Language Disorders II
Spring 2021

Course Information

Course number: ASLP 5835

Class time: Tuesday 6:00 -8:50 am

Place: Remote via Zoom

Instructor Contact

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

Office hours: Tuesday, 2:30 – 5:30p (Virtual office hours via Zoom)

Office: Room 267

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

Office Phone: 940-565-2653

Course Description

Welcome, my future colleagues! This course will provide you a comprehensive study of the principles, methods, and techniques for evaluating and remediating developmental and acquired language disorders in school-aged children. This course aims to equip you with skills to understand and discuss the theoretical bases of language disorders, to locate/summarize/present current research findings, and to develop plans for assessment and treatment. Importantly, you will realize how receptive and expressive communication is in fact a complex, dynamic interaction among linguistic, cognitive, and social-cultural aspects.

Course Structure

This course is delivered through synchronous video conferences using Zoom throughout the semester. Other than that, your interaction with me and with your fellow students will take place via E-mail and Canvas. The course will be comprised of online lectures, discussions, and presentations in verbal and visual modalities.

The format for the course will be comprised of lectures, discussions, and presentations in verbal and visual modalities. Emphasis will be on facilitating students’ understanding of the nature of language disorders and the impact of a language disorder on an individual’s social, academic, and vocational success. We will also cover 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 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**

Upon completion of this course, the student will be able to:

- Explain terminology related to developmental and acquired language disorders in school-aged population
- Describe the major developmental milestones in normal language development.
- Describe the influence of oral language abilities on the development of reading and written language as well as the theories regarding the development of reading and written language.
- Describe various models of intervention programs designed for specific deficits in language learning.
- Locate, summarize, and present current research findings.
- Complete assessments of individuals with developmental language disorders.
- Discuss and implement appropriate intervention approaches/programs.
- Communicate and collaborate with caregivers and other professionals
- Discuss the potential influences of culture and cross-linguistic features on communicative development

**REQUIRED COURSE MATERIALS**


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

**RECOMMENDED TEXTBOOK**


USEFUL RESOURCE

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)

COURSE SCHEDULE
The course descriptions and timelines are subject to change 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.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1/12</td>
<td>Chapter 7</td>
<td></td>
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<tr>
<td>2.</td>
<td>1/19</td>
<td>Chapter 8 - 9</td>
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<tr>
<td>3.</td>
<td>1/26</td>
<td>Chapter 10</td>
<td>Morphology (in-class)</td>
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<td>4.</td>
<td>2/2</td>
<td>Chapter 10 – Exam review</td>
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<tr>
<td>5.</td>
<td>2/9</td>
<td>Exam 1</td>
<td></td>
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<tr>
<td>6.</td>
<td>2/16</td>
<td>Chapter 11</td>
<td>Narratives (in-class)</td>
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<tr>
<td>7.</td>
<td>2/23</td>
<td>Chapter 12</td>
<td>Test Critique G1-G7</td>
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<tr>
<td>8.</td>
<td>3/2</td>
<td>Chapter 12</td>
<td>Test Critique G8-G14</td>
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<tr>
<td>9.</td>
<td>3/9</td>
<td>Chapter 13</td>
<td></td>
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<tr>
<td>10.</td>
<td>3/16</td>
<td>Chapter 13- Exam review</td>
<td></td>
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<tr>
<td>11.</td>
<td>3/23</td>
<td>Exam 2</td>
<td></td>
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<td></td>
<td>3/30</td>
<td>Chapter 14</td>
<td></td>
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<tr>
<td>12.</td>
<td>4/6</td>
<td>Chapter 14</td>
<td></td>
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<tr>
<td>13.</td>
<td>4/13</td>
<td>Special topics</td>
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<tr>
<td>14.</td>
<td>4/20</td>
<td>Intervention presentation - Exam review</td>
<td>Presentation G1-G7</td>
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<tr>
<td>15</td>
<td>4/27</td>
<td>Final Exam</td>
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## Course Requirements

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points Possible</th>
<th>Percentage of Final Grade</th>
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<tbody>
<tr>
<td>Exam 1 (online)</td>
<td>60 points</td>
<td>15%</td>
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<tr>
<td>Exam 2 (Online)</td>
<td>60 points</td>
<td>15%</td>
</tr>
<tr>
<td>Final exam (online)</td>
<td>70 points</td>
<td>17.5%</td>
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<tr>
<td>Group presentation – Test critique</td>
<td>80 points</td>
<td>20%</td>
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<tr>
<td>Group presentation – Intervention approaches</td>
<td>80 points</td>
<td>20%</td>
</tr>
<tr>
<td>In-class activity (morpheme)</td>
<td>10 points</td>
<td>2.5%</td>
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<tr>
<td>In-class activity (Narratives)</td>
<td>10 points</td>
<td>2.5%</td>
</tr>
<tr>
<td>Brochures</td>
<td>30 points</td>
<td>7.5%</td>
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<tr>
<td><strong>Total Points Possible</strong></td>
<td><strong>400 points</strong></td>
<td><strong>100%</strong></td>
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**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 (you will be assessed via examinations)
b.) To equip you with skills to critique research performed in the field of speech-language pathology and keep abreast of current state-of-art (you will be assessed via presentations)
c.) To equip you with skills to summarize complex information and communicate with caregivers and other professionals (you will be assessed via presentations and producing brochure)

1. Exams (Total: 190 pts)

   - Exam 1 (60 points)
   - Exam 2 (60 points)
• One final exam (70 points)
  
  o Exams will consist of multiple-choice questions and/or short questions.
  o They will cover material from the lectures, readings, and presentations of your classmates.
  o The exams will not be intentionally cumulative, though there will be some carryover of ideas across sections of the course.
  o 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 – test critique (Total: 80 pts):
  
  • Group presentation (3-people; 15 min presentation + 5 min Q & A: 30 pts)
    o There will be 14 groups. Each group will have 3 to 4 students
    o Each group will select, describe, and critique one standardized assessment
      ▪ Test Critique 1: The Test of Word Finding
      ▪ Test Critique 2: Test of Semantic Skills
      ▪ Test Critique 3: Test of Pragmatic Language
      ▪ Test Critique 4: Social Emotional Evaluation
      ▪ Test Critique 5: The Assessment of Literacy and Language
      ▪ Test Critique 6: Emerging Literacy and Language Assessment
      ▪ Test Critique 7: The Comprehensive Test of Phonological Processing
      ▪ Test Critique 8: The Woodcock Johnson Tests of Achievement-4
      ▪ Test Critique 9: Test of Problem Solving
      ▪ Test Critique 10: Test of Adolescent and Adult Language (TOAL)
      ▪ Test Critique 11: Test of Written Language-4
      ▪ Test Critique 12: The Writing Process Test
      ▪ Test Critique 13: The Clinical Evaluation of Language Fundamentals (CELF-5)
      ▪ Test Critique 14: Comprehensive Assessment of Spoken Language
      ▪ Test Critique 15: Diagnostic Evaluation of Language Variation (DELV)

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

• A one-page handout (10 pts):
  o Please summarize your presentation into a one-page handout and upload it to Canvas within 7 days of your presentation.
  o Late upload of questions will result in a 2-point deduction.

3. Group presentation II – intervention (Total: 70 pts):
• Group presentation (6-people; 15 min presentation + 5 min Q & A: 30 pts)
  o There will be 7 groups
  o Each group will select, describe, and critique one intervention approach, including the components listed below
  o 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):
  o 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.
  o 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 support to your colleagues.

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

4. Two in-class activities (Total: 20 pts):
You will complete two language-sample analyses (one on morphology, one on narratives) and write a short report for each during class. (10 points each X 2). Please bring your computer to class.

5. Brochures (30 pts):
   - Make a brochure (see example) for family members / teachers / other professionals.
   - The goal is for you to learn how to
     - Educate individuals outside our field what developmental and acquired language disorders are.
     - Educate individuals outside our field what they can do to get help (e.g., refer a client to you).
     - Disseminate healthcare information to public and promote public awareness and understand about our field.

6. 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

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Point Scale</th>
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<tbody>
<tr>
<td>A</td>
<td>360 - 400</td>
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<tr>
<td>B</td>
<td>320 - 359</td>
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<tr>
<td>C</td>
<td>280 - 319</td>
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<tr>
<td>D</td>
<td>240 - 279</td>
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<tr>
<td>F</td>
<td>239 or less</td>
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- Do not look at percentage. Throughout the semester keep track of number of points you have missed.
- There will be no rounding.
- Your grade-to-date will be posted on Canvas
- Your assignments and exams will be graded within two weeks of the due date or the exam day.
- When grades are posted you will receive a 0 if we do not have your work. Please report any discrepancy to Dr. Lam or TAs **within 3 days after posting**. After that it will be assumed you are in agreement with your grade and no changes will be made.
Course Policies

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.

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.

Attendance Policy
Students who actively engage in the learning process learn and retain more information. Regular attendance in class and active listening/participating in classroom discussion is necessary for optimal learning. Please demonstrate your respect by not texting, checking messages, etc. during class time.

COVID-19 impact on attendance
While attendance is expected as outlined above, it is important for all of us to be mindful of the health and safety of everyone in our community, especially given concerns about COVID-19. Please contact me if you are unable to attend class because you are ill, or unable to attend class due to a related issue regarding COVID-19. It is important that you communicate with me prior to being absent as to what may be preventing you from coming to class so I may make a decision about accommodating your request to be excused from class.

If you are experiencing cough, shortness of breath or difficulty breathing, fever, or any of the other possible symptoms of COVID-19 (https://www.cdc.gov/coronavirus/2019-
Please seek medical attention from the Student Health and Wellness Center (940-565-2333 or askSHWC@unt.edu) or your health care provider. While attendance is an important part of succeeding in this class, your own health, and those of others in the community, is more important.

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)

Computer Skills & Digital Literacy

Below is a list of technical skills you must have to succeed in the course, which include:

- 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)

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.

**Rules of Engagement**

- 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) for more information.

**Success in an Online Course**

While the online classroom shares many similarities with the face-to-face classroom, success in online education requires certain skills and expectations that students may not be aware of. Below is a link that contains useful information. “[How to Succeed as an Online Student](https://clear.unt.edu/teaching-resources/online-teaching/succeed-online).”

**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.

**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/).
Prohibition of Discrimination, Harassment, and Retaliation (Policy 16.004)
The University of North Texas (UNT) prohibits discrimination and harassment because of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law in its application and admission processes; educational programs and activities; employment policies, procedures, and processes; and university facilities. The University takes active measures to prevent such conduct and investigates and takes remedial action when appropriate.

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 [insert administration dates] 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. No permission is needed from a student for his or her image or voice to be transmitted live via videoconference or streaming media, but all students should be informed when courses are to be conducted using either method of delivery.

2. In the event an instructor records student presentations, he or she must obtain permission from the student using a signed release in order to use the recording for future classes in accordance with the Use of Student-Created Work guidelines above.

3. Instructors who video-record their class lectures with the intention of re-using some or all of recordings for future class offerings must notify students on the course syllabus if students' images may appear on video. Instructors are also advised to provide accommodation for students who do not wish to appear in class recordings.

   Example: This course employs lecture capture technology to record class sessions. 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.

   No notification is needed if only audio and slide capture is used or if the video only records the instructor's image. However, the instructor is encouraged to let students know the recordings will be available to them for study purposes.

**Class Recordings & Student Likenesses**

Synchronous (live) sessions in this course will be recorded for students enrolled in this class section to refer to throughout the semester. Class recordings are the intellectual property of the university or instructor and are reserved for use only by students in this class and only for educational purposes. Students may not post or otherwise share the recordings outside the class, or outside the Canvas Learning Management System, in any form. Failing to follow this restriction is a violation of the UNT Code of Student Conduct and could lead to disciplinary action.
Mental Health
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)
- [Financial Aid](https://financialaid.unt.edu/)
- [Student Legal Services](https://studentaffairs.unt.edu/student-legal-services)
- [Career Center](https://studentaffairs.unt.edu/career-center)
- [Multicultural Center](https://edo.unt.edu/multicultural-center)
- [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services)
- [Pride Alliance](https://edo.unt.edu/pridealliance)
- [UNT Food Pantry](https://deanofstudents.unt.edu/resources/food-pantry)

**Academic Support Services**

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