

Abilene Approval Chart for Curriculum Changes

A = Approve I = Information Item R = Respond in Writing

Course Number CSD 693 - Clinical Practicum or Degree Plan(s) MS - SLP

State the requested change and reason. A memo may be attached if more space is necessary.

CSD 693 - Clinical Practicum - is currently offered in the degree plan as a repeatable, variable credit-hour course, taken 3 times: each semester and during the summer of year one of graduate school. The class accompanies the clinical practice rotation for that semester, and provides information, hours-tracking, and problem-solving support to students as they complete their internships. We are applying to modify the variable credit-hour options (currently 1-2 hours) to 1-3 hours (which had previously been approved for this course, as reflected in the current catalog).

We want to offer CSD 693 for 3 hours course credit in the summer term, to accompany the expanded summer internship which is moving from 6 weeks to 10 weeks in length. This change will not increase the length of the degree plan, as we have reduced the number of hours credit for CSD 693 as the class accompanies the other, shorter clinical practicum experiences that are provided in the long semesters. With this change we seek to rebalance clinical practicum course hours - under this new plan it will be offered for 1 hour fall, 1 hour spring, and 3 hours in summer.

Indicate the requested change.

	Change to a Course	Dept./School	College	Dean	TBC	UGEC	AUAC/Grad	Provost	President
1.	Title (description unchanged)	A	A	A	I	-	I	I	I
2.	Description (not affecting content)	A	A	A	I	-	I	I	I
3.	Course term(s)	A	I	A	I	-	I	I	I
4.	Content (change of course outcomes)	A	A	A	I	-	I	A	I
5.	Number of hours (lecture, lab, contact)	A	A	A	A	-	A	A	I
6.	Course number within the hundred	A	A	I	I	-	I	I	I
7.	Course number beyond the hundred	A	A	A	A	-	A	A	I
8.	Prerequisites	A	A	A	I	-	I	I	I
9.	Course fee(s)	A	-	A	-	-	-	A	I
10.	From U to G or G to U	A	A	A	A	-	A	A	I
11.	Cross-list course	A	A	A	A	-	A	A	I
12.	Department of record	A	A	A	A	-	A	A	I
13.	Close a course	A	A	A	A	-	A	A	I
14.	New course (includes combining or splitting courses)	A	A	A	A	-	A	A	I

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	Change to the University Requirements (All Campuses)	Dept./School ¹	College	Dean	TEC	UGEC	AUAC/Grad	Provost	Faculty	President	Trustees
1.	University Requirements — Change course outcomes of an included course ²	A	A	A	—	A	—	A	—	A	—
2.	University Requirements — Add or drop a required course from the University Requirements ²	A	A	A	—	A	—	A	A	A	—
3.	University Requirements — Add or drop a course from a menu within the University Requirements ²	A	—	—	—	A	—	A	—	A	—
4.	University Requirements — Change hours within a menu in the University Requirements ²	A	A	A	—	A	—	A	A	A	—
	Change to Catalog Information (for Campus)										
1.	General Requirements for Bachelor's Degrees and Associate's Degrees	—	—	—	—	—	A	A	A	A	—
2.	Policies governing academic probation and suspension	—	—	—	—	—	A	A	A	A	—
3.	Requirements for graduating with honors	—	—	—	—	—	A	A	A	A	—
	Change to a Degree Plan Proposed by Faculty or College										
5.	Educational Program — Revise ³	A	A	A	A	—	A	A	—	A	—
6.	Educational Program — Adopt/change admission requirements	A	A	A	A	—	A	A	—	A	—
7.	Educational Program — Add ³	A	A	A	A	—	A	A	A	A	I
8.	Educational Program — Discontinue	A	A	A	A	—	A	A	A	A	I
9.	GPA — Revise program-required GPAs	A	A	A	A	—	A	A	—	A	—
10.	Minor — Revise	A	A	A	I	—	I	I	—	I	—
11.	Minor — Add	A	A	A	A	—	A	A	—	A	—
12.	Minor — Discontinue	A	A	A	A	—	A	A	—	A	—
13.	Degree — Add	A	A	A	A	—	A	A	A	A	I
14.	Degree — Discontinue	A	A	A	A	—	A	A	A	A	I
	Change to a Degree Plan Proposed By Provost										
15.	Educational Program — Discontinue	R	—	R	A	—	A	A	A	A	I
16.	Minor — Discontinue	R	—	R	A	—	A	A	—	A	—
17.	Degree — Discontinue	R	—	R	A	—	A	A	A	A	I

¹ When an academic unit does not have a council, the UGEC and/or AUAC will serve as its academic council, depending on the nature of the issue.

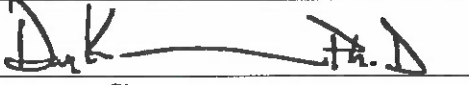
² Courses that satisfy ACU's University Requirements will normally have lower-level numbering, be free of prerequisites and co-requisites, appeal to more than one or two majors, and "not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession" (SACS 2.7.3). Departments may request exceptions to the first three criteria.

³ For undergraduate majors, a minimum of 30 hours is required. These programs must have a minimum of 6 elective hours, unless the requirements of external accrediting bodies make it impossible.

Revised 8-29-22

Department/School Chair(s)	
 Signature	October 24, 2022 Approval date
_____ Signature	_____ Approval date

College Academic Council(s)	
 Signature	10/31/22 Approval date
_____ Signature	_____ Approval date

Dean(s)	
 Signature	10/31/22 Approval date
_____ Signature	_____ Approval date

Teacher Education Council	
_____ Chair's signature	_____ Approval date

University General Education Council	
_____ Chair's signature	_____ Approval date

Abilene Undergraduate Academic Council	
_____ Chair's signature	_____ Approval date

Graduate Council	
_____ Chair's signature	_____ Approval date

Provost	
_____ Signature	_____ Approval date

Faculty	
_____ Chair of Faculty Senate	_____ Approval date

President	
_____ Signature	_____ Approval date

CSD 693: Clinical Practicum – Summer 2023

College of Education and Human Services
Department of Communication Sciences & Disorders
Abilene Christian University

Instructor: Shealynn Abston, MS, CCC-SLP
Office: ACU Center for Speech, Language, & Learning/Duncum Center
Cell Phone: 972-310-3781
Email: sbd05a@acu.edu
Office Hours: Monday – Friday, Virtually, As Needed

Contacting Mrs. Abston

For urgent concerns or questions the most effective way to reach Mrs. Abston is via text message. All other questions, comments, or concerns can be sent through email.

Office Hours

Mrs. Abston will be available virtually Monday – Friday as needed. Mrs. Abston welcomes meetings with students through a variety of platforms: face-to-face, video (e.g., Zoom, FaceTime), or by phone. Scheduling meetings in advance via email is encouraged.

University Mission

The mission of Abilene Christian University is to educate students for Christian service and leadership throughout the world.

College Mission

The mission of the College of Education and Human Services is to equip students for global service and leadership through exemplary practice in education and human services, informed by a Christian perspective.

Department Mission

The mission of the Department of Communication Sciences and Disorders is to equip students with the knowledge and skills in Speech-Language Pathology for ministry to individuals with communication disorders through a Christian worldview.

Course Overview

This course is designed to provide graduate students in speech-language pathology with quality clinical practicum experiences involving diagnostic, treatment, and counseling services to individuals across the lifespan who present with a wide variety of communication disorders. These experiences are offered in a variety of settings including, but not limited to: public schools, medical facilities, early intervention programs, residential and nonresidential programs. This semester, students will be placed in a variety of settings for a

10-week, full-time externship. Full-time is defined by being on-site approximately 36 - 40 hours per week. Additional expectations for some students will include simulation hours, as needed, to obtain more clinical hours.

The class format is exclusively online using Canvas. The class will incorporate assignments, discussion boards, readings, reflections, and two clinical skills evaluations (mid-term and final) to be completed by your clinical supervisor. Some students could be required to continue their placements after the end of class however, all class work will be completed prior to July 29.

Required Materials

There are no required materials for the course. Any required materials/readings will be provided in Canvas.

Course Requirements

Clinical Placement Attendance

Students are expected to complete a full-time, 10 week clinical placement, May 22 - July 28, and adhere to the schedule outlined by the student and supervisor.

A strict attendance policy is enforced at all clinical placements.

- Regular attendance and promptness for all classes and clinical work days are expected. Your attendance is more than simply a part of your grade, it is key to your professional preparation. ALL absences, even necessary ones, have consequences; *if you miss class, and/or clinic, you may miss knowledge/experience that could be important for later practice*. Because of this, if an absence, whether excused or unexcused, occurs, then the following consequences may be applied:
 - Absences due to sickness MUST be accompanied by a doctor's note which should be emailed to your instructor
 - Initial absence will result in an email or verbal warning.
 - Subsequent absences will result in a formal meeting with Mrs. Garcia (at which the instructor and/or department chair may be present) where the attendance issue will be discussed. This will be your formal warning.
 - At this point, at the discretion of the instructor, there may be a grade impact, or other course-related consequences.
 - After the warning, any further absences will result in a U being assigned as the student's ESF mark, and a remediation plan put in place.
 - Should the problem persist, or the student fails to complete the remediation process, the student may be dismissed from the major.

- The department notes that individual exceptions to this policy may need to occur, so all students who accumulate absences because of situations beyond their control should COMMUNICATE DIRECTLY with their professor.
- All absences must be communicated in a timely and respectful manner to both the supervisor and instructor on record – failure to do so could result in an immediate letter grade change.
- If the student is ill they must notify the following:
 - the clinical practicum instructor (Mrs. Abston) AND their clinical supervisor immediately
 - Director of Clinical Education (if appropriate)
 - ACU CSLL office manager (if your clinical rotation is in the CSLL)
- If it is determined you are absent from your clinical placement without notifying the entities mentioned above, the absence will automatically result in a formal meeting with the Director of Clinical Education and the instructor, even if you notified your clinical supervisor.
- **Please note: the clinical director and/or the clinical practicum instructor will be checking in periodically with the clinical supervisor regarding absences at that placement.**
- Students will abide by the clinical practicum dates set forth on the clinic calendar unless there is a need for the placement supervisor to make adjustments.

Important Clinic dates:

- Memorial Day (ACU closed) May 29, 2023
- Independence Day July 4, 2023
- Midterm Evaluations Due By 5:00pm in EXXAT Fri, June 23, 2023
- Last Day of Clinicals Fri, July 28, 2023 (unless on alternate schedule approved by or delegated by Mrs. Abston / Mrs. Garcia)
- Final Evaluations of Students and Supervisors due in EXXAT Fri, July 28, 2023

Clinical Placement Clock Hours: Students are expected to earn at least 125 clock hours this semester.

Students are responsible for maintaining and tracking the clock hours earned at the clinical placement through EXXAT.

- A paper log is to be used for recording daily clock hours and to be signed/initialed by the supervisor daily or weekly.
- Electronic submission of clock hours submitted **on a weekly basis every Saturday** in EXXAT. Supervisors are responsible for approving clock hours and Mrs. Garcia / Mrs. Abston will oversee cumulative hours earned. Failure to submit clock hours weekly can result in the loss of those hours.

Grading

Participation and attendance in assigned clinical placements, submission of assignments, and student's performance/professionalism, as observed by their supervisor will determine the final semester grade. Students are expected to adhere to the attendance policy outlined in the Course Policies and Procedures. A lowered letter grade will be implemented if the attendance policy is unfollowed. Course grades will be based on the following:

- Clinical Practicum Evaluation(s) – 40%
- Discussion Threads/Assignments – 30%
- Professionalism – 30%

Grading Scale

The grading scale and standards utilized in this course are provided below.

A= 90.0-100 B=80.0-89.9 C=75.0-79.9 D=70.0-74.4 F=69.9 and below

Student Learning Objective	Measurement Instrument	Performance Indicator
SLO 1: Select, administer, and interpret results in evaluation with minimal level of supervisor modeling and support.	- Clinical Activities - Evaluation	- Meets expectations on midterm/final supervisor evaluations and daily feedback.
SLO 2: Apply evidence-based treatment skills and modifications to individual and group therapy sessions with minimal level of support and supervisory feedback. Generate evaluation reports with minimal level of supervisor input and support.	- Clinical Activities - Treatment Plan - Written/Professional Reports	- Meets expectations on midterm/final supervisor evaluations and daily feedback.
SLO 3: Integrate information from case history, patient data, evidence-based practice, and supervisory feedback into treatment plan given minimal support and feedback from supervisor.	- Clinical Activities - Discussion Board - Self-assessment	- Meets expectations on midterm/final supervisor evaluations and daily feedback.
SLO 4: Recognize in themselves skills and judgments necessary for emerging SLPs given a minimal level of support and feedback.	- Clinical Activities - Discussion Board - Self-assessment	- Increased professional confidence, quality of class discussion, discussion board contributions. - Increased ability to make accurate clinical judgments and subtle observations.
SLO 5: Developing worldview perspective with emergent sensitivity to patient's needs and cultural/linguistic characteristics.	- Case History summary - Counseling opportunities - Treatment plan - Discussion Board	- Meets expectations on midterm/semester supervisor evaluations and daily feedback. - Meets expectations in counseling opportunities given moderate level of support by supervisor.
SLO 6: Demonstrates initiative to ask for help when needed, adapt to constructive criticism and utilize evidence-based procedures in planning and modifying treatment given a minimal level of support by the supervisor.	- Clinical Activities - Lesson Plans - Self-assessment - Discussion Board	- Meets expectations on midterm/final supervisor evaluations and daily feedback.

**DEGREE PLAN GRADUATE PROGRAM
SPEECH-LANGUAGE PATHOLOGY
2022-2024**

Year 1 – Fall

CSD 601	Speech Sound Disorders (3)
CSD 610	Language and Language Based Literacy Disorders in the School-Aged Population: Assessment and Intervention (3)
CSD 620	Communication Research Methods (3)
CSD 659	Diagnostic and Therapeutic Theory (3)
CSD 693	Clinical Practicum (associated with 659 and 610) (1)

January

CSD 607	Augmentative and Alternative Communication (2)
CSD 623	Theory and Therapeutic Methodology for the Autism Spectrum (2)

Year 1 - Spring

CSD 602	Aphasia (3)
CSD 603	Motor Speech Disorders (3)
CSD 613	Dysphagia and Related Disorders (4)
CSD 608	Multi-Cultural Issues in Speech-Language Pathology (3)
CSD 693	Clinical Practicum (1)

Year I – Summer

CSD 693	Clinical Practicum (3)
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Year II – Fall

CSD 604	Voice Disorders (3)
CSD 614	Cognitive-Communication Disorders (3)
CSD 661	Special Problems in Speech Pathology and Audiology (or COMP 600 Guided Study—for students who participate in the Bilingual Emphasis Program) (3)
CSD 694	Advanced Clinical Practicum (1)

Year II – Spring

CSD 670	Seminar in Speech-Language Pathology (3)
CSD 611	Language Disorders in Young Children and Special Populations (3)
CSD 694	Advanced Clinical Practicum (2)

*Additional coursework may be necessary if, upon entry into the program, the student does not meet the minimal academic requirements set forth by the Council for Clinical Certification for Speech-Language Pathology.

Speech-Language Pathology, MS (CSD)

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Prerequisite Degree Requirements

This program requires a baccalaureate degree from a regionally accredited institution.

Major Requirements

Core Courses

- [CSD 601 - Speech Sound Disorders](#) Credit Hours: 3
- [CSD 602 - Aphasia](#) Credit Hours: 3
- [CSD 603 - Motor Speech Disorders](#) Credit Hours: 3
- [CSD 604 - Voice Disorders](#) Credit Hours: 3
- [CSD 607 - Augmentative and Alternative Communication](#) Credit Hours: 2
- [CSD 608 - Multicultural/Multilingual Considerations in CSD](#) Credit Hours: 3
- [CSD 610 - Language and Language-Learning Disorders in Preschool and School-Aged Children](#) Credit Hours: 3
- [CSD 611 - Language Disorders in Young Children and Special Populations](#) Credit Hours: 3
- [CSD 613 - Dysphagia and Related Disorders](#) Credit Hours: 4
- [CSD 614 - Cognitive-Communication Disorders](#) Credit Hours: 3
- [CSD 620 - Communication Research Methods](#) Credit Hours: 3
- [CSD 623 - Theory and Therapeutic Methodology for the Autism Spectrum](#) Credit Hours: 2
- [CSD 659 - Seminar in Diagnostic and Therapeutic Theory in Speech Pathology](#) Credit Hours: 3
- [CSD 661 - Special Problems in Speech Pathology and Audiology](#) Credit Hours: 3
- [CSD 670 - Seminar in Speech Pathology](#) Credit Hours: 3

Total: 44 Credit Hours

Practicum

- [CSD 693 - Clinical Practicum](#) Credit Hours: Variable (1 or 2 hours)

Taken fall, spring, and summer of year one. (CHANGE to 1, 2 or 3 hrs)

- [CSD 694 - Advanced Clinical Practicum](#) Credit Hours: Variable (1 or 2 hours)

Taken fall and spring of year two.

Total: 8 Credit Hours

Total Major Hours: 52

Other Graduation Requirements

Comprehensive Exam

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