I. Course Description:

This course is a clinical practicum with a focus on the study of contemporary issues in the field of speech-language pathology and augmentative alternative communication. The clinical management of individuals with complex communication needs will be explored. Students will obtain a minimum of 75 direct clinical hours at a university approved practicum facility under the direct supervision of an ASHA certified Speech-Language Pathologist. The duration of the practicum experience will extend the duration of the term registered for the course.

Credit Hour Description:

SPHS 5334 “Clinical Practicum in Speech-Language Pathology: Contemporary Issues and AAC” (3 credit hours) is required for all second-year students in the Speech-Language Pathology graduate program during the summer term following their first year. Students receive instruction as well as supervised clinical experience at an offsite facility affiliated with the university. Direct instruction is provided for three 50-minute meetings per week for 6 weeks and includes a 2-hour final exam during which students will be assessed on their knowledge of contemporary issues in the field and augmentative alternative communication. Students have weekly reading assignments, quizzes, and a case management project. In addition to the course assignments, students must obtain no less than 75 direct clinical clock hours at an off-campus placement that has an affiliation agreement on file with the university. Each students’ weekly time commitment for this course includes: twelve hours of observed client contact by practicum supervisor (minimum of 25% direct supervision for treatment and minimum of 50% direct supervision for evaluation per accreditation** guidelines), one-half hour of individual supervision meeting with faculty, and three 50-minute classes (13.5) These activities average at a minimum fourteen hours per week to prepare outside of classroom and clinical hours.  

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

Course Delivery Modality:

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

Respect for Diversity:

James I Perkins College of Education:

The James I. Perkins College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect, and shared responsibility, faculty, staff, and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionalities, culture, language/dialect, age, social class, family structure, sexual orientation, religion, and spiritual values in order to enhance the quality of life in a diverse, global community.
Speech-Language Pathology Program:
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 the intent of all faculty and staff to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture.

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

This course reflects the following core values of the College of Education:
The mission of the Perkins College of Education is to prepare competent, successful, caring and enthusiastic professionals 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 Speech-Language Pathology Program.

The mission of the Speech-Language Pathology Program is to prepare knowledgeable professionals committed to enhancing the quality of life of persons with communication disorders. To meet this mission, the program emphasizes the importance of scientific study, critical thinking skills, interdisciplinary collaboration, ethical principles, the responsibility to educate the public about communication disorders, and the importance of continued professional development throughout one’s career.

This course also supports the Core Objectives/Outcomes of the THECB.

Critical thinking skills
- To include creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information

Communication Skills
- To include effective development, interpretation, and expression of ideas through written, oral and visual communication

Empirical and Quantitative Skills
- To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.

Teamwork
- To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

Personal Responsibility
- To include the ability to connect choices, actions, and consequences to ethical decision-making

Social Responsibility
- To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

This course addresses the following standard(s) of the Council for Clinical Certification of the American Speech-Language-Hearing Association:

Standard I: Degree
Standard II: Education Program
Standard III: Program of Study
Standard IV: Knowledge of Outcomes
Standard IV: Knowledge of Outcomes

Standard IV-A: The applicant must have demonstrated knowledge of the biological sciences, physical sciences, statistics, and the social/behavioral sciences.

Standard IV-B: The applicant must have demonstrated knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. The applicant must have demonstrated the ability to integrate information pertaining to normal and abnormal human development across the life span.

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

- Articulation
- Fluency
- Voice and resonance
- Receptive and expressive language
- Hearing, including the impact on speech and language
- Swallowing
- Cognitive aspects of communication
- Social aspects of communication
- Augmentative and alternative communication modalities

Standard IV-D: For each of the areas specified in Standard IV-C, the applicant must have demonstrated current knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates.

Standard IV-E: The applicant must have demonstrated knowledge of standards of ethical conduct.

Standard IV-F: The applicant must have demonstrated knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice.

Standard IV-G: The applicant must have demonstrated knowledge of contemporary professional issues.

Standard IV-H: The applicant must have demonstrated knowledge of entry level and advanced certifications, licensure, and other relevant professional credentials, as well as local, state, and national regulations and policies relevant to professional practice.

Standard V: Skills Outcomes

Standard V-A: The applicant must have demonstrated skills in oral and written or other forms of communication sufficient for entry into professional practice.

Standard V-B: The applicant for certification must have completed a program of study that includes experiences sufficient in breadth and depth to achieve the following skills outcomes:

1. Evaluation
   a. Conduct screening and prevention procedures (including prevention activities).
   b. Collect case history information and integrate information from clients/patients, family, caregivers, teachers, and relevant others, including other professionals.
   c. Select and administer appropriate evaluation procedures, such as behavioral observations, non-standardized and standardized tests, and instrumental procedures.
   d. Adapt evaluation procedures to meet client/patient needs.
   e. Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention.
2. Intervention
   a. Develop setting-appropriate intervention plans with measurable and achievable goals that meet clients'/patients' needs.
   b. Implement intervention plans (involve clients/patients and relevant others in the intervention process).
   c. Select or develop and use appropriate materials and instrumentation for prevention and intervention.
   d. Measure and evaluate clients'/patients' performance and progress.
   e. Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients.
   f. Complete administrative and reporting functions necessary to support intervention.
   g. Identify and refer clients/patients for services as appropriate.

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

Standard V-C: The applicant for certification in speech-language pathology must complete a minimum of 400 clock hours of supervised clinical experience in the practice of speech-language pathology. Twenty-five hours must be spent in clinical observation, and 375 hours must be spent in direct client/patient contact.

Standard V-D: At least 325 of the 400 clock hours must be completed while the applicant is engaged in graduate study in a program accredited in speech-language pathology by the Council on Academic Accreditation in Audiology and Speech-Language Pathology.

Standard V-E: Supervision must be provided by individuals who hold the Certificate of Clinical Competence in the appropriate profession. The amount of direct supervision must be commensurate with the student's knowledge, skills, and experience, must not be less than 25% of the student's total contact with each client/patient, and must take place periodically throughout the practicum. Supervision must be sufficient to ensure the welfare of the client/patient.

Standard V-F: Supervised practicum must include experience with client/patient populations across the life span and from culturally/linguistically diverse backgrounds. Practicum must include experience with client/patient populations with various types and severities of communication and/or related disorders, differences, and disabilities.

Program Learning Outcomes: This course supports the Speech-Language Pathology and Audiology Program Learning Outcomes (PLOs) I, II, VI, and VII. These competencies are measured by successful completion of all course requirements, including examinations, group discussion and activities, written assignments, and quizzes:

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

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

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

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

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

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

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

VIII. The students will apply standards of ethical conduct and professional behavior to clinical practice.
**Student Learning Outcomes:**
Upon completion of this course, given an appropriate level of guidance and supervision for a beginner to intermediate level clinical practicum, students will be able to:

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>ASHA CFCC Standard</th>
<th>Assignment</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conduct screening and prevention procedures, as appropriate to setting</td>
<td>V-B</td>
<td>Clinical fieldwork; weekly supervisor meetings; clinical documentation</td>
<td>Self-reflection form; Minimum rating of 3 out of 4 on final evaluation from supervisor in CALIPSO</td>
</tr>
<tr>
<td>Collect case history information and integrate information from relevant others</td>
<td>V-B</td>
<td>Clinical fieldwork; weekly supervisor meetings; clinical documentation</td>
<td>Self-reflection form; Minimum rating of 3 out of 4 on final evaluation from supervisor in CALIPSO</td>
</tr>
<tr>
<td>Select and administer appropriate evaluation procedures including standardized and non-standardized assessments and instrumental procedures</td>
<td>V-B</td>
<td>Clinical fieldwork; weekly supervisor meetings; clinical documentation</td>
<td>Self-reflection form; Minimum rating of 3 out of 4 on final evaluation from supervisor in CALIPSO</td>
</tr>
<tr>
<td>Adapt evaluation procedures to meet client needs</td>
<td>V-B</td>
<td>Clinical fieldwork; weekly supervisor meetings; clinical documentation</td>
<td>Self-reflection form; Minimum rating of 3 out of 4 on final evaluation from supervisor in CALIPSO</td>
</tr>
<tr>
<td>Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention</td>
<td>V-B</td>
<td>Clinical fieldwork; weekly supervisor meetings; clinical documentation</td>
<td>Self-reflection form; Minimum rating of 3 out of 4 on final evaluation from supervisor in CALIPSO</td>
</tr>
<tr>
<td>Complete administrative functions and documentation necessary to support evaluation and treatment</td>
<td>V-B</td>
<td>Clinical fieldwork; weekly supervisor meetings; clinical documentation</td>
<td>Self-reflection form; Minimum rating of 3 out of 4 on final evaluation from supervisor in CALIPSO</td>
</tr>
<tr>
<td>Refer clients/patients for appropriate services</td>
<td>V-B</td>
<td>Clinical fieldwork; weekly supervisor meetings; clinical documentation</td>
<td>Self-reflection form; Minimum rating of 3 out of 4 on final evaluation from supervisor in CALIPSO</td>
</tr>
<tr>
<td>Develop appropriate intervention plans with measurable and achievable goals that meet clients’/patients’ needs</td>
<td>V-B</td>
<td>Clinical fieldwork; weekly supervisor meetings; clinical documentation</td>
<td>Self-reflection form; Minimum rating of 3 out of 4 on final evaluation from supervisor in CALIPSO</td>
</tr>
<tr>
<td>Implement intervention plan</td>
<td>V-B</td>
<td>Clinical fieldwork; weekly supervisor meetings; clinical documentation</td>
<td>Self-reflection form; Minimum rating of 3 out of 4 on final evaluation from supervisor in CALIPSO</td>
</tr>
<tr>
<td>Select or develop and use appropriate materials/instrumentation for intervention</td>
<td>V-B</td>
<td>Clinical fieldwork; weekly supervisor meetings; clinical documentation</td>
<td>Self-reflection form; Minimum rating of 3 out of 4 on final evaluation from supervisor in CALIPSO</td>
</tr>
<tr>
<td>Measure and evaluate clients’ performance and progress</td>
<td>V-B</td>
<td>Clinical fieldwork; weekly supervisor meetings; clinical documentation</td>
<td>Self-reflection form; Minimum rating of 3 out of 4 on final evaluation from supervisor in CALIPSO</td>
</tr>
<tr>
<td>Modify intervention plans, strategies, materials, etc. as appropriate to meet needs of client/patient</td>
<td>V-B</td>
<td>Clinical fieldwork; weekly supervisor meetings; clinical documentation</td>
<td>Self-reflection form; Minimum rating of 3 out of 4 on final evaluation from supervisor in CALIPSO</td>
</tr>
</tbody>
</table>
Communicate effectively (recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client, family, caregivers) with client, family, and team

<table>
<thead>
<tr>
<th>V-B Interaction &amp; Personal Qualities: 3a</th>
<th>Clinical fieldwork; weekly supervisor meetings; clinical documentation</th>
<th>Self-reflection form; Minimum rating of 3 out of 4 on final evaluation from supervisor in CALIPSO</th>
</tr>
</thead>
</table>

Collaborate with other professionals in case management, as appropriate

<table>
<thead>
<tr>
<th>V-B Interaction &amp; Personal Qualities: 3b</th>
<th>Clinical fieldwork; weekly supervisor meetings; clinical documentation</th>
<th>Self-reflection form; Minimum rating of 3 out of 4 on final evaluation from supervisor in CALIPSO</th>
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</table>

Provide counseling regarding communication and swallowing disorders to client, family, and caregivers

<table>
<thead>
<tr>
<th>V-B Interaction &amp; Personal Qualities: 3c</th>
<th>Clinical fieldwork; weekly supervisor meetings; clinical documentation</th>
<th>Self-reflection form; Minimum rating of 3 out of 4 on final evaluation from supervisor in CALIPSO</th>
</tr>
</thead>
</table>

Adhere to ASHA Code of Ethics and demonstrate professional behavior

<table>
<thead>
<tr>
<th>IV-E, V-B Interaction &amp; Personal Qualities: 3d</th>
<th>Clinical fieldwork; weekly supervisor meetings; clinical documentation</th>
<th>Self-reflection form; Minimum rating of 3 out of 4 on final evaluation from supervisor in CALIPSO</th>
</tr>
</thead>
</table>

Demonstrate integration of research principles into evidence-based clinical practice

<table>
<thead>
<tr>
<th>IV-F Knowledge and Integration of Research</th>
<th>Clinical fieldwork; weekly supervisor meetings; clinical documentation</th>
<th>Self-reflection form; Minimum rating of 3 out of 4 on final evaluation from supervisor in CALIPSO</th>
</tr>
</thead>
</table>

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

**OCSW = Outside of Class Student Work**

**CLINIC ASSIGNMENTS:**

Students must obtain a minimum of 75 clinical clock hours at a university approved practicum facility by the end of the current term. Failure to do so will result in a ‘WH’ for the course. Students will be directly supervised by a licensed, certified speech-language pathologist for a minimum of 25% for treatment of each client weekly. In addition, students who conduct evaluations will be directly supervised for 50% of the total time of client contact. Students are required to meet with their clinical supervisor(s) weekly. Clinical paperwork requirements and due dates are determined by the student’s externship placement supervisor. Students are required to complete the following for their on-campus supervisor during this placement.

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

**COURSE ASSIGNMENTS:**

1. **Weekly Readings:** Students are expected to keep up with content through assigned readings. Students will benefit most from the readings if completed prior to the day the content will be discussed. (OCSW = 15 minutes per page)

2. **Quizzes:** Students will be required to complete 4 quizzes throughout the term in order to demonstrate knowledge of the content. (OCSW: 60 min. preparation per quiz)

3. **Discussion Posts:** Students will be required to post to a discussion thread on assigned week in Brightspace. The discussion threads will focus on the content discussed that week. Students will be required to respond to two of their classmates’ posts after their original post has been made. (OCSW: 25 min. per post)

4. **IPP Case Study:** Students will be required to complete a case study after review of interprofessional practice content. Students will review an assigned case and answer questions related to its clinical management using information learned from the module. Students will work individually on the case and submit to Dropbox on Brightspace by the assigned date. (OCSW: 2 hours).

5. **Podcast assignment:** Students will be required to create a 10 - 15 minute podcast over an assigned topic in professional practice. Each podcast should provide a detailed overview of the topic and answer specific questions given by the instructor.
In addition to the podcast, students will submit three learning outcomes and five questions related to the information presented. These podcasts will be reviewed by peers and questions will be submitted for credit. (OCSW: 2 hours)

6. **Podcast viewing**: Students will be required to listen to weekly podcasts (no more than three) and answer the knowledge-based questions assigned to each. Students will answer the questions through Quizzes on Brightspace. (OCSW: 30 minutes per Podcast)

7. **Adapted Children’s Book**: Students will be required to create an adapted children’s book for use with students with complex communication needs. In addition to the adapted book, you will submit a lesson plan for teaching communication with your chosen book. More information on this project will be provided during an instructional video. (OCSW: 4 hours)

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

Your clinical performance grade will be based on the quality and timely completion of all clinical paperwork, your use of available resources, and level of responsibility and effectiveness/appropriateness within the therapy session. An unexcused absence, tardiness, failure to carry out clinical responsibilities, inappropriateness or unpreparedness within the therapy session, etc. can lead to an undesirable clinical performance grade. Your supervisor will determine competency at mid-term and end-of-term, using CALIPSO, based on the 2014 Standards for the Certificate of Clinical Competence in Speech-Language Pathology. Your clinical performance grade is 60% of your overall grade in the class and the grade you receive in the coursework is worth 40% of your overall grade in the class. Your overall point value will determine your letter grade as described in the table.

Your grade in the course content will be determined by the following point values:
- **Self-Reflections**: 20 points each  
- **IPP Case Study**: 25 points  
- **Quizzes**: 20 points each  
- **Weekly Discussions**: 10 points each  
- **Podcast Assignment**: 50 points  
- **AAC Adapted Children’s Book/Lesson Plan**: 75 points  
- **Final Exam**: 100 points

**TOTAL:** 430 points

**V. Tentative Course Outline/Calendar:**

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>ASSIGNMENTS</th>
<th>Due Dates</th>
</tr>
</thead>
</table>
| Week 1 (July 2 – July 9) | **Course**: Introduction/Course Overview/Module 1 Topics  
Interprofessional Practice/Teletherapy  
Professions for the Twenty-First Century/Professional Issues: A View from History  
Establishing Competencies in Professional Education, Certification, and Licensure | **Course**:  
Readings:  
Chapter 1 & 2 (Hudson & DeRuiter)  
Assignments:  
Podcast Assignment Due Groups 1, 2, and 3 due by July 2 at 11:59 pm  
IPP Case Study Quiz #1 July 9 at 11:59 pm  
Practicum: Weekly Supervisor Meeting July 9 at 11:59 pm |                                |
| Week 2 | **Course**:  
Module 2 Topics: |
| Course: | **Course**:  
Groups (4, 5, 6, 7) due July 9 by 11:59 pm. |
### Week 3 (July 17–July 23)

<table>
<thead>
<tr>
<th>Course: Module 3 Topics:</th>
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<tbody>
<tr>
<td>AAC Process</td>
</tr>
<tr>
<td>Message Management</td>
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</tbody>
</table>

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<tr>
<th>Course: Module 4 Topics:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Considerations</td>
</tr>
<tr>
<td>SETT Framework</td>
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<tr>
<td>Guest Speaker</td>
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</tbody>
</table>

**Readings:** Chapter 1 and 2 (Beukelman & Mirenda)

**Assignments:**
- Discussion 1
- Quiz #3

**Practicum:** Weekly Supervisor Meeting

**Discussion and Quiz completed by July 23 at 11:59 PM**

### Week 4 (July 24–July 30)

<table>
<thead>
<tr>
<th>Course: Module 5 Topics:</th>
</tr>
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<tbody>
<tr>
<td>Key Intervention Strategies</td>
</tr>
<tr>
<td>Visual Supports</td>
</tr>
</tbody>
</table>

**Readings:** Chapter 5 and 6 (Beukelman & Mirenda); assigned articles

**Assignments:**
- Discussion 4
- Quiz #4

**Guest Speaker** **ZOOM meeting** (July 27, 2023; 6:00 pm – 8:00 pm;)

**Practicum:** Weekly Supervisor Meeting

**Discussion and Quiz due by July 30 at 11:59 pm**

### Week 5 (July 31 – August 4)

<table>
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<tr>
<th>Course: Module 6 Topics:</th>
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</table>

**Readings:** Chapter 7 (Beukelman & Mirenda); assigned articles

**Assignments:**
- Quiz #5
- Adapted Book Assignment Due
- course evaluation in MySFA

**Final Exam – June 30 by 11:59 pm** (available June 26, 6:00 am – June 30 by 11:59 pm)

**Due August 4 by 11:59 pm**

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**Practice:** Weekly Supervisor Meeting; Clinical Reflection One due for residential students

**Quiz completed by July 16 at 11:59**
Practicum:
Clinical Reflection One due for distance students
Clinical reflection two
Weekly Supervisor Meeting;
Complete Supervisor Evaluation on Calipso

VI. Readings (Required and recommended—including texts, websites, articles, etc.):

Required:

Recommended:


VII. Course Evaluations:

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

In the College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information:

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.

Documentation must be provided for any absences. In such instances, it is the responsibility of the clinician to provide documentation as soon as possible. Do not wait for the supervisor/instructor to request such documents. One unexcused
absence will result in 20 points being subtracted from your total grade and two unexcused absences will result in the failure of clinic. Late assignments will not be accepted unless permission is granted from instructor. If allowed to submit late work, 5 points will be deducted from grade for each day it is 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, 468-3004/468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. In the event that exams are administered solely online, students with disabilities will be granted the exam accommodations under the same online conditions allowed for other students enrolled in the course. For additional information, go to [http://www.sfasu.edu/disabilityservices/](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. Faculty members promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

**Definition of Academic Dishonesty**

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) 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 your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due 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).

**Witheld 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 (see the Student Conduct Code, policy D-34.1). 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 prohibition 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 Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.
SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:
SFASU Counseling Services  
www.sfasu.edu/counselingservices
3rd Floor Rusk Building  
936-468-2401

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

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

Additional Information:

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

1. Candidates must undergo a criminal history background check prior to clinical placements and prior to employment as a speech-language pathologist. The program will pay for the initial criminal history background check prior to beginning clinical experience on campus; however, any subsequent checks needed by practicum placements will be the responsibility of the student.

   In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.

2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the PRAXIS exam (additional information available at https://www.ets.org/praxis/test_day/id). YOU must provide legal documentation to be allowed to take this mandated examination that is related to licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete a state mandated fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information concerning this matter, contact Jennifer Fry at 936-468-7109 or Jennifer.Fry@sfasu.edu

IX. Other Relevant Course Information:
Communication for this course will be done in class, through D2L, and email. Please check D2L and your SFASU email often to get announcements, print out handouts, check your grades, etc.