapter 7 – Phonotactic Therapy
Chapter 8 – Core Vocabulary Intervention
Chapter 9 – Cycles Phonological Remediation Approach

From: Interventions for Speech Sound Disorders in Children. By Williams, McLeod and McCauley

Chapter 8 – Stimulability Intervention
Chapter 9 – Psycholinguistic Intervention
Chapter 10 – Metaphonological intervention: Phonological Awareness
Chapter 11 – Computer-Based Intervention
Chapter 12 – Speech Perception Intervention
Chapter 13 – Nonlinear Phonological Intervention
Chapter 14 – Dynamic Systems and Whole Language Intervention
Chapter 16 – Naturalistic Intervention for Speech Intelligibility
Chapter 17 – Parents and Children Together (PACT) Intervention
Chapter 18 – Enhanced Milieu Teaching with Phenol. Disorders
Chapter 20 – Family Friendly Intervention
Chapter 22 – Vowel Intervention
Chapter 23 – Developmental Dysarthria Interventions
Chapter 24 – Nonspeech Oral Motor Exercises

Other Suggestions
Dialectal Differences (Other dialects; e.g., African American; Asian Languages; Russian)
Other Language Interventions (e.g., multilingual; Vietnamese)
SSD and service delivery models in schools; SSD and health setting
Apraxia Intervention; Phonological Awareness (E&E Book)
Stimulus Approach (E&E Book); Stimulability
Persistent Speech Sound Disorder; Inconsistent Speech Sound Disorder
SSD and Autism; SSD and other etiological cause/syndrome (e.g., Down syndrome)

IV. Evaluation and Assessments (Grading):

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm</td>
<td>100</td>
</tr>
<tr>
<td>Final</td>
<td>100</td>
</tr>
<tr>
<td>Presentation/Handout</td>
<td>50</td>
</tr>
<tr>
<td>Annotated Bibliography</td>
<td>50</td>
</tr>
<tr>
<td>Quizzes (3 @ 25 pts each)</td>
<td>75</td>
</tr>
<tr>
<td>*<em>Total</em></td>
<td>375 (100%)</td>
</tr>
</tbody>
</table>

Grades will be assigned as follows (per university regulations):
90-100: A 80-89: B 70-69: C ↓ 60: F

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 – 89.49). No exceptions.

V. Tentative Course Outline/Calendar:

<table>
<thead>
<tr>
<th>Module</th>
<th>Week</th>
<th>Readings</th>
<th>Class Topic</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>7/5 – 7/10</td>
<td>W: Chapter 1 – 5</td>
<td>Review of Course/Syllabus</td>
<td>Getting to Know You Discussion</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Review of Phonetics</td>
<td>Quiz 1 Phonological Deviations</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Introduction to Applied/Clinical Phonology</td>
<td>Due 7/10 @ 11:59 pm</td>
</tr>
<tr>
<td></td>
<td></td>
<td>BR: Chapter 3 &amp; 4</td>
<td>Diagnostic Procedures</td>
<td>Midterm</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Assessment and Other Considerations</td>
<td>Due on Brightspace 7/17 @ 11:59 pm</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Transcribing and Analyzing Speech Sounds</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Typical vs. Difference vs. Disorder</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Analyzing Phonological Deviations</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Interpreting Scores/Severity; Optimal Targets</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>7/11 – 7/17</td>
<td>W: Chapter 7</td>
<td>Developing Individualized Treatment Plans</td>
<td>Group Presentation</td>
</tr>
<tr>
<td></td>
<td>Lecture</td>
<td>BR: Chapter 3 &amp; 4</td>
<td>SSD Intervention Models Overview</td>
<td>Quiz 2</td>
</tr>
<tr>
<td></td>
<td>10:30 am –</td>
<td></td>
<td></td>
<td>Due 7/24 @ 11:59 pm</td>
</tr>
<tr>
<td></td>
<td>12:05 pm (</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tues. – Fri.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>7/18 – 7/24</td>
<td>W: Chapter 9 and 10</td>
<td>Eliciting Speech Sounds; Goal Writing</td>
<td>Annotated Bibliography</td>
</tr>
<tr>
<td></td>
<td>BR: Chapter 5</td>
<td></td>
<td>Metaphonological Considerations</td>
<td>Quiz 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Review Presentations of Intervention Approaches</td>
<td>Due 7/31 @ 11:59 pm</td>
</tr>
</tbody>
</table>
VI. Readings (Required and recommended—including texts, websites, articles, etc.):

**REQUIRED TEXTS**


**ADDITIONAL RESOURCES**


VII. Course Evaluations:

Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including: (1) Course and program improvement, planning, and accreditation; (2) Instruction evaluation purposes; and (3) Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information:

Class Attendance and Excused Absence: Policy 6.7

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences.

Documentation must be provided for any absences. In such instances, it is the responsibility of the clinician to provide documentation as soon as possible. Do not wait for the supervisor/instructor to request such documents. One unexcused absence will result in 20 points being subtracted from your total grade and two unexcused absences will result in the failure of clinic. Late assignments will not be accepted unless permission is granted from instructor. If allowed to submit late work, 5 points will be deducted from grade for each day it is late.

Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004/468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. In the event that exams are administered solely online, students with disabilities will be granted the exam accommodations under the same online conditions allowed for other students enrolled in the course. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Student Academic Dishonesty: Policy 4.1

Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit.

Penalties for Academic Dishonesty
Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

Student Appeals
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Withheld Grades: Policy 5.5
At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Student Code of Conduct: Policy 10.4
Classroom behavior should not interfere with the instructor's ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

SFASU values students' mental health and the role it plays in academic and overall student success. 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:
SFASU Counseling Services
www.sfasu.edu/counselingservices
3rd Floor Rusk Building
936-468-2401

SFASU Human Services Counseling Clinic
www.sfasu.edu/humanservices/139.asp
Human Services Room 202
936-468-1041
Crisis Resources:
Burke 24-hour crisis line 1(800) 392-8343
Suicide Prevention Lifeline 1(800) 273-TALK (8255)
Crisis Text Line: Text HELLO to 741-741

Additional Information:

To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

1. Candidates must undergo a criminal history background check prior to clinical placements and prior to employment as a speech-language pathologist. The program will pay for the initial criminal history background check prior to beginning clinical experience on campus; however, any subsequent checks needed by practicum placements will be the responsibility of the student.

   In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.

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/test_day/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 a 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 concerning this matter, contact Jennifery Fry at 936.468.1092 or Jennifer.Fry@sfasu.edu.

IX. Other Relevant Course Information:
Communication for this course will be done in class, through D2L, and email. Please check D2L and your SFASU email often to get announcements, print out handouts, check your grades, etc.