

**Stephen F. Austin State University
James I. Perkins College of Education
Department of Human Services
SPH 504 Clinical Practicum in Speech-Language Pathology:
Early Intervention Services
Fall 2019**

Program: SPH Course: 504 Section: 603 Semester: 202010 Instructor: Durham

**Instructor: Amy Durham, M.S., CCC/SLP
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**Course Time & Location: T 5:00-5:50; HSTC 322
Office Hours: T: 8-8:45 1:45-3:00; R:8-9:45; 1:45-3
Credits: 3
Email: durhama@sfasu.edu**

Prerequisites: Acceptance into the graduate SLP program and a minimum grade of B in SPH 503; 25 observation hours

I. Course Description:

This course is a clinical practicum with a focus on early intervention services (birth to three years). Emphasis is given to enrollment and clinical management in early childhood intervention, including strategies for goal attainment and family involvement. Special attention is given to usage of appropriate materials for the 0-3 population. Students will obtain a minimum of 35 direct clinical clock hours at the Stanley Center for Speech and Language Disorders on the SFASU campus and/or affiliated facilities including Nacogdoches Head Start, Early Childhood Research Center, and St. Cyprian's school. The duration of the practicum experience will extend the duration of the semester registered for the course.

Credit Hour Description:

SPH 514 "Clinical Practicum in Speech-Language Pathology: Early Intervention Services" (3 credit hours) is required for all first-year students in the Speech-Language Pathology graduate program during their first fall semester. Students receive instruction as well as a supervised clinical experience at the on-campus clinics or one of its affiliated locations. Direct instruction is provided for one 50-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. Students have weekly reading assignments and two projects related to early intervention services. In addition to the course assignments, students must obtain no less than 35 direct clinical clock hours at the on-campus clinics or one of its affiliated locations. Each students' weekly time commitment for this course includes: three hours of faculty observed client contact (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, one-half hour of faculty directed professional report writing, and one 50-minute class (5.0) These activities average at a minimum six hours per week to prepare outside of classroom and clinical hours.

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

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 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 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

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

Standard I: Degree

Standard II: Education Program

Standard III: Program of Study

Standard IV: Knowledge of Outcomes

Standard V: Skills Outcomes

Standard VI: Assessment

Standard VII: Speech-Language Pathology Clinical Fellow

Standard VIII: Maintenance of Certification

Standard IV: Knowledge of Outcomes

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

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

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

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

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

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

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

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

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

Standard V: Skills Outcomes

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

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

1. Evaluation
 - a. Conduct screening and prevention procedures (including prevention activities).
 - b. Collect case history information and integrate information from clients/patients, family, caregivers, teachers, and relevant others, including other professionals.
 - c. Select and administer appropriate evaluation procedures, such as behavioral observations, non-standardized and standardized tests, and instrumental procedures.
 - d. Adapt evaluation procedures to meet client/patient needs.
 - e. Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention.
 - f. Complete administrative and reporting functions necessary to support evaluation.
 - g. Refer clients/patients for appropriate services.
2. Intervention
 - a. Develop setting-appropriate intervention plans with measurable and achievable goals that meet clients'/patients' needs. Collaborate with clients/patients and relevant others in the planning process.
 - b. Implement intervention plans (involve clients/patients and relevant others in the intervention process).
 - c. Select or develop and use appropriate materials and instrumentation for prevention and intervention.
 - d. Measure and evaluate clients'/patients' performance and progress.
 - e. Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients.
 - f. Complete administrative and reporting functions necessary to support intervention.
 - g. Identify and refer clients/patients for services as appropriate.
3. Interaction and Personal Qualities
 - a. Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others.
 - b. Collaborate with other professionals in case management.
 - c. Provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others.
 - d. Adhere to the ASHA Code of Ethics and behave professionally.

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

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

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

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 appropriate level of guidance and supervision for a beginner to intermediate level clinical practicum, students will be able to:

Learning Outcome	ASHA CFCC Standard	Assignment	Assessment
Conduct screening and prevention procedures, as appropriate to setting	V-B Evaluation: 1a	Clinical fieldwork; weekly supervisor meetings; clinical documentation	Self-reflection form; Minimum rating of 3 out of 4 on final evaluation from supervisor in CALIPSO
Collect case history information and integrate information from relevant others	V-B Evaluation: 1b	Clinical fieldwork; weekly supervisor meetings; clinical documentation	Self-reflection form; Minimum rating of 3 out of 4 on final evaluation from supervisor in CALIPSO
Select and administer appropriate evaluation procedures including standardized and non-standardized assessments and instrumental procedures	V-B Evaluation: 1c	Clinical fieldwork; weekly supervisor meetings; clinical documentation	Self-reflection form; Minimum rating of 3 out of 4 on final evaluation from supervisor in CALIPSO
Adapt evaluation procedures to meet client needs	V-B Evaluation: 1d	Clinical fieldwork; weekly supervisor meetings; clinical documentation	Self-reflection form; Minimum rating of 3 out of 4 on final evaluation from supervisor in CALIPSO
Interpret, integrate, and synthesize all	V-B	Clinical fieldwork; weekly	Self-reflection form;

information to develop diagnoses and make appropriate recommendations for intervention	Evaluation: 1e	supervisor meetings; clinical documentation	Minimum rating of 3 out of 4 on final evaluation from supervisor in CALIPSO
Complete administrative functions and documentation necessary to support evaluation and treatment	V-B Evaluation & Treatment: 1f, 2f	Clinical fieldwork; weekly supervisor meetings; clinical documentation	Self-reflection form; Minimum rating of 3 out of 4 on final evaluation from supervisor in CALIPSO
Refer clients/patients for appropriate services	V-B Evaluation & Treatment: 1g, 2g	Clinical fieldwork; weekly supervisor meetings; clinical documentation	Self-reflection form; Minimum rating of 3 out of 4 on final evaluation from supervisor in CALIPSO
Develop appropriate intervention plans with measurable and achievable goals that meet clients'/patients' needs	V-B Treatment: 2a	Clinical fieldwork; weekly supervisor meetings; clinical documentation	Self-reflection form; Minimum rating of 3 out of 4 on final evaluation from supervisor in CALIPSO
Implement intervention plan	V-B Treatment: 2b	Clinical fieldwork; weekly supervisor meetings; clinical documentation	Self-reflection form; Minimum rating of 3 out of 4 on final evaluation from supervisor in CALIPSO
Select or develop and use appropriate materials/instrumentation for intervention	V-B Treatment: 2c	Clinical fieldwork; weekly supervisor meetings; clinical documentation	Self-reflection form; Minimum rating of 3 out of 4 on final evaluation from supervisor in CALIPSO
Measure and evaluate clients' performance and progress	V-B Treatment: 2d	Clinical fieldwork; weekly supervisor meetings; clinical documentation	Self-reflection form; Minimum rating of 3 out of 4 on final evaluation from supervisor in CALIPSO
Modify intervention plans, strategies, materials, etc. as appropriate to meet needs of client/patient	V-B Treatment: 2e	Clinical fieldwork; weekly supervisor meetings; clinical documentation	Self-reflection form; Minimum rating of 3 out of 4 on final evaluation from supervisor in CALIPSO
Communicate effectively (recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client, family, caregivers) with client, family, and team	V-B Interaction & Personal Qualities: 3a	Clinical fieldwork; weekly supervisor meetings; clinical documentation	Self-reflection form; Minimum rating of 3 out of 4 on final evaluation from supervisor in CALIPSO
Collaborate with other professionals in case management, as appropriate	V-B Interaction & Personal Qualities: 3b	Clinical fieldwork; weekly supervisor meetings; clinical documentation	Self-reflection form; Minimum rating of 3 out of 4 on final evaluation from supervisor in CALIPSO
Provide counseling regarding communication and swallowing disorders to client, family, and caregivers	V-B Interaction & Personal Qualities: 3c	Clinical fieldwork; weekly supervisor meetings; clinical documentation	Self-reflection form; Minimum rating of 3 out of 4 on final evaluation from supervisor in CALIPSO
Adhere to ASHA Code of Ethics and demonstrate professional behavior	IV-E, V-B Interaction & Personal Qualities: 3d	Clinical fieldwork; weekly supervisor meetings; clinical documentation	Self-reflection form; Minimum rating of 3 out of 4 on final evaluation from supervisor in CALIPSO
Demonstrate integration of research principles into evidence-based clinical practice	IV-F Knowledge and Integration of Research	Clinical fieldwork; weekly supervisor meetings; clinical documentation	Self-reflection form; Minimum rating of 3 out of 4 on final evaluation from supervisor in CALIPSO

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

Students must obtain a minimum of 35 clinical clock hours (three hours per week) throughout the semester at the Stanley Center for Speech and Language Disorders and/or its affiliated locations 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 no less than 25% for treatment of each client weekly. In addition, students who conduct evaluations will be directly supervised no less than 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 listed in the appendix: **Student Clinician Responsibilities** (provided the first day of class).

1. **Client File Review:** Prior to the initial therapy session, students will complete a client file review on assigned clients. Information related to recommended goals from previous treatment period and current evaluation results should be reviewed. These file reviews will be discussed with the supervisor at the initial supervisory conference. (OCSW = 30 min. per assigned client).
2. **Lesson Plans:** Students will submit individual lesson plans for each assigned client no less than 24 hours before each clinical session. Lesson plans should identify the treatment targets planned for the session and the procedures that will be used to address each target. (OCSW = 40 min. per week for each assigned client).
3. **Treatment Plans:** Students will submit individual treatment plans for each assigned client by 5:00 pm on the due date. Treatment plans should address clients' current level of performance, proposed treatment goals, and intervention strategies proposed for use during the treatment period (current term). (OCSW = 60 min. per assigned client).
4. **Progress Reports:** Students will submit rough drafts of individual progress reports for each assigned client by 5:00 pm on the due date. Progress reports should address the techniques and procedures used to target treatment goals, the progress made (baseline and final data) on treatment goals, and recommendations for future therapy (including recommended goals). Students will update progress and make all required corrections to rough draft prior to submitting a final copy of the progress report. A final copy of progress reports must be filed in clients' files by the final day of the semester. Failure to provide a final copy will result in your clinic grade being lowered a letter grade. (OCSW = 60 min. per assigned client for rough draft; 30 min. per assigned client for final draft).
5. **SOAP Notes:** Students will document performance of each client at the conclusion of therapy sessions in SOAP format. The written SOAP note must be filed in the client's working file in the file room no later than noon on Friday of each week. (OCSW = 30 min per assigned client per week)
6. **Evidence Based Practice (EBP) Protocol:** Students will complete an EBP protocol for each assigned client. Students will research an intervention approach specific to their assigned clients' communication disorders. A thorough review of the literature (journal articles) will be required in order to determine the evidence behind the intervention approach. Students will review no less than five articles on their given intervention approach within the last 10 years and complete the EBP protocol given in class. This assignment will introduce the students to effectively reviewing the literature to determine the effectiveness of intervention strategies. (OCSW = 2.5 hours per EBP protocol).
7. **Video review of treatment session:** Students are required to watch three of their treatment sessions throughout the term (beginning, midterm, and final). Students will watch a video of one of their sessions prior to writing their clinic reflection. (OCSW = 45 min. per video)
8. **Clinic Reflection:** Students will complete three written self-reflections over the term (beginning, midterm, 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:

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

SFASU Grade Criteria:

Letter Grade	Grade Range	Skill Rating	Grade Points
A+	97-100	3.84 – 4.0	4.0
A	93-96	3.68 – 3.83	4.0
A-	90-92	3.5 – 3.67	3.67
B+	87-89	3.34 – 3.49	3.33
B	83-86	3.18 – 3.33	3.00
B-	80-82	3.0 – 3.17	2.67
C+	77-79	2.75- 2.99	2.33
C	70-76	2.5 – 2.74	2.0
D	60-69	2.0 – 2.49	1.0
F	0-59	0 – 1.99	0.0

TOTAL POSSIBLE POINTS

Example for Grading:

Percentage from Course Assignments 40% One Exam: 100 points Three Projects: 100 points each for a total of 300 points Two Reflections: 20 points each for a total of 40 points	Example: Earned points/Total possible points 277/300=92% GP = 3.67 x .45 = 1.65
CALIPSO Final Evaluation Score 60%	Example: 3.68 CALIPSO Skill Rating GP = 3.68 x .45 = 1.66

V. Tentative Course Outline/Calendar:

DATE	TOPIC	ASSIGNMENTS
Week 1 (8-27)	Course: Introduction/Syllabus Practicum: minimum of 3 clock hours of treatment	
Week 2 (9-3)	Course: Overview of ECI-guest speaker/hearing screening training Practicum: minimum of 3 clock hours of treatment	Reach Ch. 3 Make YOUR Words Matter
Week 3 (9-10)	Course: ECI Enrollment and comprehensive assessment Practicum: minimum of 3 clock hours of treatment	Read Ch. 4 Help Young Children Attend
Week 4 (9-17)	Course: Formulation of IFSP & goals Practicum: minimum of 3 clock hours of treatment	Read Ch. 5 Design Effective Treatment Plans
Week 5 (9-24)	Course: Formulation of IFSP & goals; discuss IFSP/goal project Practicum: minimum of 3 clock hours of treatment	Goal Writing Exercise Read Ch. 6 Social & Pragmatic Skills
Week 6 (10-1)	ECI Speech/Language evaluations Practicum: minimum of 3 clock hours of treatment	IFSP/Goal Writing Project Due
Week 7 (10-8)	Course: Speech/language evaluations Practicum: minimum of 3 clock	Read Ch. 7 Early Cognitive Skills Teachmetotalk.com/videos "Pretend Play with Toddlers who are late Talkers"

	hours of treatment	
Week 8 (10-15)	Course: Early language intervention Practicum: minimum of 3 clock hours of treatment	Read Ch. 8 Receptive Language Skills Teachmetotalk.com/videos "Ball & Ball toys in speech therapy"
Week 9 (10-22)	Course: Early language intervention Practicum: minimum of 3 clock hours of treatment	Read Ch. 9 Expressive Language Skills Teachmetotalk.com/videos "Can't get a child to talk, try choices"
Week 10 (10-29)	Course: Early language intervention Practicum: minimum of 3 clock hours of treatment	Read Ch. 10 Planning Effective Sessions Teachmetotalk.com/videos "Farm animals" & "Bubbles"
Week 11 (11-5)	Course: Global development in early intervention – ECI PT guest speaker Practicum: minimum of 3 clock hours of treatment	Read Ch. 11 Putting It All Together Teachmetotalk.com/videos "Teach Social Games" & "Books"
Week 12 (11-12)	Course: Pediatric Dysphagia/Feeding Difficulties and therapy techniques Practicum: minimum of 3 clock hours of treatment	Play-based therapy project due
Week 13 (11-19)	Course: Guest speaker – ECI OT Practicum: minimum of 3 clock hours of treatment	
Week 14 (1-26)	Thanksgiving Break	
Week 15 (12-3)	Course: review for final exam Practicum: minimum of 3 clock hours of treatment	Complete Supervisor Evaluation on Calipso & Course evaluation in MySFA
Week 16 (12-10)		FINAL EXAM

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

Required Text:

Mize, L. (2011). *Teach Me To Talk The Therapy Manual; A Comprehensive Guide for Improving Receptive and Expressive Language in Toddlers*. Stanford: teachmetotalk.com

LiveText Statement:

This course uses the LiveText/Watermark data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText/Watermark account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText/Watermark account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText/Watermark registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

If you have questions about obtaining or registering your LiveText/Watermark account or any technical questions, call 936-468-7050 or e-mail LiveText@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText/Watermark system may result in course failure.

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, 10% 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. 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. 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).

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 (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.

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. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual's self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a non-refundable fee. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification.

You are eligible to request a Preliminary Criminal History Evaluation if:

- You enrolled or planning to enroll in an educator preparation program or
- You are planning to take a certification exam for initial educator certification, and
- You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

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 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 at 936-468-1740 or snyderke1@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.