

Abilene Approval Chart for Curriculum Changes

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

Course Number: CSD 671

or Degree Plan(s):

New course proposal

		Dept./School	College	Dean	TEC	AIAC/Grad	Provost
	Campus-Level Academic Review¹						
	Change to a Course Include signatures from all chairs/program directors for cross-listed courses. ¹						
1.	Title (description unchanged)	A	A	A	I	I	I
2.	Description (not affecting content)	A	A	A	I	I	I
3.	Course term(s)	A	I	A	I	I	I
4.	Content (change of course outcomes)	A	A	A	I	I	A
5.	Number of credit hours	A	A	A	A	A	A
6.	Course number within the hundred	A	A	I	I	I	I
7.	Course number beyond the hundred	A	A	A	A	A	A
8.	Prerequisites	A	A	A	I	I	I
9.	Course restriction (e.g., majors only, junior standing)	A	A	A	A	A	A
10.	Level change (U to G or G to U)	A	A	A	A	A	A
11.	Cross list course	A	A	A	A	A	A
12.	Department of record	A	A	A	A	A	A
13.	Open or close a course	A	A	A	A	A	A
	Change to a Degree Plan						
14.	Educational Program — Revise	A	A	A	A	A	A
15.	Educational Program — Adopt/revise admission requirements	A	A	A	A	A	A
16.	GPA — Revise program-required GPA	A	A	A	A	A	A
17.	Minor — Revise	A	A	A	A	A	A

		Dept./School	College	Dean	TEC	AIAC/Grad	Provost	Campus Faculty	Senior VPAA	President
	Full Review									
	Change to Catalog Information (for Campus)									
18.	General requirements for Bachelor's and Associate Degrees	-	-	-	-	A	A	A	A	I
19.	Policies governing academic probation and suspension	-	-	-	-	A	A	A	A	I
20.	Requirements for graduating with honors	-	-	-	-	A	A	A	A	I
	Change to a Degree Plan									
21.	Educational Program — Add or Discontinue ²³	A	A	A	A	A	A	A	A	I
22.	Educational Program — Discontinue (Provost-proposed)	R	-	R	A	A	A	A	A	I
23.	Minor — Add or Discontinue	A	A	A	A	A	A	-	A	I
24.	Minor — Discontinue (Provost-proposed)	R	-	R	A	A	A	-	A	I
25.	Degree — Add or Discontinue	A	A	A	A	A	A	A	A	I
26.	Degree — Discontinue (Provost-proposed)	R	-	R	A	A	A	A	A	I

		Dept./School	College	Dean	AIAC	Provost	UGEC	University Faculty	Senior VPAA	President
	Change to General Education Requirements for Undergraduates (System)									
27.	Change course outcomes of an included course	A	A	A	A	A	A	-	A	I
28.	Add or drop a required course from the General Education Requirements	A	-	A	-	A	A	A	A	I
29.	Add or drop a course from a menu within the General Education Requirements	A	-	A	-	A	A	-	A	I
30.	Comprehensive revision of General Education Requirements	-	-	-	-	A	A	A	A	I

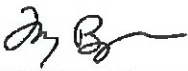
Notes

² Any change to a cross-listed course requires the signature of both department chairs or program directors overseeing the course to ensure that the courses stay in sync. This includes courses taught at other campuses (e.g. BIBL 101 and BIBO 101).

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. Master's programs must include a minimum of 30 hours, and doctoral programs must include a minimum of 30 hours beyond the master's.

⁴ When a department/school or dean proposes closing a program, approval routing follows the typical process beginning with the department/school. An administrative proposal by the provost or senior vice president for academic affairs would follow the "provost-proposed" routing on the chart.

Updated 8/1/2023

	Department/School(s)
	April 15, 2026
Chair Signature	Date
Chair/Program Director Signature	Date
	College Academic Council(s)
	05/01/2026
Chair Signature	Date
Chair Signature	Date
	Dean(s)
 J. Dirk Nelson (May 2, 2025 08:27:27 CDT)	05/02/2026
Signature	Date
Signature	Date
	Teacher Education Council
Signature	Date
	Campus Academic Council: Abilene Undergraduate or Abilene Graduate
Signature	Date
	Provost

Signature

Date

University General Education Council

Signature

Date

University Faculty

Abilene Faculty Senate Chair signature

Date

Dallas Faculty Council Chair signature

Date

Senior Vice President for Academic Affairs

Signature

Date

President

Signature

Date

Abilene New Course Application

You may delete the preceding instructional pages before submitting application.

Course ID (<i>Subject Code and Number</i>)	CSD 671
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1. Systems and Catalog Information Complete each item.

A	Course Developer	Hollie Reese and Brenda Bender
B	Course Instructor	Hollie Reese
C	Course Title	Professional Competencies and Comprehensive Review
D	Course Abbreviation for Banner if title is more than 30 characters	Prof Comp & Comp Review or Prof Comp & Comprehensive Rev
E	College	CHBS - Health and Behavioral Sciences ▾
F	Department or School	COMP - Communication Sciences & Disorders ▾
G	Number of Credit Hours	1 ▾
G1	Number of Lecture Contact Hours	1 ▾
G2	Number of Lab Contact Hours	0 ▾
H	Is the course for a fixed or variable number of credit hours?	Fixed ▾ If variable, explain rationale:
I	Is the course repeatable for additional credit?	No ▾
J	Maximum total number of credit hours a student can earn for this course	1
K	Course Schedule Type	Lecture (LEC) ▾ See Schedule Type definitions in the Reference section.
L	Number of Faculty Workload Hours	3 ▾
M	Grading Mode	Standard ▾
N	Maximum Enrollment	35

O	Catalog Description (50 words or less)	This course is designed for students to implement evidence-based practice principles through the synthesis of academic and clinical knowledge in preparation for summative assessments. Topics include fiduciary responsibilities, EBP, PRAXIS study plan, comprehensive exam processes, and preparation.
P	List any prerequisites (course/s, test scores, class standing, major, etc.)	Graduate student in MS SLP program
Q	List any corequisites (these <i>must</i> be taken at the same time; note that a single requirement cannot be both a prerequisite <i>and</i> a corequisite)	None
R	If the course is cross-listed, specify the subject code and course number of the other course	N/A
S	Does this course require any additional student course fees?	No - If yes, attach a completed course fee form (see form "Request to Add or Change Course Fees").
T1	Will the course be offered in fall terms?	Yes, every year -
T2	Will the course be offered in spring terms?	Yes, every year -
T3	Will the course be offered in summer terms?	Yes, every year -
U	First semester this course will be offered under new Course ID. <i>May not be earlier than the coming fall semester.</i>	Fall 2026
V	Is this course required for a program(s)?	Yes - If yes, submit a separate completed curriculum proposal to change the program(s).

W	Should the addition of this course be retroactively applied to the degree plan it supports? <i>This is rare, and rationale should explain compelling extenuating circumstances.</i>	No ~ If yes, provide rationale:
X	Has this course been offered as a Special Topics course? <i>New courses are not required to be taught as Special Topics courses prior to approval.</i>	No ~ If yes, provide course ID, term, and enrollment:
Y	List any courses in which the content overlaps the proposed course. (Course ID and Name). <i>Attach a statement from the instructor/dept chair of the existing course justifying the new offering.</i>	

2. Curriculum

- A. Explain any effects of this course on any degree plans. If the addition of the course alters program requirements, submit a separate [Approval Chart for Curriculum Change](#) to update the program.
- B. Justify the addition of this course to the current curriculum, explaining the gap it meets.

3. Course Design

- A. Audience and Course Goal
 1. Describe the intended audience, including prerequisite skills.
 2. State the overarching course goal(s) in performance terms.

B. Student Learning Outcomes and Measurements

	Student Learning Outcome	Measurement
1	SLO 1: Evaluate and integrate theoretical and experimental research to address complex clinical scenarios.	1. Case Studies
2	SLO 2: Exhibit mastery of the speech-language pathology scope of practice and professional fiduciary responsibilities	1. PRAXIS practice exam 2. Case study – fiduciary responsibilities
3	SLO 3: Access and critically evaluate information sources to	1. EBP Case Studies: Comparing Evidence-Based Practice and Emerging

	integrate high-level evidence into the provision of SLP services	Approaches
4	SLO 4: Successfully simulate components of the PRAXIS and university comprehensive examinations.	1. Case Studies 2. PRAXIS practice exams
5		

C. Text and Resources

Give the full publication information of the textbook/s and other required resources and outside readings. For **combined undergraduate/graduate** courses, make two lists:

- A. full publication information; label **Undergraduate**.
- B. full publication information; label **Graduate**.

4. Supporting Documentation

Required of all applications	
1	Approval Chart for Curriculum Changes
2	Syllabus — Attach the syllabus for the course based upon the anticipated first-semester offering.
4	Library — Submit new course application and syllabus to the Library dean's office. Attach the Library's memo.
Attach if applicable	
5	Content Overlap — Include one document for each course you listed in Section 1Y. Attach statement from instructor/dept chair of existing course justifying the new offering.
6	Departmental Resources — List the resources that support the course and are available only through the department, if applicable. Attach the list of the holdings and the location(s).
7	Resources — List resources (other than library or departmental resources) that are needed to support this course (computers, lab equipment, other technology, etc.). Attach a complete list of all items and indicate possible sources or estimated cost of each. List the sources of any needed funds.

8	Expenses — List additional expenses needed to implement this course (full-time or part-time faculty, graduate or lab assistants, student employees, travel, special student costs, room renovation, storage facility, etc.). Attach a complete list of all items, the estimated cost of each and the source of the funds.
9	Justification — Attach any documents to which you refer in Section 2B.

Updated 8/19/2024

Abilene Christian University
College of Health and Behavioral Sciences
Department of Communication Sciences & Disorders

CSD 671: Professional Competencies and Comprehensive Review (1credit hour)

Wednesday, 4:30-5:20

ACU Center for Speech, Language & Learning – Room 119

Fall 2026

CSD Promise: We will provide the best possible student experience in communication sciences and disorders.

Professor: Hollie Reese, M.S., CCC-SLP
MS Program Director, Instructor

Office location: Don Morris #121

Phone number: 281-806-9864 (Cell)

Email address: hlc98r@acu.edu

Office Hours: Tue / Thur: 9:00 - 12:00, Wed: 1:30 - 2:45, Fri: 11:00 - 12:30



Mission Statements

ACU 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 Health and Behavioral Sciences 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 necessary knowledge and skills for effective ministry to persons with communication, cognitive, and swallowing disorders from a Christ-centered perspective.

Unique Christian Perspective: Courses of the Communication Sciences and Disorders Department are designed to provide students with opportunities to discover how the Christian faith influences a speech-language pathologist's identity and values.



Course Information

Catalog description: This course is designed for students to implement evidence-based practice principles through the synthesis of academic and clinical knowledge in preparation for summative assessments. Topics include billing and reimbursement responsibilities, EBP, PRAXIS study plan, comprehensive exam processes, and preparation.

Format of Class: Each class module will consist of weekly guided reading assignments, group and individual learning activities, and class discussions. This information will be posted in weekly / chapter modules in CANVAS.

Communication with the Professor: You may reach me at hlc98r@acu.edu. If my listed office hours do not work with your schedule, please email me so we can arrange another time to meet.
Office Hours: Monday 11:00 - 12:30, Tue / Thur: 10:00 - 12:00, Wed: 1:00 - 2:30

Technology use: Students are expected to participate and use technology as indicated within the class guidelines.

- Cell phones are to be OFF and out of sight, whether in a face-to-face meeting or via Zoom.
- Inappropriate use of technology during class activities will be verbally addressed, and a 5-point deduction from the participation grade will be made per incident.

Instructional Materials

Textbook:

No designated textbook, but student will purchase a Praxis prep course of their choosing.

Other materials (optional):

Educational Access membership to SpeechPathology.com: free access



Course Outcomes

ASHA Standard	Student Learning Objective	Measurement Instruments	Performance Indicator
IV-F	SLO 1: Evaluate and integrate theoretical and experimental research to address complex clinical scenarios.	1. Case Studies	Score of 80% or greater
V-A & B	SLO 2: Exhibit mastery of the speech-language pathology scope of practice and professional billing and reimbursement responsibilities	1. PRAXIS practice exam 2. Case study – billing and reimbursement responsibilities	Score of 80% or greater
IV-F	SLO 3: Access and critically evaluate information sources to integrate high-level evidence into the provision of SLP services	1. EBP Case Studies: Comparing Evidence-Based Practice and Emerging Approaches	Score of 80% or greater
IV-H	SLO 4: Successfully simulate components of the PRAXIS and university comprehensive examinations.	1. Case Studies 2. PRAXIS practice exams	Score of 80% or greater

Class Requirements and Grading

Activities / Projects/Categories	Weighting
Case Studies	50%
PRAXIS practice assignments	50%
Total	100%

Final Grade Calculation:

Range of Points	Final Letter Grade
90%-100%	A
80%- 89%	B
70%-79%	C
60%-69%	D
Below 59%	F



Department Policies

Attendance

Regular attendance and promptness are expected. Student attendance is key to professional preparation. ALL absences, even necessary ones, have consequences; *if a student misses class, they may miss knowledge that could be important for later practice.* Attendance is required for all outside-class activities.

Students who miss more than two 3-hour class meetings (equivalent of 6 hours of instruction) or three 2-hour classes (equivalent of 6 hours of instruction) will be required to enter into an Academic Intervention Plan.

It is the student's responsibility to discover what took place during class periods missed, obtain notes, and turn in assigned learning activities immediately following the absence(s). A student may be Zoomed into the course at the professor's discretion.

Tardiness

A student will be considered tardy if they enter the classroom past the official start time and the professor has started class activities. Students who have more than 2 tardies during a semester will be subject to the Professional Practice Competency Intervention Plan.

Participation

Working as a speech-language pathologist requires professionalism, meaning devoting full attention to the client. Therefore, in preparation for your future employment, professionalism will be required in this course. Cell phones are to be OFF (NOT on vibrate) and in backpacks. Phones and/or smart watches that appear to be in use will result in a conference with the professor. A second observation of such behavior will result in a Professional Practice Competency Intervention Plan.

Apple/smart watches may not be worn during testing.

Dress Code

The Dress Code stipulated by the University in the ACU Student Handbook will be followed. It can be accessed at:

<http://www.acu.edu/community/offices/administrative/dean-of-students/policies/general-university-policies.html - dress>

Adherence to the dress code is considered to be a part of the “professionalism” discussed in the Professional Practice Competencies.

Responding to emails

Students are expected to check their email regularly and to respond to personally directed instructor emails within 24 hours during the school week.

Academic Integrity

Academic integrity is defined as academic work completed as assigned for each class by the individual or group responsible for the work. Violations of academic integrity and other forms of cheating involve the intention to deceive, mislead, or misrepresent and therefore are a form of lying. Such actions are contrary to behavioral norms that flow from the nature of God. Academic misconduct includes, but is not limited to, the following: 1) Failure to give credit to sources used in a work in an attempt to present the work as one's own, 2) Submission of papers or projects obtained from another source (e.g., research service or club paper file) as one's own, 3) Falsifying information orally or in writing, 4) Use of online resources without express instructor approval (eg; Chat GPT, Chegg.com, Course Hero, Quizlet, etc.).

Academic misconduct may result in, but is not limited to, a zero on the assignment and/or an F in the course. Additionally, the department chair, the Dean of your school, and the Dean of Student Life will be notified. See the full university policy, including how to appeal a decision, by following [this link](#).

In accordance with the Abilene Christian University Student Integrity Policy (see www.acu.edu/campusoffices/provost), the Department of Communication Sciences and Disorders addresses violations of integrity through a documented meeting held with the student, faculty member(s), and the undergraduate program coordinator for the purpose of discussing the offense and the consequences. This type of violation is additionally considered to be in violation of the ESF for the CSD Department. *Please schedule a meeting with the instructor if you feel you need clarification on what constitutes a violation.*

- **First Departmental Offense:** The incident will be reported to the Department Chair and Dean of the College so that University procedures can be followed. Depending on the nature of the violation, any of the following penalties may be implemented: Resubmitting an assignment for a reduced grade, lowering the grade on the assignment, additional assignments (to achieve academic outcomes), dismissal from the course or program. The student will receive a Professional Practice Competency Intervention Plan (Tier 1 or Tier 2, depending on the violation).
- **Second Departmental Offense:** A second violation will be documented in the student's academic record for the department and reported to the College Dean's office. The result could include an F in the course and a recommendation of immediate suspension from the University.

Proprietary Nature of Course Materials/Lectures

The instructor will often provide materials and recorded lectures online. Course materials prepared by the instructor (including PowerPoint presentations and handouts), together with the content of all lectures and review sessions presented by the instructor, are the property of the instructor. Video/audio recording and/or sharing/posting of lectures and class sessions without the consent of the instructor is prohibited. Additionally, posting/sharing "screenshots" of course materials and/or quizzes, etc. (including via sources such as Course Hero, Quizlet, Chegg, etc.) is strictly prohibited. Unless explicit permission is obtained from the instructor, recordings of lectures and class sessions may not be modified and must not be transferred or transmitted to any other person.

Adhering to these guidelines is part of the Academic Integrity policies of the University. Violations will be handled within the department as a violation of academic integrity. Please view the Provost's office website for further details:

<https://www.acu.edu/community/offices/administrative/office-of-the-provost/academic-integrity-policy/expanded-definitions-and-advice.html>

Extra credit opportunity statement

Extra credit opportunities are not available for graduate coursework.

Rules for discussing grades

To ensure student privacy and to facilitate effective communication, grades will only be discussed through face-to-face meetings with the professor outside the classroom setting.

Due Dates

Assignments completed on paper or projects that must be hand-submitted are due at the onset

of class on the designated due date.

Assignments submitted electronically are due no later than the designated due date listed in Canvas.

Late Work

After submission time, but within the same day	Minus 5 points
After the due date, but within 1 week	Minus 10 points
After 1 week following the due date	Not accepted—a zero will be given (Exceptions at the discretion of the professor)

Retaking for a grade

Students are reminded that often it is better to take a late penalty for an assignment rather than turning in work that is not fully ready for submission (eg; needs to meet with professor for clarification, did not plan appropriately for the time needed to complete the assignment, etc). Exam dates are communicated to students well in advance, and free tutoring is always offered within the department upon request.

Therefore, students may not resubmit assignments or retake tests/quizzes for a change in grade. The professor may choose to modify this policy, as warranted by circumstance.

Missed exams

There will be no make-up for missed examinations unless the student meets one of the following criteria:

- The student presents the professor with a legitimate excuse in writing, no less than one week prior to the exam date. The professor will be the sole determiner of whether the excuse is legitimate. Catching flights, going home, other exams on the same day, etc., are NOT considered legitimate excuses. In this case, the professor will likely schedule the exam prior to the absence (with the format of the exam to be different from that of the class), and the student will sign that they will not share any content from the exam with their classmates.
- The student notifies the professor via email (prior to the time of the exam) of personal illness/symptoms or a death in the family requiring travel. In this event, the professor will schedule a make-up exam within one class period following the original exam date. The format will be different from that given to the classmates.
- If a student misses an examination and does not fall under the above criteria, he/she will need to meet with the professor to discuss potential consequences/options, with the highest possible final grade of an 85 for the exam.
- A student may not make up more than one exam in the course.

Student Learning Outcomes

As an accredited graduate SLP program, we are required to document and track students' progression with ASHA certification standard outcomes, which are considered separate from course grades. Therefore, professors will be tracking mastery of the student outcomes (as designated on the Student Learning Outcome form within this syllabus). Students who are not mastering outcomes will be subject to an Academic Intervention Plan, individualized to their learning needs. See the Graduate Handbook for more details.

University Policies

Academic Integrity Policy

Academic integrity is demonstrated by behavior that honors the learning environment, regardless of setting, context, location or modality. ACU's Academic Integrity Policy can be found at <https://acu.edu/office-of-the-provost/academic-policies/>.

Withdrawal from the Course: Students are responsible for initiating a *Withdrawal from Class* form for any class that they have never attended or have stopped attending. See <http://www.acu.edu/community/offices/academic/registrar/withdrawing.html> for the University Policy. The last day to withdraw from any class is Friday of the 12th week of classes.

University-Approved Absences: Students who have a University-approved absence are required to submit the Advanced Approval form at least seven days prior to the absence. Students are to develop a plan for missed work with the instructor prior to the absence, including due dates. Per the form, students are not penalized for the absence as long as they complete the missed work within the time limit as agreed upon with the instructor. See <https://cdn01.acu.edu/content/dam/community/documents/admin/provost/absence-approval.pdf>

ADA Compliance Policy: Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The ACU website provides more information at <https://acu.edu/accessibility-statement/>. Please contact me to discuss any approved accommodations that you require for this class.

Anti-Harassment Policy: As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as an instructor. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep the information you share private to the greatest extent possible. When I am not able to keep your information confidential, I will only share it with responsible administrators on campus who can provide you with services and resources. I am required to share with the Title IX Coordinator information regarding sexual misconduct or harassment, dating or domestic

violence or stalking that you report to me. If you would prefer to share information in a confidential setting, I encourage you to speak with someone in the ACU Counseling Center. All of your options are available for review by clicking on the link to ACU's policy. At ACU, we strive to comply with all applicable legal requirements prohibiting, preventing, and responding to sexual misconduct against any member of the ACU community. The full Title IX policy and process can be found at <https://acu.edu/human-resources/title-ix-and-sexual-misconduct-information/>.

University Resources

ALPHA Academic Services for Disability Accommodations

Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The Alpha Scholars Program facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, you must be registered with Alpha Scholars Program, and you must complete a specific request for each class in which you need accommodations. If you have a documented disability and wish to discuss academic accommodations, please email alpha@acu.edu call their office directly at 325-674-2667. Please notify the course instructor of these accommodations. It is the responsibility of the student to notify the instructor and to self-advocate for their accommodations.

Bias Education and Response Team (BERT)

Bias incidents affect our ability to work with, instruct and learn from each other. For more information about the reporting process of bias incidents at ACU, see <https://acu.edu/about/diversity-and-inclusion/bert/>.

Medical and Counseling Care

All current ACU students, faculty, staff and their dependents are eligible to receive services at the Medical Clinic. Our providers treat the full range of primary health care needs. We provide primary care for acute illnesses, infections, allergies, asthma, wounds, sprains, sports medicine, travel medicine, mental health, and men's and women's health, as well as other services normally associated with a medical office.

As a student, you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. Abilene Christian University is committed to supporting students in addressing any of these concerns.

You can contact the Medical Care and Counseling Center at counseling@acu.edu or by calling 325-674-2626.

TimelyCare – FREE Online Healthcare Available 24/7/365

All ACU students have access to free online medical and mental health care available 24/7/365 from anywhere in the United States by downloading the **TimelyCare app** on your smartphone. Students must use their ACU email address to set up their account. Most online visits take less than 20 minutes, and patients will receive a diagnosis and treatment plan from a medical doctor, nurse practitioner, or physician's assistant. When indicated, prescriptions can be instantly

e-prescribed to the patient's local pharmacy. TimelyCare also offers free online counseling from licensed therapists and so much more.

In a crisis situation, contact the National Suicide Prevention Hotline open 24/7 by dialing 988, or call the Police at 911.

SOAR (Student Opportunities, Advocacy, and Resources)

SOAR partners with faculty, staff, parents, and students to assist ACU students and connect them to resources available to support their path to success. For more information about SOAR or to make a SOAR recommendation, see <https://acu.edu/soar-program/>

Week	Topic	Competency / SLO Focus
1	Introduction & Baseline Assessment	Initial PRAXIS practice score
2	Speech Sound & Fluency Disorders	Synthesis of research & evidence-based practice
3	Language & Literacy (Childhood)	Synthesis of research & evidence-based practice

4	Voice & Resonance Disorders	Synthesis of research & evidence-based practice
5	Augmentative & Alternative Communication	Accessing/evaluating information sources
6	Review Session I: Pediatrics	Peer review of clinical research synthesis
7	Dysphagia & Feeding Disorders	Scope of Practice & Fiduciary Responsibility
8	Aphasia & Cognitive-Comm Disorders	Synthesis of research & evidence-based practice
9	Aural Rehabilitation & Hearing	Synthesis of research & evidence-based practice
10	Genetic & Acquired Syndromes	Evidence-based practice integration
11	Review Session II: Adults/Medical	Peer review of clinical research synthesis
12	Simulated Comprehensive Exam	Summative readiness (University Comps prep)

13	Data Analysis & Psychometrics	Evaluating information sources/Standardization
14	Final PRAXIS Simulation	Summative readiness
15	Course Synthesis & Comp Results	Reflective practice & change-making

* This is a tentative calendar and may be subject to change with advanced notice.



March 6, 2026

Hollie Reese, M.S., CCC-SLP
MS Program Director, Instructor
Department of Communication Sciences & Disorders
Don Morris #121
hlc98r@acu.edu

Re: Professional Competencies and Comprehensive Review (CSD 671)

Dear Ms. Reese,

Thank you for the submission of CSD 671: Professional Competencies and Comprehensive Review for review. I have reviewed it based on the ACU Syllabus Guidelines. I found the syllabus to meet all aspects of the checklist.

Please note that this letter is intended as a reference, which will be read by the department chair and council members, who may also have questions or comments of their own. If you have any questions, please feel free to let me know.

Please also let me know if we can help in the design and facilitation of this course.

Sincerely,

A handwritten signature in black ink, appearing to read "Amos Gutierrez".

Dr. Amos Gutierrez
Director of Instructional Design, Adams Center

ABILENE CHRISTIAN UNIVERSITY
LIBRARY

M E M O R A N D U M

DATE: April 16, 2026
TO: Hollie Reese
FROM: Mark McCallon, Associate Dean for Library Information Services
RE: Course Application for CSD 671 – Professional Competencies and Comprehensive Review

After reviewing the syllabus and application, the library can adequately support the proposed lab. Thank you for letting us examine the proposal.