I. Course Description:

This course is a clinical practicum with a focus on the study of contemporary issues in the field of speech-language pathology and augmentative alternative communication. The clinical management of individuals with complex communication needs will be explored. 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 term registered for the course.

Credit Hour Description:

SPHS 5334 "Clinical Practicum in Speech-Language Pathology: Contemporary Issues and AAC" (3 credit hours) is required for all second-year students in the Speech-Language Pathology graduate program during the summer term following their first year. Students receive instruction as well as supervised clinical experience at an offsite facility affiliated with the university. Direct instruction is provided for three 50-minute meetings per week for 6 weeks and includes a 2-hour final exam during which students will be assessed on their knowledge of contemporary issues in the field and augmentative alternative communication. Students have weekly reading assignments, quizzes, and a case management project. In addition to the course assignments, students must obtain no less than 75 direct clinical clock hours at an off-campus placement that has an affiliation agreement on file with the university. Each students’ weekly time commitment for this course includes: twelve 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 three 50-minute classes (13.5) These activities average at a minimum fourteen hours per week to prepare outside of classroom and clinical hours.

**The Council of Academic Accreditation of the Speech-Language Hearing Association**

Course Delivery Modality:

This course is a hybrid course and will be delivered online and live stream via ZOOM. Students will participate in experiential learning at assigned practicum sites and meet with their instructor one time per week, as assigned, to discuss their learning. Instructional content will be made available on Brightspace, through recorded lectures, and scheduled ZOOM meetings.

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 dedicated to responsible service, leadership, and continued professional and intellectual development in an interconnected global society.

To accomplish this mission, the goals of the Perkins College of Education are to:

- Provide transformational experiences for our students.
- Promote meaningful and sustained enrollment growth.
- Attract and support high quality faculty and staff.
- Improve and maintain an optimal college culture.
- Provide academic and co-curricular innovations.
- Increase connections with stakeholders.
This course reflects the following core values of the College of Education:

- academic excellence through critical, reflective and creative thinking
- life-long learning
- collaboration and shared decision-making
- openness to new ideas and innovation and change
- integrity, responsibility, diligence and ethical behavior
- and service that enriches the community.

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:

- 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 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 life span.

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

- Articulation
- Fluency
● Voice and resonance
● Receptive and expressive language
● 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:

1. Evaluation
   a. Conduct screening and prevention procedures (including prevention activities).
   b. Collect case history information and integrate information from clients/patients, family, caregivers, teachers, and relevant others, including other professionals.
   c. Select and administer appropriate evaluation procedures, such as behavioral observations, non-standardized and standardized tests, and instrumental procedures.
   d. Adapt evaluation procedures to meet client/patient needs.
   e. Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention.
   f. Complete administrative and reporting functions necessary to support evaluation.
   g. Refer clients/patients for appropriate services.

2. Intervention
   a. Develop setting-appropriate intervention plans with measurable and achievable goals that meet clients'patients' needs. Collaborate with clients/patients and relevant others in the planning process.
   b. Implement intervention plans (involve clients/patients and relevant others in the intervention process).
   c. Select or develop and use appropriate materials and instrumentation for prevention and intervention.
   d. Measure and evaluate clients'patients' performance and progress.
   e. Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients.
   f. Complete administrative and reporting functions necessary to support intervention.
   g. Identify and refer clients/patients for services as appropriate.

3. Interaction and Personal Qualities
   a. Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others.
   b. Collaborate with other professionals in case management.
   c. Provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others.
   d. Adhere to the ASHA Code of Ethics and behave professionally.

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.

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. The students will apply knowledge of basic human communication and swallowing processes in order to select, administer, and interpret assessment measures appropriate to various types of communication disorders and differences.

II. The students will demonstrate the ability to use assessment data to develop differential diagnoses, prognostic statements, and recommendations.

III. The students will develop and implement culturally sensitive, age-appropriate intervention plans to be implemented in clinical settings.

IV. The students will integrate research principles and processes into evidence-based clinical practice.

V. The students will demonstrate the ability to provide effective counseling/education to clients, caregivers, and other professionals.

VI. The students will identify risk factors associated with various communication disorders and recommend prevention strategies.

VII. The students will demonstrate professional writing skills in the clinical setting.

VIII. The students will apply standards of ethical conduct and professional behavior to clinical practice.

Student Learning Outcomes:
Upon completion of this course, given an 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>Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention</td>
<td>V-B Evaluation: 1e</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>Assignment</td>
<td>Details</td>
<td>Clinical Component</td>
<td>Evaluation Component</td>
</tr>
<tr>
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<tr>
<td>1. Complete administrative functions and documentation necessary to support evaluation and treatment</td>
<td>V-B Evaluation &amp; Treatment: 1f</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>2. Refer clients/patients for appropriate services</td>
<td>V-B Evaluation &amp; Treatment: 1g, 2g</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>3. Develop appropriate intervention plans with measureable and achievable goals that meet clients'/patients' needs</td>
<td>V-B Treatment: 2a</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>4. Implement intervention plan</td>
<td>V-B Treatment: 2b</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>5. Select or develop and use appropriate materials/instrumentation for intervention</td>
<td>V-B Treatment: 2c</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>6. Measure and evaluate clients’ performance and progress</td>
<td>V-B Treatment: 2d</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>7. Modify intervention plans, strategies, materials, etc. as appropriate to meet needs of client/patient</td>
<td>V-B Treatment: 2e</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>8. 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 Interaction &amp; Personal Qualities: 3a</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>9. Collaborate with other professionals in case management, as appropriate</td>
<td>V-B Interaction &amp; Personal Qualities: 3b</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>10. Provide counseling regarding communication and swallowing disorders to client, family, and caregivers</td>
<td>V-B Interaction &amp; Personal Qualities: 3c</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>11. Adhere to ASHA Code of Ethics and demonstrate professional behavior</td>
<td>IV-E, V-B Interaction &amp; Personal Qualities: 3d</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>12. Demonstrate integration of research principles into evidence-based clinical practice</td>
<td>IV-F Knowledge and Integration of Research</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>
</tbody>
</table>

** OCSW = Outside of Class Student Work**

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

CLINIC ASSIGNMENTS:
Students must obtain a minimum of 75 clinical clock hours 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 at a minimum of 25% for treatment of each client weekly. In addition, students who conduct evaluations will be directly supervised for 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 student’s externship placement supervisor. Students are required to complete the following for their on-campus supervisor during this placement.

1. **Clinic Reflection:** Students will complete two written self-reflections over the term (beginning and final). Students should reflect on the assigned questions demonstrating their knowledge of clinical skills and weaknesses, their progress toward their clinical goals, and what they have learned throughout their clinical experience. (OCSW = 30 min. per reflection).

### COURSE ASSIGNMENTS:

1. **Weekly Readings:** Students are expected to keep up with content through assigned readings and content posted in Brightspace. Students will benefit most from the readings if completed prior to the day the content will be discussed. (OCSW = 15 minutes per page)
2. **Quizzes:** Students will be required to complete 4 quizzes throughout the term in order to demonstrate knowledge of the content. (OCSW: 60 min. preparation per quiz)
3. **Discussion Posts:** Students will be required to post to a discussion thread on assigned weeks (3 & 4) in Brightspace. The discussion threads will focus on the content discussed that week. Students will be required to respond to two of their classmates’ posts each week after their original post has been made. (OCSW: 25 min. per post)
4. **IPP Case Study:** Students will be required to complete a case study after review of interprofessional practice content. Students will review an assigned case and answer questions related to its clinical management using information learned from the module. Students will work individually on the case and submit to Dropbox on Brightspace by the assigned date. (OCSW: 2 hours).
5. **Podcast Assignment:** Students will be required to create a 10 - 15 minute podcast over an assigned topic in professional practice. Each podcast should provide a detailed overview of the topic and answer specific questions given by the instructor. In addition to the podcast, students will submit three learning outcomes and five questions related to the information presented. These podcasts will be reviewed by peers and questions will be submitted for credit. (OCSW: 2 hours)
6. **Podcast Viewing:** Students will be required to listen to weekly podcasts (no more than three) and complete weekly quizzes on the presented topics. (OCSW: 30 minutes per Podcast)
7. **Adapted Children’s Book:** Students will be required to create an adapted children’s book for use with students with complex communication needs. In addition to the adapted book, you will submit a lesson plan for teaching communication with your chosen book. More information on this project will be provided during an instructional video. (OCSW: 4 hours)

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

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 and the grade you receive in the coursework is worth 40% of your overall grade in the class. Your overall point value will determine your letter grade as described in the table.

Your grade in the course content will be determined by the following point values:

- **Self-Reflections:** 20 points each 40 points
- **IPP Case Study:** 25 points 25 points
- **Quizzes:** 20 points each 100 points
- **Weekly Discussions:** 10 points each 20 points
- **Podcast Assignment:** 50 points
- **AAC Adapted Children’s Book/Lesson Plan:** 75 points
- **Final Exam:** 100 points
V. Tentative Course Outline/Calendar:

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>ASSIGNMENTS</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Course: Introduction/Course Overview/Module 1 Topics</td>
<td>Course: Readings: Chapter 1 &amp; 2 (Hudson &amp; DeRuiter)</td>
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<tr>
<td></td>
<td>- Interprofessional Practice/Teletherapy</td>
<td>Podcast Assignment Due</td>
<td>Groups 1, 2, and 3 due by June 6 at 11:59 pm</td>
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<td></td>
<td>- Professions for the Twenty-First Century/Professional Issues: A View from History</td>
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<td></td>
<td>- Establishing Competencies in Professional Education, Certification, and Licensure</td>
<td>IPP Case Study Quiz #1</td>
<td>June 9 at 11:59 pm</td>
</tr>
<tr>
<td></td>
<td>Course: Module 1 Topics</td>
<td>Practicum: Weekly Supervisor Meeting; Clinical Reflection One</td>
<td>June 9 at 11:59 pm</td>
</tr>
<tr>
<td>Week 2</td>
<td>Course: Module 2 Topics:</td>
<td>Course: Readings: Chapter 5, 6, 8, 11, 15, 19 (Hudson &amp; DeRuiter)</td>
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<td>- Professional Organizations - ASHA &amp; TSHA; Texas Department of Licensing and Regulations &amp; ASHA Certification</td>
<td>Podcast Assignment Due</td>
<td>Groups (4, 5, 6, 7) due June 13 by 11:59 pm</td>
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<td></td>
<td>- Workforce Issues in Communication Sciences and Disorders; Professional Autonomy and Collaboration</td>
<td>Quiz #2</td>
<td>June 16 at 11:59 pm</td>
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<td></td>
<td>- Professional Ethics and Liability;</td>
<td>Practicum: Weekly Supervisor Meeting</td>
<td>June 16 at 11:59 pm</td>
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<td></td>
<td>- Professional Issues - Policies and Procedures; Education Policy and Service Delivery</td>
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<tr>
<td>Week 3</td>
<td>Course: Module 3 Topics:</td>
<td>Readings: Chapter 1 and 2</td>
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<td></td>
<td>- AAC Process</td>
<td>Assignments: Discussion 1</td>
<td>June 20 at 11:59 pm (discussion post)</td>
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<td>- Message Management</td>
<td>Quiz #3</td>
<td>June 23 at 11:59 pm (discussion responses and quiz #3)</td>
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<td></td>
<td>Course: Module 4 Topics:</td>
<td>Practicum: Weekly Supervisor Meeting</td>
<td>June 23 at 11:59 pm</td>
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<td></td>
<td>- Assessment Considerations</td>
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<td></td>
<td>- SETT Framework</td>
<td>ZOOM meeting (June 27; 6:00 pm – 8:00 pm)</td>
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<tr>
<td>Week 4</td>
<td>Course: Module 4 Topics:</td>
<td>Assignments:</td>
<td></td>
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<tr>
<td></td>
<td>- ZOOM Class</td>
<td>Discussion 4</td>
<td>June 27 at 11:59 pm (discussion post)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Quiz #4</td>
<td>June 30 at 11:59 pm (discussion post)</td>
</tr>
</tbody>
</table>
VI. Readings (Required and recommended—including texts, websites, articles, etc.):

Required:

Recommended:


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:

**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.

**Code of Student Conduct and Academic Integrity**
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 policy 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.

**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/.
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.

***Other SFA policy information is found in the Handbook of Operating Procedures (HOP)

IX. Resources
On-campus Resources:

The Dean of Students Office
www.sfasu.edu/deanofstudents
Rusk Building, 3rd floor lobby
936-468-7249
dos@sfasu.edu

SFASU Counseling Services
www.sfasu.edu/counselingservices
Health and Wellness Hub (corner of E. College and Raguet)
936-468-2401

SFASU Human Services Counseling Clinic
www.sfasu.edu/humanservices/139.asp
Human Services Room 202
936-468-1041

The Health and Wellness Hub “The Hub”
Location: corner of E. College and Raguet St.
• To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:
  ■ Health Services
  ■ Counseling Services
  ■ Student Outreach and Support
  ■ Food Pantry
  ■ Wellness Coaching
  ■ Alcohol and Other Drug Education
www.sfasu.edu/thehub
936.468.4008
thehub@sfasu.edu

Crisis Resources:
• Burke 24-hour crisis line 1(800) 392-8343
• National Suicide Crisis Prevention: 9-8-8
• Suicide Prevention Lifeline 1(800) 273-TALK (8255)
• Crisis Text Line: Text HELLO to 741-741

X. Additional Information:
Restriction of Audio or Visual Recording, Reproduction, and Distribution of Online Content in 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 Dean of Students Office and subject to both legal sanctions for violations of copyright law and disciplinary action.

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

1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public-school campuses are responsible for the criminal background check; 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/site/test-takers/register.html). YOU must provide legal documentation to be allowed to take this mandated examination that is related to ASHA certification. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a 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 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.