

**James I. Perkins College of Education
Department of Human Services
SPH 504 Clinical Practicum
Spring 2019**

Program: SPH **Course:** 504 **Section:** 629 **Semester:** 201920 **Instructor:** Richardson

Instructor: Lydia Richardson SLP.D., CCC/SLP	Course Time & Location: see schedule
Office: HSTC 205F	Office Hours: M/W 11:00 – 12:00, 2:30-3:30; T/R 9:00 – 9:30; Friday by appointment only
Office Phone: 468-1255	Credits: 3
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Prerequisites: GPA of at least 3.0 in graduate courses and approval of screening committee; 25 observation hours

I. Course Description:

Three semester hours, one-hour lecture and six hours lab per week. May be repeated for additional credit. Students will obtain direct clinical hours at an offsite practicum placement in either a seven-week rotation (5 days per week) or a 14-week rotation (2-3 days per week). The duration of the practicum experience will be agreed upon by both the student and externship coordinator prior to the start of the semester.

Credit Hour Statement

SPH 564 "Clinical Practicum in Speech-Language Pathology: The Supervisory Process" (3 credit hours) is required for all second-year students in the Speech-Language Pathology graduate program during their final spring semester. Students receive instruction as well as a supervised clinical experience at an off-campus placement that has an affiliation agreement on file with the university. Typically, direct instruction is provided 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 the supervisory process in the field of speech-language pathology. Students have five module assignments, are expected to take quizzes on each of the modules, and are required to make a major presentation on a topic of interest in the supervisory process. In addition to the course assignments, students must obtain no less than 75 clinical (direct) hours at their placement facility. The student must meet with their university supervisor of record 20 minutes per week and directly supervised by the university supervisor no less than 40 minutes per semester. 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 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.

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, nonstandardized 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. These competencies are measured by successful completion of all course requirements, including examinations, group discussion and activities, written assignments, and quizzes:

- I. Students will recognize and articulate the foundational skills related to communication and its disorders.
- II. Students will analyze, interpret, and synthesize clinical findings in the management of speech disorders
- III. Students will analyze, interpret, and synthesize clinical findings in the management of language disorders
- IV. Students will analyze, interpret, and synthesize clinical findings in the management of swallowing disorders.
- V. Students will analyze, interpret, and synthesize clinical findings in the management of hearing disorders.
- VI. Students will integrate research principles and processes in planning Capstone projects and in clinical practice.
- VII. Students will communicate professionally and demonstrate comprehension of professional and ethical responsibilities of speech-language pathologists.

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; Minimum of 90% on the case studies.
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 information to develop diagnoses and make appropriate recommendations for intervention	V-B Evaluation: 1e	Clinical fieldwork; weekly supervisor meetings; clinical documentation	Self-reflection form; Minimum rating of 3 out of 4 on final evaluation from supervisor in CALIPSO; Minimum of 90% on the case studies.

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; Minimum of 90% on case studies.
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; minimum of 90% on case studies
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

Supervisory Meetings: At the beginning of placement, all students will meet with their clinical educator (CE) to discuss practicum and supervisor/supervisee expectations. Students will provide their externship CE with a Clinical Affiliation Student Worksheet (see SFASU Clinical Manual) and Supervisory Needs Assessment. The student, externship CE, and the SFASU Liaison (if applicable) will also complete the Practicum Agreement and Information form which will outline schedule for the practicum, expectations, contact information, etc.

Students will meet with their instructor of record once per week for 15-minute supervisory meetings. In addition, the student will meet with their instructor of record at mid-term and at the end of the semester for 30-minute meetings to discuss current progress on hours obtained as well as supervisor evaluations. Students will participate in planning/debriefing sessions with their CE, as often as appropriate. These sessions will be scheduled directly by the CE with the students, and may occur at the practicum site, at SFASU, or an alternative site agreed upon. Feedback will be specific and provided both verbally and written, as requested or warranted. Students and CEs will also schedule a midterm and final evaluation meeting.

Documentation: At the discretion of the CE, students may be requested to complete a daily or weekly session plan. Students are to submit plans to their CE, according to the CE's instructions to allow time for review of the session plan and provide feedback as needed. Clinical documentation (e.g., treatment/progress notes, evaluations, discharge summaries, etc.) will be completed based on the site's clinical documentation policies and procedures and as instructed by the CE.

Clinical Activities: Students will participate in direct clinical care including evaluation, treatment, prevention, screening, counseling, and other clinical activities as appropriate. Students should also participate in related activities such as team meetings and parent/family/caregiver meetings as appropriate. Level of supervision will depend on student's clinical experience and site's policies/regulations; however, supervision must be in real time and must never be less than 25% of the student's total contact with **each** client/patient. Supervision must take place periodically throughout the practicum experience. The instructor of record will supervise a minimum of one session at 30 minutes per semester, providing verbal and written feedback to the student.

Assignments: Students must complete **three** self-reflections over the course of the clinical experience, using the self-reflection form template located on the course *Brightspace* site. **Reflections will be submitted at the beginning, middle, and end of the semester.** Reflections that are submitted all at once (e.g., three reflections uploaded to *Brightspace* at the same time) will not be counted.

- 1st reflection is to be submitted by the end of week 2 of the individual student's clinical placement.
- 2nd reflection is to be submitted at midterm of the individual student's clinical placement.
- 3rd reflection is to be submitted on the Friday your clinical placement ends.

These reflections should be shared with the on-site CE and signed after review prior to submission. A rubric will be used to score each reflection (see *Brightspace*). *Students will receive a score of 0 for any late submissions, no exceptions.*

Clock Hours: It is required that students submit earned clinical clock hours in CALIPSO on a weekly basis. Students who fail to do so are at risk of clock hours not being approved. Students must obtain a minimum of 75 clinical clock hours at the practicum facility by the end of the current term. Failure to obtain the minimum clock hours will result in a 'wh' for the semester.

Attendance: Students are to abide by the SFASU SLP course attendance policy. Please review the attendance policy on the program website www.sfasu.edu/humanservices/330.asp. Students are to communicate absences for any reason to both their on-site CE and SFASU faculty liaison via **email**. Documentation (e.g., doctor's note) for the absence must be provided to both the on-site CE and SFASU faculty liaison via email by the next scheduled practicum day. Students may not modify their clinical schedules for any reason. All modifications must be approved by the SFASU Externship Coordinator.

Professionalism: Students are to abide by all on-site policies regarding professionalism. If a site does not have a specified policy, students are to abide by all policies regarding professionalism as stated in the SFASU SLP Clinical Manual which includes dress code, arrival, email etiquette, cell phone use, etc.

COURSE ASSIGNMENTS:

1. **MODULE ASSIGNMENTS:** You will be required to complete assignments related to each model every 2 weeks. Specific

instructions will be provided D2L.

2. **MODULE QUIZZES:** You will take a quiz in D2L after completing each module. (Due dates are noted in schedule)
3. **PARTICIPANT WORKBOOK:** You will complete a participant workbook throughout the modules that should be completed and submitted to Dropbox by March 19, 2018 at 11:59 pm.
4. **RESEARCH:** You will search the literature on one topic related to supervision. Topics may include:
 - a. Data collection tools- pros and cons
 - b. Supervisory Feedback- type of feedback, efficacy of feedback, etc.
 - c. Supervisory conference
 - d. Developing critical thinking skills in the supervisee
 - e. Supervision and conflict resolution
 - f. Supervision and multicultural issues
 - g. Tele-supervision

You must use at least 4 articles in your research. You will synthesize the information in the articles and present the information to provide support in the topic area. You may discuss similarities/differences between the articles, a common theme among the articles, how you would use the information in the supervisory process. You may need to reference literature from other fields such as psychology, counseling, or education. Include references for articles. This is not an annotated bibliography. You must present a cohesive review of the literature. Your paper should be no more than 5 pages in length (APA format) excluding the references and title page.

5. **PRESENTATION:** You will lead a class session and discussion in a group of three. You will develop a PowerPoint presentation which will help guide the discussion. You will need to include a minimum of 8 references in your PowerPoint. You should send the articles referenced one week before your assigned presentation to the instructors of the course, so that they can be uploaded to D2L. All students should familiarize themselves with the material before class in order to participate in the discussion. Your group will be responsible for leading a 20-minute chat and developing questions which you may pose to the class.
6. **PARTICIPATION:** You will be required to participate in five discussion posts during the first half of the semester. A total of 25 points may be obtained for participating in the discussion posts. You must post your response to each module discussion and respond to a peer. Please post your response early during the timeframe for each module so that other students will have opportunity to respond. The remaining 35 points will come from the 7 online course lectures that will be led by your peers. You should read articles prior to each class period and be prepared to discuss when questions are posed by the group leaders for that week.

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 45% of your overall grade in the class. The grade you receive in lecture is worth 45% of your overall grade in the class and your clinical reflection average is 10% of your grade. 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	Reflection Average
A+	97-100	3.84 – 4.0	4.0	18 – 20
A	93-96	3.68 – 3.83	4.0	16 – 17.9
A-	90-92	3.5 – 3.67	3.67	14 – 15.9
B+	87-89	3.34 – 3.49	3.33	12 – 13.9
B	83-86	3.18 – 3.33	3.00	10 – 11.9
B-	80-82	3.0 – 3.17	2.67	8 – 9.9
C+	77-79	2.75- 2.99	2.33	6 – 7.9

C	70-76	2.5 – 2.74	2.0	4 – 5.9
D	60-69	2.0 – 2.49	1.0	2 – 3.9
F	0-59	0 – 1.99	0.0	0 – 1.9

TOTAL POSSIBLE POINTS

Example for Grading:

Average of Course Assignments 45%	92% course average GP = 3.67 x .45 = 1.65
CALIPSO Final Evaluation Score 45%	3.68 CALIPSO Skill Rating GP = 3.68 x .45 = 1.66
Average of Self-Reflection Scores 10%	Self Reflection Score Total/Number of weeks = 254/14 = 17.5 GP = 4.0 x .10 = .40

1.65 + 1.66 + .40 = **3.71 GP**
Student would earn an **A** for the course

TOTAL POSSIBLE POINTS –Course Assignments

Module Assignments	10 points/each (50 points)
Module quizzes	20 points/each (100 points)
Participant Workbook	100 points
Research	100 points
Presentation	50 points
Participation	60 points

TOTAL: 460 Points

V. Tentative Course Outline/Calendar:

DATE	TOPIC	ASSIGNMENT
1/22	Introduction; Course Overview; Externship Requirements; Importance of Clinical Education	Orientation Module; Module 1 Foundations Workbook Question 1 Discussion 1
1/29 & 2/5	Roles & Responsibilities in the Clinical Education Process	Module 2 Foundations Workbook Questions 2, 3, 4 Discussion 2 Module 1 Quiz (due 1/22)
2/12 & 2/19	Knowledge & Skills for Effective Clinical Education	Module 3 Foundations Workbook Questions 5, 6, 7 Discussion 3 Module 2 Quiz (due 2/5)
2/26 & 3/5	Methods of Clinical Education	Module 4 Foundations Workbook Question 8 Discussion 4 Module 3 Quiz (due 2/19)
3/12 & 3/19	Evidenced Based Principles in Clinical Education Spring Break	Module 5 Foundations Workbook Questions 9 & 10

		Discussion 5 Module 4 Quiz (due 3/5) Review articles for 3/20 presentation before class
3/26	Supervisory Feedback presentation	Module 5 Quiz (due 3/19) Review articles for 3/27 presentation before class Submit Foundation Workbook Questions on D2L (due 3/19)
4/2	Telesupervision presentation	Review articles for 4/3 presentation before class
4/9	Ethics: Dual Relationships & Vicarious Liability presentation	Review articles for 4/10 presentation before class
4/16	Reflective Practice & Supervision presentation	Review articles for 4/17 presentation before class
4/23	Evidenced Based Training for Supervisors presentation	Review articles for 4/24 presentation before class
4/30	Supervision & Conflict Resolution presentation	Review articles for 5/1 presentation before class
5/7	Supervision & Multicultural Issues (related to supervisor- supervisee) presentation	

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

Required:

Foundations of Clinical Education (ASHA). Modules posted in Council of Academic Programs in Communication Sciences and Disorders courses, archived at: <http://elearning.capcsd.org/login/index.php>

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. 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 at 936-468-1740 or snyderke1@sfasu.edu.

IX. Other Relevant Course Information:

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