Pediatric Speech Sound Disorders

Fall 2023

Course Information

Course number: ASLP 5825

Class time: Friday 1:30 -4:20p

Place: Business Leadership Building 140

Instructor Contact

Instructor: Boji Lam, Ph.D., CCC-SLP

Office hours: Thursday, 2:30 – 5:30p (office hours in office)

Office: Room 267

E-mail: boji@unt.edu (the best way to contact me)

Office Phone: 940-565-2653

Teaching Assistant: Christina Pringle

E-mail: christinapringle@my.unt.edu

Office hours: TBA

Course Description

Welcome, my future colleagues! This course focuses on normal, delayed, and disordered speech in children. This course will cover various aspects of speech sound delays/disorders (e.g., characteristics, classifications, etc.), assessments, and interventions available in the field. As we move on, you will learn more about how to describe the nature of speech production processes and integrate information related to normal and abnormal speech development. This course aims to equip students with skills to understand and discuss the theoretical bases of phonological and articulation disorders, to locate/summarize/present current research findings, and to develop plans for assessment and intervention.

Course Structure

The course will be comprised of lectures, discussions, presentations, and examinations in verbal and visual modalities. There are 13 weeks of content that we will move through. Canvas, E-mails and online collaborations (e.g., google doc) will be used heavily in your interaction with me and with your fellow students.

The course will emphasize on developing skills needed for effective, evidence-based assessment, diagnosis, and intervention for children affected by speech sound delays/disorders. This course also covers skills and knowledge relevant to professional practice, such as definition of

professionalism and how to communicate and collaborate with caregivers and professionals in other fields.

Course Prerequisites

- Students are expected to be familiar with Phonetics and have basic knowledge of language development.
- Make the commitment to spend 10 hours a week reading the assignments, reflecting on the material covered, and participating in other activities throughout the course.
- Cite sources, giving credit to where you obtain information.
- Network with others and utilize tact when offered differing perspectives.

Course Objectives

By the end of this course, students will be able to:

1. Explain terminology related to speech sound delays/disorders
2. Describe the major developmental milestones in normal phonological and speech sound development
3. Summarize and present current research findings
4. Complete assessments of individuals with speech sound delays/disorders
5. Discuss and implement appropriate intervention approaches/programs as well as sound facilitation strategies
6. Communicate and collaborate with caregivers and other professionals
7. Discuss the potential influences of cross-linguistic features on speech sound productions

Course Materials

REQUIRED COURSE MATERIALS***:

McLeod, S., & Baker, E. (2016). *Children's speech: An evidence-based approach to assessment and intervention*. Pearson. (Electronic textbook - kindle)

SUGGESTED READINGS

Additional assigned readings from journal articles and other publications will be assigned throughout the course (see reading list included in syllabus).

Background

Baker, E., & McLeod, S. (2011). Evidence-based practice for children with speech sound disorders: Part 1 narrative review. *Language, Speech, and Hearing Services in Schools*, *42*(2), 102-139.

Baker, E., & McLeod, S. (2011). Evidence-based practice for children with speech sound disorders: Part 2 application to clinical practice. *Language, Speech, and Hearing Services in Schools*, *42*(2), 140-151.

Gillam, S. L., & Gillam, R. B. (2006). Making evidence-based decisions about child language intervention in schools. *Language, Speech, and Hearing Services in Schools*, *37*(4), 304-315.

Hambly, H., Wren, Y., McLeod, S., & Roulstone, S. (2013). The influence of bilingualism on speech production: A systematic review. *International Journal of Language & Communication Disorders*, *48*(1), 1-24.

Macrae, T., & Tyler, A. A. (2014). Speech abilities in preschool children with speech sound disorder with and without co-occurring language impairment. *Language, Speech, and Hearing Services in Schools*, *45*(4), 302-313.

Assessment

Dodd, B. (2014). Differential diagnosis of pediatric speech sound disorder. *Current Developmental Disorders Reports*, *1*(3), 189-196.

Eisenberg, S. L., & Hitchcock, E. R. (2010). Using standardized tests to inventory consonant and vowel production: A comparison of 11 tests of articulation and phonology. *Language, Speech, and Hearing Services in Schools*, *41*(4), 488-503.

Ertmer, D. J. (2011). Assessing speech intelligibility in children with hearing loss: Toward revitalizing a valuable clinical tool. *Language, speech, and hearing services in schools*, *42*(1), 52-58.

Forrest, K. (2003). Diagnostic criteria of developmental apraxia of speech used by clinical speech-language pathologists. *American Journal of Speech-Language Pathology*, *12*(3), 376-380.

McCauley, R. J., & Strand, E. A. (2008). A review of standardized tests of nonverbal oral and speech motor performance in children. *American Journal of Speech-Language Pathology*, *17*(1), 81-91.

Mcleod, S., & Baker, E. (2014). Speech-language pathologists' practices regarding assessment, analysis, target selection, intervention, and service delivery for children with speech sound disorders. *Clinical linguistics & phonetics*, *28*(7-8), 508-531.

Skahan, S. M., Watson, M., & Lof, G. L. (2007). Speech-language pathologists' assessment practices for children with suspected speech sound disorders: Results of a national survey. *American Journal of Speech-Language Pathology*, *16*(3), 246-259.

McLeod, S., & Verdon, S. (2014). A review of 30 speech assessments in 19 languages other than English. *American Journal of Speech-Language Pathology*, *23*(4), 708-723.

McLeod, S., Verdon, S., Baker, E., Ball, M. J., Ballard, E., David, A. B., ... & Brosseau-Lapré, F. (2017). Tutorial: Speech assessment for multilingual children who do not speak the same language (s) as the speech-language pathologist. *American Journal of Speech-Language Pathology*, *26*(3), 691-708.

Fabiano-Smith, L. (2019). Standardized tests and the diagnosis of speech sound disorders. *Perspectives of the ASHA Special Interest Groups*, *4*(1), 58-66.

<u>Treatment</u>

Brumbaugh, K. M., & Smit, A. B. (2013). Treating children ages 3–6 who have speech sound disorder: A survey. *Language, Speech, and Hearing Services in Schools*, *44*(3), 306-319.

Kamhi, A. G. (2006). Treatment decisions for children with speech–sound disorders. *Language, Speech, and Hearing Services in Schools*, *37*(4), 271-279.

Lof, G. L., & Watson, M. M. (2008). A nationwide survey of nonspeech oral motor exercise use: Implications for evidence-based practice. *Language, Speech, and Hearing Services in Schools*, *39*(3), 392-407.

Rvachew, S., & Nowak, M. (2001). The effect of target-selection strategy on phonological learning. *Journal of speech, language, and hearing research*, *44*(3), 610-623.

RECOMMENDED TEXTBOOK

Williams, A. L., McLeod, S., & McCauley, R. J. (2010). *Interventions for Speech Sound Disorders in Children*. Paul H. Brookes Pub.

(You will need this book for group presentations).

*****Secord, W., Boyce, S. E., Donohue, J. S., Fox, R. A., & Shine, R. E. (2007). *Eliciting sounds: Techniques and strategies for clinicians*. Nelson Education.

USEFUL RESOURCE

Shipley, K. G., & McAfee, J. G. (2015). *Assessment in speech-language pathology: A resource manual*. Nelson Education.

https://bilinguistics.com/speech-therapy-materials/

https://www.speech-language-therapy.com/ (A fantastic website for both speech and language disorders by Dr. Caroline Bowen, an ASHA fellow)

https://www.asha.org/PRPSpecificTopic.aspx?folderid=8589935321&section=Overview

https://www.asha.org/practice/multicultural/phono/

https://www.asha.org/MapLanding.aspx?id=8589947062

COURSE SCHEDULE

The course descriptions and timelines are **<u>subject to change</u>** at the discretion of the instructor. We will make every effort to ensure that any changes to the schedule will be with adequate notice, for good reasons, and in consultation with the class. If we fall behind on this schedule, you will only be tested with respect to what we have covered in class up to that point in time.

Week	Date	Topic	Notes
1	8/25	Chapter 1 - History and background	Overview
2	9/1	Chapter 2 - Classifications, causes, co-occurrence	
3	9/8	Chapter 3 - Artic. foundations of speech	
4	9/15	Chapter 5 - Theoretical foundations	
5	9/22	Chapter 6 - Children's speech acquisition	
6	9/29	Chapter 8, 9 - Assessment and analysis	Mid-term Review, Q & A
7	10/6	**Mid-term Exam**	
8	10/13	Group presentations (10-min, 3 to 4-ppl per group)	
9	10/20	Chapter 10, 11 - Goal setting, Intervention Principles and plans	
10	10/27	Chapter 12 Intervention procedures and eval.	
11	11/3	Chapter 13, 14 Intervention approaches	
12	11/10	Chapter 13, 14 Intervention approaches	
13	11/17	Guest speaker (Dr. Kat!!!!!)	I will be at ASHA.
14	11/24	Thanksgiving	no class
15	12/1	• Intervention presentations (20-min, six to seven teammates per group) • Final exam review, Q & A	Minimal pair, naturalistic, Core vocab, speech perception, Cycles, Oral-motor, complexity
16	12/8	Reading day	no class
17	12/9	**Final exam (BLB 140)**	1:30 P.M. - 3:30 P.M

Course Requirements

Assignment	Points Possible	Percentage of Final Grade
Mid-term exam	*100 points*	*25%*
Final exam	*100 points*	*25%*
Group presentation I – Research article	*80 points*	*20%*

Assignment	Points Possible	Percentage of Final Grade
Group presentation II – Intervention approaches	*80 points*	*20%*
Role-play activity	*40 points*	*10%*
Total Points Possible	*400 points*	*100%*

Extra credit (10 pts):

On several occasions throughout the semester, you will be offered an opportunity to earn extra credit points by taking a quiz or completing a short assignment. Turning in an extra credit assignment does not guarantee you will earn the full points. No make-up extra credit assignments will be given.

Grading

Letter Grade	Point Scale
A	*360 - 400*
B	*320 - 359*
C	*280 - 319*
D	*240 - 279*
F	*239 or less*

Major assignments and examinations

Evidence-based practice is extremely important for speech-language pathology to grow as a professional field. To ensure that you acquire the required skills for evidence-based practice, this course emphasizes BOTH clinical knowledge and research. Many have thought that clinic and research are two separate domains. You often hear people say "Oh! This is just theory". This view is WRONG. Think about the long-lasting debate on vaccine and Autism, or the application of phrenology on understanding the brain in the past. Without research and a critical mind, we will be making wrong clinical judgments.

The assignments in this course are designed to

a.) To equip you with fundamental knowledge that is necessary for clinical practice
b.) To equip you with skills to critique research performed in the field of speech-language pathology and develop evidence-based practice
c.) To equip you with skills to summarize complex information and communicate with caregivers and other professionals

1. **Exams (Total: 200 pts)**
   - Mid-term exam (100 points)
   - Final exam (100 points)
     - Exams will consist of multiple-choice questions and/or short questions.

- They will cover material from the lectures, readings, and presentations of your classmates.
- The exams will not be intentionally cumulative, though there will be some carryover of ideas across sections of the course.
- Requests to reschedule an exam are considered only when there is a family or medical emergency with documentation, or religious holidays.

2. **Group presentation I – Research article (Total: 80 pts):**
   - Presentation (10 min; **40 pts**)
     - There will be 14 groups. Each group will have 3 to 4 students
     - From a list of peer-viewed articles chosen by the instructor, pick **one** article to present.
     - Topics include, but are not limited to, classifications of language disorders, cultural and multilingualism, identification and prevention of language disorders, evaluation of language disorders, intervention efficacy and outcomes, survey of practice of speech-language pathologists, professional practice competencies (e.g., clinical reasoning, evidence-based practice), and other topics.
     - **You are always welcome to suggest other topics not listed here. Please discuss with me in advance.**

   - Three follow-up questions (**10 pts**):
     - To enhance your classmates' understanding of your presentation, construct three multiple-choice questions about the article and ask them in class after your presentation.
     - For students who are not presenting, please be professional and pay attention to the presenters. Active engagement in answering questions is a great way to show supports to your colleagues.

   - Powerpoint (**30 pts**)
     - Students will make a ppt to illustrate the talk (10 slides max).
     - **Please upload your slide 3 days before your presentation. Late upload of slide will result in a 5-point deduction for the whole group.**
     - A grading rubric to both the presentation and ppt will be posted to canvas.

3. **Group presentation II - Intervention approaches (Total: 80 pts):**
   - Group presentation (15 min presentation + 5 min Q & A: **40 pts**)
     - Each group will select, describe, and critique one intervention approach, including the components listed below
     - There will be 7 groups. Each group will have 6 students.
     - The presentation will include
       - General description of the intervention
       - Theoretical basis
       - Target client populations

- Procedures (key components, session structure, strategies and activities, dosage, personnel, progress monitor, etc.)
- Empirical evidence (**two unique, current peer-reviewed articles**)
- Strength and weakness

- Three follow-up questions (**10 pts**):
  - To enhance your classmates' understanding of your presentation, construct three multiple-choice questions about your intervention approach and ask them in class after your presentation.
  - For students who are not presenting, please be professional and pay attention to the presenters. Active engagement in answering questions is a great way to show supports to your colleagues.

- one powerpoint slide to illustrate the talk (max 10 slides, **30 pts**)
  - **Please upload your slide 3 days before your presentation. Late upload of slide will result in a 5-point deduction for the whole group.**
  - A grading rubric to both the presentation and ppt will be posted to canvas.

4. **Role-play activity (40 pts):**
   - You will make an appointment to role-play with me. I may be a client, teacher, or parents while you are the clinician
   - Topics may include, but are not limited to
     - Teaching me how to make a target speech sound
     - Showing me how you would determine the classification of speech-sound disorders
     - Responding to questions from a concerned teachers or parents

Communication Expectations

While I want to make myself as available as possible to each of you, I do have to place some limitations on when I can be contacted. I would prefer that most general questions go through the Q & A forum in the Discussion Board area. If you have a general question about the course or assignments, please post it there. Either I will answer it, or, one of your classmates will. This way we can all benefit from questions asked, and they can be answered in a venue that the whole class can see. You may also want to find someone in class to be a "buddy" with. This will give you at least one other person who you can email with questions.

If you have a private question, please contact me via email and I will respond within 24 hours on weekdays (usually sooner). Please do not expect a response over the weekend. Please use my phone number as a last resort - but, also, please use it if you need to!

Normally, I will return feedback on all written assignments within 1 week of the due date. However, if I see that I will be unable to return your feedback that quickly I will post an announcement to let everyone know when it can be expected.

Course Policies (Important)

Attendance

I treat student attendance as a serious matter. Students are expected to attend class meetings regularly and to abide by the attendance policy established for the course. It is important that you communicate with the professor and the instructional team prior to being absent, so you, the professor, and the instructional team can discuss and mitigate the impact of the absence on your attainment of course learning goals. Please inform the professor and instructional team if you are unable to attend class meetings because you are ill, in mindfulness of the health and safety of everyone in our community. If you are experiencing any symptoms of COVID (https://www.cdc.gov/coronavirus/2019-ncov/symptoms testing/symptoms.html) please seek medical attention from the Student Health and Wellness Center (940-565-2333 or askSHWC@unt.edu) or your health care provider PRIOR to coming to campus. UNT also requires you to contact the UNT COVID Team at COVID@unt.edu for guidance on actions to take due to symptoms, pending or positive test results, or potential exposure.

Assignment and grading Policy

The University is committed to providing a reliable online course system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty which prevents students from completing a time sensitive assessment activity, the instructor will extend the time windows and provide an appropriate accommodation based on the situation. Students should immediately report any problems to the instructor and contact the UNT Student Help Desk: helpdesk@unt.edu or 940.565.2324 and obtain a ticket number. The instructor and the UNT Student Help Desk will work with the student to resolve any issues at the earliest possible time.

- There will be no rounding. Do not look at the percentage posted on canvas. Throughout the semester keep track of the number of points you have.
- Your grade-to-date will be posted on Canvas
- Your assignments and exams will be graded within one week of the due date or the exam day.

Late Work

I will not accept late work in this course. All work turned in after the deadline will receive a grade of zero unless the student has a university-excused absence and provides documentation with 48 hours of the missed deadline.

Grade Disputes

You are required to wait 24 hours before contacting me to dispute a grade. Within that time, I expect that you will review the assignment details and reflect on the quality of the work you turned in. If you would still like to meet, please email me to set up a meeting. You should come to our scheduled meeting with specific examples that demonstrate that you earned a higher grade than you received. If you miss your scheduled meeting, you forfeit your right to a grade dispute. If you do not contact me to schedule a meeting within seven days of receiving your grade, you also forfeit your right to a grade dispute.

Technical Requirements & Skills

Minimum Technology Requirements

Provide a list of the minimum technology requirements for students, such as:

- Computer
- Reliable internet access
- Speakers
- Microphone
- Plug-ins
- Microsoft Office Suite
- [Canvas Technical Requirements](https://clear.unt.edu/supported-technologies/canvas/requirements) (https://clear.unt.edu/supported-technologies/canvas/requirements)

Computer Skills & Digital Literacy

Provide a list of course-specific technical skills learners must have to succeed in the course, such as:

- Using Canvas
- Using email with attachments
- Using google docs for online collaboration
- Downloading and installing software
- Using Words and spreadsheet programs
- Using presentation and graphics programs (e.g., Powerpoint)

Rules of Engagement

Rules of engagement refer to the way students are expected to interact with each other and with their instructors online. Here are some general guidelines:

- Treat your instructor and classmates with respect in email or any other communication.
- Use clear and concise language.
- Remember that all college level communication should have correct spelling and grammar (this includes discussion boards).
- Avoid slang terms such as "wassup?" and texting abbreviations such as "u" instead of "you."
- Avoid using the caps lock feature AS IT CAN BE INTERPRETTED AS YELLING.
- Be careful with personal information (both yours and other's).
- Do not send confidential information via e-mail

See these [Engagement Guidelines](https://clear.unt.edu/online-communication-tips) (https://clear.unt.edu/online-communication-tips) for more information.

UNT Policies

Academic Integrity Policy

Academic Integrity Standards and Consequences. According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

Use of Artificial Intelligence for Assignments: According to the UNT Academic Integrity Policy (UNT Policy 6.003), any form of "unauthorized assistance" constitutes cheating. As a result, use of any artificial intelligence is not authorized for assignments in this course.

ADA Policy

UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one's specific course needs. Students may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the ODA website (https://disability.unt.edu/).

Emergency Notification & Procedures

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Blackboard for contingency plans for covering course materials.

Retention of Student Records

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Blackboard online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about student's records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University's policy. See UNT Policy 10.10, Records Management and Retention for additional information.

Acceptable Student Behavior

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the

classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc. Visit UNT's Code of Student Conduct (https://deanofstudents.unt.edu/conduct) to learn more.

Access to Information - Eagle Connect

Students' access point for business and academic services at UNT is located at: my.unt.edu. All official communication from the University will be delivered to a student's Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward e-mail Eagle Connect (https://it.unt.edu/eagleconnect).

Student Evaluation Administration Dates

Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13, 14 and 15 of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" (no-reply@iasystem.org) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey they will receive a confirmation email that the survey has been submitted. For additional information, please visit the SPOT website (http://spot.unt.edu/) or email spot@unt.edu.

Sexual Assault Prevention

UNT is committed to providing a safe learning environment free of all forms of sexual misconduct, including sexual harassment sexual assault, domestic violence, dating violence, and stalking. Federal laws (Title IX and the Violence Against Women Act) and UNT policies prohibit discrimination on the basis of sex, and therefore prohibit sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking, and/or sexual assault, there are campus resources available to provide support and assistance. UNT's Survivor Advocates can assist a student who has been impacted by violence by filing protective orders, completing crime victim's compensation applications, contacting professors for absences related to an assault, working with housing to facilitate a room change where appropriate, and connecting students to other resources available both on and off campus. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-565- 2648. Additionally, alleged sexual misconduct can be non-confidentially reported to the Title IX Coordinator at oeo@unt.edu or at (940) 565 2759.

Important Notice for F-1 Students taking Distance Education Courses
Federal Regulation

To read detailed Immigration and Customs Enforcement regulations for F-1 students taking online courses, please go to the Electronic Code of Federal Regulations website (http://www.ecfr.gov/). The specific portion concerning distance education courses is located at Title 8 CFR 214.2 Paragraph (f)(6)(i)(G).

The paragraph reads:

(G) For F-1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken on-line or through distance education and does not require the student's physical attendance for classes, examination or other purposes integral to completion of the class. An on-line or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F-1 student's course of study is in a language study program, no on-line or distance education classes may be considered to count toward a student's full course of study requirement.

University of North Texas Compliance

To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course.

If such an on-campus activity is required, it is the student's responsibility to do the following:

(1) Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.

(2) Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose.

Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email internationaladvising@unt.edu) to get clarification before the one-week deadline.

Student Verification
UNT takes measures to protect the integrity of educational credentials awarded to students enrolled in distance education courses by verifying student identity, protecting student privacy, and notifying students of any special meeting times/locations or additional charges associated with student identity verification in distance education courses.

See UNT Policy 07-002 Student Identity Verification, Privacy, and Notification and Distance Education Courses (https://policy.unt.edu/policy/07-002).

Use of Student Work
A student owns the copyright for all work (e.g. software, photographs, reports, presentations, and email postings) he or she creates within a class and the University is not entitled to use any student work without the student's permission unless all of the following criteria are met:

- The work is used only once.
- The work is not used in its entirety.
- Use of the work does not affect any potential profits from the work.
- The student is not identified.
- The work is identified as student work.

If the use of the work does not meet all of the above criteria, then the University office or department using the work must obtain the student's written permission.

Download the UNT System Permission, Waiver and Release Form

Transmission and Recording of Student Images in Electronically-Delivered Courses
1. In situations where the classes must be conducted via videoconference or streaming media (e.g., Zoom), your image or voice might be transmitted.
2. Your group presentations will not be video- or audio-recorded.
3. The classes might be video-recorded using lecture capture technology with the intention of re-using some or all of recordings for future class offerings. Students may occasionally appear on video. The lecture recordings will be available to you for study purposes and may also be reused in future course offerings.

Academic Support & Student Services

Technical Assistance
Part of working in the online environment involves dealing with the inconveniences and frustration that can arise when technology breaks down or does not perform as expected. Here at UNT we have a Student Help Desk that you can contact for help with Canvas or other technology issues.

UIT Help Desk: UIT Student Help Desk site (http://www.unt.edu/helpdesk/index.htm)
Email: helpdesk@unt.edu
Phone: 940-565-2324
In Person: Sage Hall, Room 130
Walk-In Availability: 8am-9pm
Telephone Availability:
- Sunday: noon-midnight
- Monday-Thursday: 8am-midnight
- Friday: 8am-8pm
- Saturday: 9am-5pm
Laptop Checkout: 8am-7pm

For additional support, visit Canvas Technical Help
(https://community.canvaslms.com/docs/DOC-10554-4212710328)

Student Support Services

UNT provides mental health resources to students to help ensure there are numerous outlets to turn to that wholeheartedly care for and are there for students in need, regardless of the nature of an issue or its severity. Listed below are several resources on campus that can support your academic success and mental well-being:

- Student Health and Wellness Center (https://studentaffairs.unt.edu/student-health-and-wellness-center)
- Counseling and Testing Services (https://studentaffairs.unt.edu/counseling-and-testing-services)
- UNT Care Team (https://studentaffairs.unt.edu/care)
- UNT Psychiatric Services (https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry)
- Individual Counseling (https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling)

Chosen Names

A chosen name is a name that a person goes by that may or may not match their legal name. If you have a chosen name that is different from your legal name and would like that to be used in class, please let the instructor know. Below is a list of resources for updating your chosen name at UNT.

- UNT Records
- UNT ID Card
- UNT Email Address
- Legal Name

*UNT euIDs cannot be changed at this time. The collaborating offices are working on a process to make this option accessible to UNT community members.

Pronouns

Pronouns (she/her, they/them, he/him, etc.) are a public way for people to address you, much like your name, and can be shared with a name when making an introduction, both virtually and in-person. Just as we ask and don't assume someone's name, we should also ask and not assume someone's pronouns.

You can add your pronouns to your Canvas account so that they follow your name when posting to discussion boards, submitting assignments, etc.

Below is a list of additional resources regarding pronouns and their usage:

- What are pronouns and why are they important?
- How do I use pronouns?
- How do I share my pronouns?
- How do I ask for another person's pronouns?
- How do I correct myself or others when the wrong pronoun is used?

Additional Student Support Services
- [Registrar](https://registrar.unt.edu/registration) (https://registrar.unt.edu/registration)
- [Financial Aid](https://financialaid.unt.edu/) (https://financialaid.unt.edu/)
- [Student Legal Services](https://studentaffairs.unt.edu/student-legal-services) (https://studentaffairs.unt.edu/student-legal-services)
- [Career Center](https://studentaffairs.unt.edu/career-center) (https://studentaffairs.unt.edu/career-center)
- [Multicultural Center](https://edo.unt.edu/multicultural-center) (https://edo.unt.edu/multicultural-center)
- [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services) (https://studentaffairs.unt.edu/counseling-and-testing-services)
- [Pride Alliance](https://edo.unt.edu/pridealliance) (https://edo.unt.edu/pridealliance)
- [UNT Food Pantry](https://deanofstudents.unt.edu/resources/food-pantry) (https://deanofstudents.unt.edu/resources/food-pantry)

Academic Support Services
- [Academic Resource Center](https://clear.unt.edu/canvas/student-resources) (https://clear.unt.edu/canvas/student-resources)
- [Academic Success Center](https://success.unt.edu/asc) (https://success.unt.edu/asc)
- [UNT Libraries](https://library.unt.edu/) (https://library.unt.edu/)
- [Writing Lab](http://writingcenter.unt.edu/) (http://writingcenter.unt.edu/)

Final words: I value the many perspectives students bring to our campus. Please work with me to create a classroom culture of open communication, mutual respect, and belonging. All discussions should be respectful and civil. Although disagreements and debates are encouraged, personal attacks are unacceptable. Together, we can ensure a safe and welcoming classroom for all. If you ever feel like this is not the case, please stop by my office and let me know. We are all learning together.