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

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

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

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

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

C. This course also supports the mission of the Speech-Language Pathology Program: The mission of the Speech-Language Pathology Program is to prepare knowledgeable caring professionals committed to educating the public, properly diagnosing and effectively treating persons with communication and swallowing disorders across the lifespan, thereby improving their quality of life. To meet this mission, the program embraces cultural and linguistic diversity emphasizes the importance of evidence-based practice, critical thinking skills, interdisciplinary collaboration, ethical principles and continued professional development throughout one’s career.  

D. This course also supports the Core Objectives/Outcomes of the Texas Higher Education Coordinating Board.  
• Critical Thinking Skills:  
To include creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information  
• Communication Skills:  
To include effective development, interpretation, and expression of ideas through written, oral and visual communication.  
• Empirical and Quantitative Skills:  
To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.  
• Teamwork:  
To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.  
• Personal Responsibility:  
To include the ability to connect choices, actions, and consequences to ethical decision-making.  
• Social Responsibility:  
To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.  

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

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

PROGRAM LEARNING OUTCOMES (PLO): This course supports the Communication Sciences and Disorders Program Learning Outcomes (PLO) II, III, IV, and VI. These competencies are measured by successful completion of all course requirements, including examinations, group discussion and activities, written assignments, and quizzes:  

I. The student will demonstrate knowledge of major anatomical structures in the communication process.
II. The student will demonstrate knowledge of physiological processes utilized in communication.

III. The student will recognize and articulate the foundational skills related to normal speech and language development.

IV. The student will demonstrate understanding of the process of assessing communication disorders.

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

VI. The students will demonstrate professional writing skills appropriate for clinical management.

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

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

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

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

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

SLP Interview
Develop 5 questions to ask a school based SLP. Spend no more than 15 minutes interviewing the SLP. This needs to be completed over the phone. Please email the SLP to arrange a time for a quick interview. Please do not ask the SLP to email responses to you! Remember this should portray your best professional writing skills. Include the following titles in your report:

a. Name of the SLP
b. Name of setting

c. Interview questions with responses

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

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

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

Portfolio
You are required to complete a portfolio as a review of all public-school material presented and researched throughout the course. The portfolio will encompass PowerPoints, timelines, handouts, and assignments covered throughout the entirety of the public-school portion of the course. Detailed explanation of this assignment will be given in class with a detailed rubric found on Brightspace. Due Date for the portfolio can be found on the calendar. This assignment is worth 50 points.

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

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

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

Special Topic Presentations
Student groups will select a topic about disorders seen in a medical setting. Topics include but are not limited to Brain injury, cognitive communication impairments, dementia, endoscopy, geriatrics, collaboration, laryngectomy, stroboscopy, orofacial myofunction, feeding tubes, NICU, and swallowing. You must have your topic approved by the instructor by November 5. Each group will research and report on the roles and responsibilities the SLP has in evaluating and treating the chosen topic. You should use visual aids, such as posters or demonstration, to present your topic.

In addition, you will either create or find a relevant clinical tool to present. It may be something you create to use for assessment or treatment. It may be a quick reference guide or a patient information sheet. You should be creative in developing a clinical tool for your topic. You will present the tool to the class as part of the presentation.

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

Group ratings will also be completed as part of this project. Each group rating total will count towards a 20-point grade. Group ratings will be distributed upon completion of special topic project and returned at the end of class on due date.
Student Learning Outcome objective: The student will plan methods of identifying and assessing communicatively disordered individuals in medical and educational settings as evidenced by special topics presentations presented by the student obtaining a minimum of 40 out of 50 points.

IV. Evaluation and Assessment:

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

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

Late Policy:

Late penalties will be given for assignments turned in late without documented excuses. Five points will be deducted for each day late. Written documentation for excused absences only will be accepted for the designated due date and must also be provided for each subsequent day the project is late. Late assignments will not be accepted unless permission is granted from instructor.

Rubrics: Rubrics for each assignment can be found under the course tab under Rubrics in Brightspace.

<table>
<thead>
<tr>
<th>Grading:</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workshop 1</td>
<td>100 pts</td>
</tr>
<tr>
<td>Workshop 2</td>
<td>100 pts</td>
</tr>
<tr>
<td>Final Workshop</td>
<td>100 pts</td>
</tr>
<tr>
<td>Quiz</td>
<td>25 pts</td>
</tr>
<tr>
<td>Public School Portfolio</td>
<td>50 pts</td>
</tr>
<tr>
<td>Interview with School Based SLP</td>
<td>50 pts</td>
</tr>
<tr>
<td>IEP/Goals/Objectives Assignment</td>
<td>50 pts</td>
</tr>
<tr>
<td><strong>Ethics Assignment</strong></td>
<td>50 pts</td>
</tr>
<tr>
<td>-----------------------</td>
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</tr>
<tr>
<td><strong>Special Topics Presentation</strong></td>
<td>50 pts</td>
</tr>
<tr>
<td><strong>Special Topics Group Rating</strong></td>
<td>20 pts</td>
</tr>
<tr>
<td><strong>Total Possible Points</strong></td>
<td>595</td>
</tr>
</tbody>
</table>

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

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

V. Tentative Course Outline/Calendar:

<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATES</th>
<th>TOPICS</th>
<th>PREPERATION FOR Face to Face</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/22</td>
<td>Introduction to Course/Review Syllabus</td>
<td>Review syllabus</td>
</tr>
<tr>
<td></td>
<td>1/24</td>
<td>SLP and the Educational System Legislative Foundation Review</td>
<td>Answer questions posted on Brightspace prior to class.</td>
</tr>
<tr>
<td>2</td>
<td>1/29</td>
<td>RTI/MTSS</td>
<td>Complete Discussion post prior to class</td>
</tr>
<tr>
<td></td>
<td>1/31</td>
<td>Referral and Assessment</td>
<td>Complete Discussion Post of your opinion</td>
</tr>
<tr>
<td>3</td>
<td>2/5</td>
<td>IEP Process and Procedures</td>
<td>BRING YOUR COMPUTER</td>
</tr>
<tr>
<td></td>
<td>2/7</td>
<td>Eligibility templates Activities</td>
<td>Yes/No activity</td>
</tr>
<tr>
<td>4</td>
<td>2/12</td>
<td>Eligibility templates Activities in Class</td>
<td>Eligibility templates Activities in Class</td>
</tr>
<tr>
<td></td>
<td>2/14</td>
<td>Module 1 Review</td>
<td>Module 1 Review</td>
</tr>
<tr>
<td></td>
<td>2/19</td>
<td>Workshop 1</td>
<td>Workshop 1</td>
</tr>
<tr>
<td></td>
<td>2/21</td>
<td>No Class TSHA Convention</td>
<td>TSHA Convention</td>
</tr>
<tr>
<td>6</td>
<td>2/26</td>
<td>Curriculum Based Goal Writing/TEKS</td>
<td>Bring a computer, highlighter, and paper to class</td>
</tr>
<tr>
<td></td>
<td>2/28</td>
<td>Curriculum Based Goal Writing/TEKS</td>
<td>IEP Goal Writing Activity DUE</td>
</tr>
<tr>
<td>7</td>
<td>3/5</td>
<td>ARD Meetings/ Mock ARD meetings</td>
<td>Go to the TEA website and find agenda for ARD/IEP Meetings</td>
</tr>
<tr>
<td></td>
<td>3/7</td>
<td>Procedural Safeguards/IEE</td>
<td>Procedural Safeguards Activity</td>
</tr>
<tr>
<td>8</td>
<td>3/11</td>
<td>SPRING BREAK</td>
<td>SPRING BREAK</td>
</tr>
<tr>
<td>9</td>
<td>3/18</td>
<td>Providing Successful Intervention</td>
<td>Look up intervention tool</td>
</tr>
<tr>
<td>Date</td>
<td>Activity</td>
<td>Notes</td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>----------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>3/20</td>
<td>Specialized Service Delivery</td>
<td>Complete the Procedural Safeguards Activity Go to the TEA website Tea.texas.gov and locate The procedural safeguards document</td>
<td></td>
</tr>
<tr>
<td>3/25</td>
<td>Who Diagnoses that? Is this our job?</td>
<td>Go to the TEA website Tea.texas.gov and locate The A supplement document document</td>
<td></td>
</tr>
<tr>
<td>3/27</td>
<td>Review for Workshop 2</td>
<td>Review for Workshop 2</td>
<td></td>
</tr>
<tr>
<td>4/1</td>
<td>Workshop 2</td>
<td>Workshop 2</td>
<td></td>
</tr>
<tr>
<td>4/3</td>
<td>Public School Interview Presentation/ Public school guest speaker</td>
<td>Public School Interview Due</td>
<td></td>
</tr>
<tr>
<td>4/8</td>
<td>The Enhanced Future of SLP's/Timeline Review /Work World of SLP's</td>
<td>Go to asha.org and look up the SLP scope of practice. Be able to access this document.</td>
<td></td>
</tr>
<tr>
<td>4/10</td>
<td>QUIZ COMPLETED BY END OF CLASS</td>
<td>PUBLIC SCHOOL PORTFOLIO DUE</td>
<td></td>
</tr>
<tr>
<td>4/15</td>
<td>Intro to the Medical Setting/ Guest Speaker</td>
<td>Complete Discussion Post</td>
<td></td>
</tr>
<tr>
<td>4/17</td>
<td>What SLP's treat in the Medical Setting?</td>
<td>Complete Dropbox highlighting an article</td>
<td></td>
</tr>
<tr>
<td>4/22</td>
<td>Regulations and Procedures within the Medical Setting/ Universal Precautions</td>
<td>Prior to class, go to asha.org and access the code of ethics for SLP’s (Highlight the 4 principles)</td>
<td></td>
</tr>
<tr>
<td>4/24</td>
<td>Syndromes</td>
<td>Research and locate a syndrome that is interesting to you. Bring the name and a fact about the syndrome to class</td>
<td></td>
</tr>
<tr>
<td>4/29</td>
<td>End of Life and Ethics</td>
<td>Begin Activity</td>
<td></td>
</tr>
<tr>
<td>5/1</td>
<td>End of Life and Ethics/Ethics Activity</td>
<td>ETHICS ACTIVITY DUE</td>
<td></td>
</tr>
<tr>
<td>5/6</td>
<td>SPECIAL TOPICS PRESENTATIONS</td>
<td>SPECIAL TOPICS PRESENTATIONS</td>
<td></td>
</tr>
<tr>
<td>5/8</td>
<td>SPECIAL TOPICS PRESENTATIONS/Review</td>
<td>SPECIAL TOPICS PRESENTATIONS</td>
<td></td>
</tr>
<tr>
<td>5/8</td>
<td>Final Workshop 1:00</td>
<td>Final Workshop 1:00</td>
<td></td>
</tr>
</tbody>
</table>

VI Readings:

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

VII. Course Evaluations:

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

In the 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:

Institutional Absences (HOP 04-110)

An Institutional Absence may be granted to a student who participates as a representative of the University in academic (including research), extra- or cocurricular, or athletic activities. Students will be excused for institutional purposes from otherwise required academic activity only when a valid Institutional Absence is approved by the appropriate administrative unit or official and the documentation of approval is provided to the faculty member at least five (5) days in advance.

Institutional absences will not be approved for keystone events, defined as: a special or unique assignment, test, project, experience, or other academic exercise identified by the faculty member as critical for successful completion of standards of the class and unable to be missed. These events must be identified on the syllabus at the beginning of the semester and communicated to the students. Events added to the syllabus at a later date will not qualify for Keystone Event status. Keystone Events where the date/time is changed will no longer be considered a Keystone Event. Students should make themselves aware of any Keystone Events identified in the syllabus to ensure there are no conflicts.

For keystone events where the assignment dates vary, it is incumbent upon the students to work with their faculty member to not select a conflicting date.

More information on Institutional Absences, including how to apply, can be found at https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences.

Attendance Policy for this Class:

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. The instructor will take roll at 1:00 pm. If you are not present during roll you will be considered absent for that day. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences (documentation illness, hospitalization, death in the family).

Documentation must be provided for any absences. In such instances, it is the responsibility of the clinician to provide documentation as soon as possible. Do not wait for the supervisor/instructor to request such documents. Any student with no more than 1 unexcused absence throughout the semester will receive 5 points added to their total points at the end of the semester. Late assignments will not be accepted unless permission is granted from instructor.

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

The Code of Student Conduct and Academic Integrity (HOP 04-106) 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. For additional information, go to https://www.sfasu.edu/docs/hops/04-106.pdf.

Withheld Grades Semester Grades Policy (HOP 02-206)
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to https://www.sfasu.edu/docs/hops/02-206.pdf.

Academic Accommodation for Students with Disabilities
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 promptly may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

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:
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.