I. Course Description:
This course provides experience in providing clinical assistance in speech language pathology; review of clinical methods and techniques in speech language pathology; problem solving as it relates to present clients.

Prerequisites: Student must be currently enrolled in CSD 420 Clinical Intervention Methods.

CSD 430 “Clinical Experience” (3 credit hours) is required for all senior students in the Speech Language Pathology undergraduate program. This course focuses on roles and responsibilities of SLP-assistants in clinical management. Direct instruction is provided for one 75-minute meeting per week for 15 weeks and includes a 2-hour final exam during which students will be assessed on their knowledge of clinical management within the medical setting. In addition, students are assigned a minimum of 1.5 hours of clinic work per week. These students are paired with a graduate clinician and actively participate in the assigned therapy sessions. Students are encouraged to complete modules prior to lecture. In addition to the modules, course assignments include a job shadow of an SLP within the medical/school-based settings, client record reviews of each clients file, a professional resume, along with multiple clinic documentation assignments. The instructor of record meets with each student a minimum of 20 minutes one time per semester to discuss clinical performance and assist the student in reflecting on their clinical experience. These activities average at a minimum 6 hours per week to prepare outside of classroom and clinical hours.

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

This course reflects the following core values of the Perkins College of Education:

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

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

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

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

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

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

This course also supports the Core Objectives/Outcomes of the Texas Higher Education Coordinating Board.

- **Critical Thinking Skills**
  To include creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information
- **Communication Skills**
  To include effective development, interpretation, and expression of ideas through written, oral and visual communication.
- **Empirical and Quantitative Skills**
  To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.
- **Teamwork**
  To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.
- **Personal Responsibility**
  To include the ability to connect choices, actions, and consequences to ethical decision-making
- **Social Responsibility**
  To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.
This course addresses the following standard(s) of the Council for Academic Accreditation (CAA) of the American Speech-Language-Hearing Association (ASHA) found in the Knowledge and Skills Assessment document (KASA):

**Standard III-B:** The applicant must demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases.

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

**Standard III-D:** The applicant must possess knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates of the disorders.

**Standard III-E:** The applicant must demonstrate knowledge of standards of ethical conduct. The applicant must demonstrate knowledge of, appreciation for, and ability to interpret the ASHA Code of Ethics.

**Standard III-H:** The applicant must demonstrate knowledge about certification, specialty recognition, licensure, and other relevant professional credentials. The applicant must demonstrate knowledge of state and federal regulations and policies related to the practice of speech-language pathology and credentials for professional practice.

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

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

I. **PROGRAM LEARNING OUTCOME:** The student will demonstrate knowledge of major anatomical structures in the communication process.

II. **PROGRAM LEARNING OUTCOME:** The student will demonstrate knowledge of physiological processes utilized in communication.

III. **PROGRAM LEARNING OUTCOME:** The student will recognize and articulate the foundational skills related to normal speech and language development.

IV. **PROGRAM LEARNING OUTCOME:** The student will demonstrate understanding of the process of assessing communication disorders.

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

VI. **PROGRAM LEARNING OUTCOME:** The students will demonstrate professional writing skills appropriate for clinical management.
STUDENT LEARNING OUTCOMES (SLO): At the end of the course, students will demonstrate, by performance on examinations, group discussions, and projects an understanding of the following:

1. The student will demonstrate knowledge of clinical policies and procedures while assisting with therapy at Stanley Center for Speech and Language disorders evidenced through a clinical performance rating with no less than 80 out of 100 points possible.
2. The student will exhibit professional writing skills sufficient for entry into the field of speech-language pathology by achieving a minimum of 35 points or above on 3 out of 4 SOAP notes and 80 out of 100 points on professional resume.
3. The student will demonstrate experiential knowledge of behavior management techniques for a variety of age levels and disorders as evidenced by obtaining a minimum of 80 of a possible 100 points on the clinical performance rating scale.
4. The student will demonstrate knowledge of a variety of therapeutic approaches as applied in program planning for speech and language disorders as evidenced by obtaining a minimum of 70% accuracy on exams.
5. The student will demonstrate knowledge in assessment of language and articulation by assisting in an evaluation with a graduate clinician within the Stanley Center for Speech and Language disorders as evidenced by obtaining a minimum of 70% accuracy on exams.
6. The student will demonstrate knowledge in intervention strategies for speech and language disorders by designing a lesson plan for a client targeting specific language needs and a plan for therapy to best meet the needs of the client by obtaining a minimum of 20 out of 25 points on the lesson plan.
7. The student will gain an adequate understanding of the diversity of disorders and employment settings found in the field of speech-language pathology by shadowing a Speech Language Pathologist, participating in discussion with guest speakers in both the medical and school-based settings, and by obtaining a minimum of 70% on job shadow project.
8. The student will demonstrate knowledge of Licensure Requirements for an SLP-Assistant set forth by the Texas State Board of Examiners for Speech Language Pathology in accordance with ASHA guidelines as evidenced by obtaining a minimum of 70% on exams in addition to participation of the Texas Speech Language and Hearing Associations SLP-Assistant Modules by participating in a minimum of 5 out of 6 modules.
9. The student will demonstrate knowledge of ASHA's Code of Ethics as evidenced by obtaining a minimum of 70% accuracy on final exam.

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

Clinical Assignments
Each student will have a minimum of 2-3 therapy assignments per week. Each therapy assignment is typically 2 days a week (Monday/Wednesday or Tuesday/Thursday) and lasts 25-60 minutes. Failure of the student to be able to accept this minimum assignment because of school or work schedule will result in the student dropping the class and taking it the following semester. The student will be under the direct supervision of both a SLP graduate clinician and a Texas licensed, ASHA certified SLP for all assignments/therapy sessions.

Individual Student Meetings
Each student will meet with Clinical Instructor for a 20-minute face to face interview regarding assisting experience one time over the course of the semester. This meeting serve as a reflection of clinical experience and questions or concerns the student might have regarding his/her clinical experience and future plans.

Name Badge
All assistants are required to wear a name badge during all therapy sessions and any time you are “working” in the Speech and Hearing Clinic. These may be obtained in the U.C. The cost is $7.00 and they will bill you.
TB Test
All assistants are required to have proof of TB testing before therapy participation begins. The student must keep documentation and a copy provided to the instructor as soon as completed. The University health clinic on campus administers TB test on Monday, Tuesday, and Friday’s of each week. University Clinic office hours are from 8:30-4:30 each day. You must present your student ID in order to receive a TB test according to clinic policy. TB test are $12.00 if purchasing from the University Clinic on campus due the day of administration.

Assignments:
1. **Client Records Review: (100 points): DUE SEPTEMBER 11**
   Review each client’s clinical records in their file. Review the last treatment plan, progress report, and evaluation report. Write a summary for each client. Include the following titles for each section:
   a. Client’s first name only
   b. Date of birth
   c. Pertinent case history information (locate on initial evaluation)
   d. Date of most recent evaluation
   e. Name of assessments given and results
   f. Diagnosis
   g. Current long term & short-term goals (locate goals on latest progress report)
   Each student must type and print these out for each client and bring them to class on September 11.

   Student Learning Outcome Addressed:
   - The student will demonstrate knowledge of clinical policies and procedures while assisting with therapy at Stanley Center for Speech and Language disorders evidenced through a clinical performance rating with no less than 80 out of 100 points possible

2. **SOAP Notes (4 will be graded- 50 points each):**
   **DUE EVERY FRIDAY BY NOON THROUGH BRIGHT SPACE DROPBOX**
   You will type weekly SOAP Notes (Blue form) for all clients in order to report that week's performance. You will complete one note for the entire week’s performance (not one note per session). An electronic format is located under Clinic Forms on our SFA speech pathology program’s website or can be found on Brightspace under forms. Four SOAP notes will be graded at random during the semester. Each SOAP note that is graded is worth a possible 50 points. SOAP notes are due each Friday by noon to Bright Space dropbox. The assistant’s grade will be lowered 5 points for each deadline/day paperwork is overdue and must be printed and physically turned in to the instructor’s box no later than the following Monday at the latest or SOAP will not be accepted secondary to dropbox locking Friday at noon.

   Student Learning Outcome addressed:
   - The student will exhibit professional writing skills sufficient for entry into the field of speech-language pathology by achieving a minimum of 35 points or above on 3 out of 4 SOAP notes.

3. **Progress Graphs (graphs for each client are worth 50 points- 2 sets of client graphs will be graded for a total of 100 points): DUE DATE: NOVEMBER 6**
   Record data on a progress graph for one client during the semester. You will provide one graph for each of the client’s long-term goals. Turn in data sheets corresponding to the dates on the graph each month. The graph template is on the speech language pathology website [www.sfasu.edu/humanservices/69.asp](http://www.sfasu.edu/humanservices/69.asp) under “forms” or can be located in Bright Space under forms.
4. **SLP Job Shadow (50 points): DUE OCTOBER 23**
Spend 1 hour with a speech language pathologist. Develop at least 5 interview questions to ask the SLP. Write a summary of your experience. Include the following titles in your report:

- a. Name of SLP
- b. Name of setting
- c. Interview questions with responses
- d. Observations during the job shadow
- e. What did you learn from your experience?

In order to receive full credit for this assignment, you must have the SLP sign and date a form provided on Bright space stating the amount of time you observed.

Student Learning Outcome addressed:

- The student will gain an adequate understanding of the diversity of disorders and employment settings found in the field of speech-language pathology by shadowing a Speech Language Pathologist, participating in discussion with guest speakers in both the medical and school-based settings, and by obtaining a minimum of 70% on job shadow project.

5. **Resume (50 Points): NOVEMBER 20**
Each student will prepare a professional resume with Career Services. Each student will need to create a Jobs4jacks account prior to scheduling a meeting with Career Services to review resume draft. Please note that creating a resume is a lengthy process and must be started at the beginning of the semester in order to comply with meeting times for Career Services. Upon completion and final draft of resume, you will receive a cover letter stating that your resume is complete. You must attach this cover letter on top of final resume in order to receive full credit for this assignment. Failure to complete resume by due date will result in a 25-point deduction.

Student Learning Outcome addressed:

- The student will exhibit professional writing skills sufficient for entry into the field of speech-language pathology by achieving a minimum of 35 points or above on 3 out of 4 SOAP notes and 80 out of 100 points on professional resume.

6. **Modules (Participation is required):** Texas Speech and Hearing modules 1 through 7 will be reviewed throughout the course on set dates. Your attendance will be required in order to receive credit as participating during class. **Failure to comply with attendance for Modules will result in 5 points deducted from final grade for each module missed.**

- **Module 1 - Roles and Responsibilities for SLP Assistants** (September 11)
- **Module 2 - Roles and Responsibilities for SLP Supervisors** (November 6)
- **Module 3 - Clinical Considerations** (September 18)
- **Module 4 - Therapy Planning** (October 16)
- **Module 5 - Treating Speech Sound Disorders** (October 2)
- **Module 6 - Language Intervention** (October 9)
- **Module 7 - Fluency** (October 30)

Student Learning Outcome addressed:

The student will demonstrate knowledge of Licensure Requirements for an SLP-Assistant set forth by the Texas State Board of Examiners for Speech Language Pathology in accordance with ASHA guidelines as evidenced by obtaining a minimum of 70% on exams in addition to participation of the Texas Speech Language and Hearing Associations SLP-Assistant Modules by participating in a minimum of 5 out of 6 modules.
7. **Lesson Plans (25 points): STUDENTS LEAD THERAPY THE WEEK OF NOVEMBER 4**  
(CHOSE ONE LESSON PLAN TO TURN IN FOR GRADE) DUE DATE: NOVEMBER 13  
One lesson plan from the week you lead will be turned in for a grade on NOVEMBER 13.

Each student will prepare a lesson plan for the client’s he/she assists with during therapy. Each student will be required to implement and provide therapy for assigned client’s conducting two therapy sessions for each client the week of November 4(A minimum of 2 clients is required). A lesson plan for each client will be turned in to graduate clinician prior to implementing therapy (48 hours prior to session). The assistant will also prepare and print a lesson plan to turn in to the supervisor for each session prior to start of therapy session. The student will select one lesson plan to turn in to Ms. Keeling for a grade on possibility of 25 points.

Student Learning Outcome addressed:
- The student will demonstrate knowledge in intervention strategies for speech and language disorders by designing a lesson plan for a client targeting specific language needs and a plan for therapy to best meet the needs of the client by obtaining a minimum of 20 out of 25 points on the lesson plan.

8. **Clinical Performance Rating (100 pts) DUE DATE FOR COMPLETION IS DECEMBER 4**

Each student will receive a clinical performance rating grade completed by graduate clinicians and supervising SLP. Clinical performance rating will be based on the quality of therapy, punctuality, preparedness, relating to parents and client, constructive criticism, professionalism, written paperwork, professionalism through email and phone calls, professional dress, and understanding roles and responsibilities of an assistant within the therapy session. You will receive a rating from each graduate clinician that you assist throughout the semester and all ratings will be averaged at the end of the semester. A copy of clinical performance rating can be located under forms in Brightspace. Upon completion of therapy sessions implemented by the Assistant, the graduate clinician will provide feedback to the assistant on each session as well as review clinical performance rating at the end of the semester with the student.

Student Learning Outcomes addressed:
- The student will demonstrate knowledge of clinical policies and procedures while assisting with therapy at Stanley Center for Speech and Language disorders evidenced through a clinical performance rating with no less than 80 out of 100 points possible.
- The student will demonstrate experiential knowledge of behavior management techniques for a variety of age levels and disorders as evidenced by obtaining a minimum of 80 of a possible 100 points on the clinical performance rating scale.

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

Your clinical performance grade will be based on the quality and timely completion of all required 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 within therapy session, etc. can lead to an undesirable clinical performance grade. Participation in class discussions, communication with your graduate clinician regarding his/her expectations from you, helpfulness, carrying out all expected responsibilities and a willingness to learn can positively influence your clinical performance grade.

You will also have a comprehensive final exam for this course on December 11. Final exam material will cover all objectives discussed in class. The final exam is worth a possibility of 100 points.

Rubrics for each assignment can be accessed under the course tab by selecting rubrics in Brightspace.
Student Learning Outcomes addressed as part of Final Exam include:

- The student will demonstrate knowledge of a variety of therapeutic approaches as applied in program planning for speech and language disorders as evidenced by obtaining a minimum of 70% accuracy on exams.
- The student will demonstrate knowledge in assessment of language and articulation by assisting in an evaluation with a graduate clinician within the Stanley Center for Speech and Language disorders as evidenced by obtaining a minimum of 70% accuracy on exams.

**Late policy:** A late report or project can influence your project grade 5 points each day it is past due.

**Important note:** The instructor for this course does not round up to the nearest letter grade.

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<tr>
<th>Assignment</th>
<th>Points possible</th>
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<tbody>
<tr>
<td>Client Records Review</td>
<td>100 pts</td>
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<td>SLP Job Shadow Project</td>
<td>50 pts</td>
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<td>Progress Graph</td>
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<td>Progress Graph</td>
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<td>Resume</td>
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<td>SOAP Note 1</td>
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<td>Lesson Plans</td>
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<td>Clinical Performance Rating</td>
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<tr>
<td>Final Exam</td>
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**Total Possible Points 725pts**

A 89.5-100%
B 79.5 - 89.4%
C 69.5 - 79.4%
D 59.5 - 69.4%
F 59.4% and below
V. Tentative Course Outline/Calendar:

<table>
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<th>WEEK 1</th>
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<td><strong>Tuesday, September 3</strong></td>
<td>THERAPY BEGINS</td>
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<td><strong>WEEK 2</strong></td>
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<td>Syllabus/Clinic duties/dress code/nametags</td>
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<td>Clinical assignments/Schedules</td>
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<td><strong>WEEK 3</strong></td>
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<td>Data collection/SOAP Notes</td>
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<td><strong>WEEK 4</strong></td>
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<td>CLIENT RECORDS REVIEW DUE</td>
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<td>TSHA Module 1: Roles and Responsibilities for SLP-Assistants</td>
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<td>SOAP notes/Data Collection continued</td>
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<td><strong>Friday, September 20</strong></td>
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<td><strong>WEEK 6</strong></td>
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<td>Goal Writing (Artic/phonology)</td>
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<td>Module 5- Treating Speech Sound Disorders</td>
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<td><strong>Friday, October 4</strong></td>
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<td><strong>WEEK 7</strong></td>
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<td>Goal Writing (Language)</td>
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<td>Language Review</td>
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<td>TSHA Module 6 Language Intervention</td>
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<td><strong>WEEK 8</strong></td>
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<td>Chapter 10- Enhancing Your Performance</td>
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<td>TSHA Module 4 Therapy Planning</td>
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<td><strong>Friday, October 18</strong></td>
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<td><strong>WEEK 9</strong></td>
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<td>Intro to Lesson Plans</td>
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<td>JOB SHADOW DUE</td>
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<td>Interviewing/Professionalism</td>
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<td>LESSON PLAN FOR GRADE DUE</td>
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<td><strong>WEEK 16</strong></td>
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<td>Final Exam</td>
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Keeling CSD 430 Clinical Experience Fall 2019
VI. Readings:

Required Text:


NSSLHA Winter Conference Registration: $20 for non-NSSLHA members; $10 for NSSLHA members


VII. Course Evaluations:

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. 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 PCOE 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.

In addition to the electronic course evaluation, I welcome your comments, feedback and suggestions throughout the duration of the course.

VIII. Student Ethics and Other Policy Information: Found at http://www.sfasu.edu/policies

Class Attendance and Excused Absence: Policy 6.7

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.
Attendance Policy for this course:

Attendance in therapy and class is mandatory and is considered “excused” only in cases of family emergency, student illness, or participation in approved university sponsored events. Documentation must be provided within 3 days of the missed class or clinic for the absence to be excused. In such instances, it is the responsibility of the student to provide documentation as soon as possible. If you do not provide documentation, the absence will be considered unexcused. It is your responsibility to notify your graduate clinician and the instructor of the course if you will be absent for a therapy session. One unexcused absence in therapy or class will result in lowering of your final grade 5 points, two unexcused absences in therapy or class will result in dropping a letter grade on your final average, three unexcused absences will result in failure of the course. Attendance will be taken at 11:00. If you are late to class, notify the instructor after class that you were present but late.

Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 936-468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Student Academic Dishonesty: Policy 4.1

Abiding by university policy on academic integrity is a responsibility of all university faculty and students.

Definition of Academic Dishonesty

Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment; and/or;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one's own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or,
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

Penalties for Academic Dishonesty

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

Student Appeals

A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).
Withheld Grades: Policy 5.5
At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Student Code of Conduct: Policy 10.4
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

Respect for Diversity
The Speech-Language Pathology program embraces a notion that students from all diverse backgrounds and perspectives be well served by this course, that students’ learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

Additional Information:

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 TExES exams (additional information available at www.texas.ets.org/registrationBulletin/ <http://www.texas.ets.org/registrationBulletin/>). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated 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 Katie Snyder Martin 936-468-1740 or snyderke1@sfasu.edu.
IX. Relevant Course Information:

Prepare for classes by reading chapters assigned and reviewing materials/assessments to be discussed. Lack of preparation will be apparent to the instructor and will be factored in to your Clinical Performance grade.

VIII. Relevant Course Information:

Communication for this course will be done in class and through Brightspace. Please check Brightspace often to get announcements, print out handouts, check your grades, etc.

If you have difficulty accessing Brightspace, contact Student Support – 498-1919

In addition to Brightspace, Remind App will also be used to notify students of important information. To accept this mode of communication text the number 81010 and text this message @csd4.