

Abilene Approval Chart for Curriculum Changes

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

Course Number: CSD 683

Degree Plan(s):

Course: CSD 683 Clinical Practicum III

This is a proposed new course for CSD

		Dept./School	College	Dean	TEC	AUAC/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	AUAC/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	AUAC	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 13, 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, 2026 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
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University General Education Council

Signature	Date
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University Faculty

Abilene Faculty Senate Chair signature	Date
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Dallas Faculty Council Chair signature	Date
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Senior Vice President for Academic Affairs

Signature	Date
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President

Signature	Date
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Abilene New Course Application

You may delete the preceding instructional pages before submitting application.

Course ID (<i>Subject Code and Number</i>)	CSD 683
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1. Systems and Catalog Information Complete each item.

A	Course Developer	Brooke Clark
B	Course Instructor	Potential Instructors: Brooke Clark, Dara Colbert, Alyssa Borger, Kristin Sessions, April Davis-Jones, Monica Garcia
C	Course Title	Clinical Practicum III
D	Course Abbreviation for Banner if title is more than 30 characters	
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	Experiential Learning (EL) ▾ See Schedule Type definitions in the Reference section.
L	Number of Faculty Workload Hours	3 ▾
M	Grading Mode	Standard ▾
N	Maximum Enrollment	30

O	Catalog Description (50 words or less)	Level 3 diagnostic and treatment procedures under close supervision in speech-language pathology. A grade of "B" or higher is required to pass this course. Prerequisite: : CSD 682
P	List any prerequisites (course/s, test scores, class standing, major, etc.)	Prerequisite: Completed CSD 682 Clinical Practicum II
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)	N/A
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?	Yes - If yes, attach a completed <u>course fee form</u> (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?	No -
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>	Summer 2027
V	Is this course required for a program(s)?	Yes - If yes, submit a separate completed <u>curriculum proposal</u> 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.

CSD 681, CSD 682, CSD 683 will replace an existing course, CSD 693. These new courses equate to the same number of credit hours as CSD 693 in the current degree plan.

- B. Justify the addition of this course to the current curriculum, explaining the gap it meets.

Our program has historically utilized two clinical courses, CSD 693 and CSD 694, which were repeated across the degree to equal 8 credit hours of clinical practicum. To better reflect the progression of clinical skills and the development of specific competencies, we are dividing these into eight distinct courses. This change will provide greater clarity regarding course expectations and learning outcomes, ensuring that both students and faculty have a clear understanding of the skills and requirements associated with each course.

3. Course Design

- A. Audience and Course Goal

1. Describe the intended audience, including prerequisite skills.

First-year graduate students in Speech-Language Pathology.

2. State the overarching course goal(s) in performance terms.

This course is designed to provide first-year graduate students in speech-language pathology with quality clinical practicum experiences involving diagnostic and counseling services to individuals across the lifespan who present with various communication disorders. Students will participate in a variety of settings, which may include, but are not limited to, schools, outpatient clinics, early childhood intervention, home health, and hospitals.

- B. Student Learning Outcomes and Measurements

Student Learning Outcomes

SLO Domain	Student Learning Outcome	ASHA Standard	Measurement & Evidence
Onboarding requirements	Students will complete pre-professional documentation for internal and external clinical placements throughout their graduate program.	V-B	Completion of all onboarding requirements for internal and external clinical placements by the due dates set by the clinical faculty and/or the clinical site.
Diagnostic Planning	Students will plan for diagnostic procedures by reviewing referral information, case history, and relevant cultural and linguistic factors with supervisory guidance. Select appropriate standardized and non-standardized assessment tools based on client age, communication concerns, and setting, with support in a non-educational setting.	IV-B; V-B	Clinic Artifacts Supervisor Evaluations (80% mastery)
Diagnostic Implementation	Students will use standardized and informal diagnostic procedures while following administration protocols under minimal to moderate supervision and accurately obtain and record diagnostic data, including behavioral observations and informal measures, with feedback.	IV-B; V-B	Supervisor Evaluations (80% mastery)
Diagnostic Interpretation	Students will interpret assessment results and identify preliminary areas of need with supervisory input.	V-B	Supervisor Evaluations (80% mastery)

Goal Writing	Students will write measurable treatment goals aligned with diagnostic findings with supervisory feedback.	V-B	Course Assignments Clinic Artifacts Supervisor Evaluations (80% mastery)
Treatment Implementation	Students will independently implement treatment for less complex communication goals (e.g., articulation, phonological processes, basic language targets) using established treatment plans. Deliver treatment by appropriately controlling antecedents and stimuli to elicit target responses with minimal prompting.	V-B	Class discussions/Discussion Boards Supervisor Evaluations (80% mastery)
Treatment Hierarchy	Students will implement treatment hierarchies, including teaching phases and systematic error correction, with supervisory guidance.	V-B	Supervisor Evaluations and Observations (80% mastery)
Data Collection	Students will collect baseline and ongoing treatment data accurately using the provided data-tracking systems.	V-B	Course Assignments Clinic Artifacts Supervisor Evaluations (80% mastery)
Clinical Writing	Students will produce clinical documentation (e.g., progress notes and draft evaluation reports) that accurately reflects client performance and clinical procedures with supervisory feedback.	IV-F; V-B	Course Assignments Clinic Artifacts Supervisor Evaluations (80% mastery)

Professional Competencies & Interprofessional Skills	Students will communicate diagnostic and treatment activities with supervisors and other professionals in a professional manner.	IV-E; V-B	Discussion Board Posts Clinical Reflections Supervisor Evaluations (80% mastery) IPE Course Course Content Professional Practice Competency Framework and Rubric
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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**.

Graduate

Required Textbooks:

Shipley, K. G., & McAfee, J. G. (2025). *Assessment in speech-language pathology: A resource manual* (7th ed.). Plural Publishing.

Roth, F. P. & Worthington, C. K. (2025). *Treatment resource manual for speech language pathology* (7th ed.). Plural Publishing.

Taliancich-Klinger, C., Kennedy, A. J., & Torrington, C. E. (2025). *Goal setting in speech-pathology: A guide to clinical reasoning*. Plural Publishing.

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
Communication Sciences and Disorders
CSD 683 – Clinical Practicum III
Summer 2027; Summer 1 Session– 1 Semester Credit Hours
Asynchronous; Online

Instructor: TBD

ACU Box: TBD

Phone/Email: TBD

Office Hours: TBD

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 prepare students for Christian service and leadership with a collaborative commitment to holistic health and wellness by means of high-quality professional and pre-professional programs.

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.

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

Unique Christian Perspective: This course is grounded in the belief that all individuals are created in the image of God and possess inherent dignity, value, and purpose. As future speech-language pathologists, students are called to serve individuals with communication challenges with compassion, integrity, and excellence. The integration of Christian faith and learning encourages the pursuit of evidence-based knowledge alongside the development of character, ethical responsibility, and servant leadership. Through academic rigor, clinical preparation, and respectful collaboration, students are challenged to reflect Christ-like care in their professional practice while honoring the diverse backgrounds and experiences of those they serve.

Course Option: Level 3 Diagnostic and treatment procedures under close supervision in speech-language pathology. A grade of "B" or higher is required to pass this course.

Prerequisite: CSD 682

Intended Audience: First-year graduate students in Speech-Language Pathology.

Course Content: This course is designed to provide first-year 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 various communication disorders. Students will participate view

Prerequisite: Completed CSD 682 Clinical Practicum II

Catalog Description: in a variety of clinical settings, including, but not limited to, schools, outpatient clinics, early childhood intervention, skilled nursing facilities, home health, and hospitals.

Required Text

Shipley, K. G., & McAfee, J. G., (2025). *Assessment in speech-language pathology: A resource manual* (7th ed.). Plural Publishing.

Roth, F. P. & Worthington, C. K. (2025). *Treatment resource manual for speech language pathology* (7th ed.). Plural Publishing.

Taliancich-Klinger, C., Kennedy, A. J., & Torrington, C. E. (2025). *Goal setting in speech-pathology: A guide to clinical reasoning*. Plural Publishing.

Course Outcomes

Student Learning Outcomes

SLO Domain	Student Learning Outcome	ASHA Standard	Measurement & Evidence
Onboarding requirements	Students will complete pre-professional documentation for internal and external clinical placements throughout their graduate program.	V-B	Completion of all onboarding requirements for internal and external clinical placements by the due dates set by the clinical faculty and/or the clinical site.
Diagnostic Planning	Students will plan for diagnostic procedures by reviewing referral information, case history, and relevant cultural and linguistic factors with supervisory guidance. Select appropriate standardized and non-standardized assessment tools based on client age, communication concerns,	IV-B; V-B	Clinic Artifacts Supervisor Evaluations (80% mastery)

	and setting, with support in a non-educational setting.		
Diagnostic Implementation	Students will use standardized and informal diagnostic procedures while following administration protocols under minimal to moderate supervision and accurately obtain and record diagnostic data, including behavioral observations and informal measures, with feedback.	IV-B; V-B	Supervisor Evaluations (80% mastery)
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Treatment Hierarchy	Students will implement treatment hierarchies, including teaching phases	V-B	Supervisor Evaluations and Observations (80% mastery)

	and systematic error correction, with supervisory guidance.		
Data Collection	Students will collect baseline and ongoing treatment data accurately using the provided data-tracking systems.	V-B	Course Assignments Clinic Artifacts Supervisor Evaluations (80% mastery)
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Professional Competencies & Interprofessional Skills	Students will communicate diagnostic and treatment activities with supervisors and other professionals in a professional manner.	IV-E; V-B	Discussion Board Posts Clinical Reflections Supervisor Evaluations (80% mastery) IPE Course Course Content Professional Practice Competency Framework and Rubric

Grading

Course and Clinical Activities: Participation and attendance in class sessions and assigned clinical placements, submission of assignments, and the student's performance as observed by their supervisor will determine the final semester grade.

Grading: The grading scale and standards utilized in this course follow a traditional format:

A= 100 – 90 | B = 89 – 80 | C = 79 – 70 | D = 69-60 | F = 59 and below

- 70%- Clinical Rotation Assignments
 - Rotation 3 Clinical Assignments
 - Onboarding Documentation and Requirements
 - Clinical Artifacts

- Simucase Experiences
 - Clinical Reflections
 - Rotation 3 Supervisor Evaluations
 - IPP/IPE Course Content
- Professionalism
 - Professional Practice Competency Framework and Rubric
 - Instructor and Rotaton 3 Supervisor Feedback
- Rotation 3 Attendance
- 30%- Clinical Practicum Course Assignments
 - Clinical Artifacts
 - Course Assignments
 - In-Class and Discussion Board Posts
 - Personal Reflections
- Late submissions of assignments/discussions - will receive a 20% deduction of the assignment points for each day, up to 2 days. After 2 days, the assignment will not be accepted, and the student will receive zero points.
- The final grade for the course can be impacted/reduced if violations to the attendance policy are incurred, such as excessive absences/tardies or concluding clinic before the planned timeframe. These policies are outlined below and in further detail in the Clinical Policies and Procedures Handbook.

University Resources

I care about your class experience. The university also has a number of resources in place to support the ACU community both in this class and all aspects of university life.

Reporting Violations / Concerns / Complaints: Incident reports alleging violations of Student Conduct or concerns/complaints can be submitted here. Please use the [form](#) to submit information about an incident to Student Life / Office of the Dean of Students.

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/>.

Mental Health Resources: 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 addressing any of these concerns.

You can contact the Medical and Counseling Care Center at counseling@acu.edu, or by calling 325-674-2626. In addition, you can access free confidential counseling services through the Timely Care app by downloading their app on any device.

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

University and Course Policies

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/about/uap/overview-2/about-2/>.

Please contact me to discuss any approved accommodations that you require for this class.

Title IX 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/>.

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.

Course Policies

Class/Lab/Residency Participation: All first-year students will participate in weekly classes, skills lab and/or residency sessions as scheduled. All students are expected to attend every meeting for the entire duration. Missing class or lab can result in receiving zero points for all assignments during class/lab times as well as important information covered during class, lab and residencies. If a student is absent, tardy or needs to leave early from class or lab, it is the student's responsibility to email/text the instructor (in advance if possible) and review the course materials covered in class/lab/residencies. Completing in-class assignments when absent is strictly prohibited. The schedule of these classes and assignments can be found in Canvas. Attendance and participation will be factored into the student's final grade.

Clinical Rotation - Attendance/Tardies/Leaving a Site Early: All absences/tardies/leaving a site early, whether due to the supervisor or the student, must be reported to the Clinical Instructor on record (by email and/or text) and entered into Exxat (if applicable). Absences/tardies/leaving

a site early can result in grade reductions as well as violate the Professional Practice Competencies.

- Excused absences – exceeding more than two excused absences (an absence from a practicum site for one day = one absence) - excluding COVID-related considerations - will automatically result in the lowering of a letter grade.
 - Excused absences are exclusive to a documented medical reason and family emergencies (death, accident, hospitalization) of an immediate family member (mother, father, sibling, husband, child). This does not include grandparents, aunts, uncles, cousins, or any relative of a significant other/spouse, etc.
 - Medical reasons must accompany a doctor's note and must be uploaded within 24 hours. If a doctor's note does not accompany an absence, the absence will be unexcused.
 - Should an unexpected non-medical yet obligatory event occur, such as jury duty, the student must reach out to the Clinical Instructor on record promptly to determine the best plan of action. The Clinical Coordinator will determine if the absence will count as excused or unexcused based on a variety of factors. Regardless, necessary documentation must accompany the event and be uploaded within 24 hours. If there is no documentation uploaded, then the absence will be unexcused.
- Unexcused absences are extremely discouraged. Exceeding more than one unexcused absence (an absence from a practicum site for one day = one absence) will automatically result in the lowering of a letter grade.
 - Unexcused absences are anything outside of a medical reason or an immediate family emergency (as defined above).
 - Some examples include, but are not limited to: non-sick doctor appointments, pet-related appointments or concerns, having a job interview, attending a wedding, traveling, or having car problems.
- If the absence is due to the supervisor:
 - Students will not be penalized for a supervisor's absence.
 - Students are generally welcome to work with another SLP on-site on a day the supervisor will be out, but this must be approved in advance by the Clinical Instructor on record.
 - The student must already be acquainted with the other SLP, and state licensure and ASHA certification must be verified before working with another SLP.
 - *If the student does not have another SLP to work with, the student is encouraged to ask permission to attend the clinic for observation and/or shadowing of another SLP or professional such as PT/OT, nursing, or a social worker.*

- Tardies - Arriving 10 minutes or later than the required start time is considered tardy. Excessive tardies (two or more) during a clinical rotation violate the departmental Professional Practice Competencies and will be counted towards unexcused absences, which can result in disciplinary action as well as the lowering of the final letter grade.
 - Tardies must be communicated with the student's supervisor **and** the Clinical Instructor on record as quickly as possible and on the same day of the tardy.
 - The student is also responsible for entering a tardy into Exxat no later than 24 hours after the tardy.
- Leaving the Clinical Site Early - Leaving earlier than 10 minutes from the required end time and/or leaving before seeing all the clients/patients on the schedule is considered leaving early. Leaving the clinical site early excessively (more than twice) during a clinical rotation violates the departmental Professional Practice Competencies, which can result in disciplinary action as well as the lowering of the course's final letter grade.
 - The need to leave a site early must be communicated with the student's supervisor **and** the Clinical Instructor on record well in advance to leaving early. If leaving early is sudden, then both the supervisor and Clinical Instructor on record need written communication of the need to leave early. This can be an email or text sent to both parties at the same time.
 - The student is also responsible for entering this into Exxat no later than 24 hours after leaving their site early for the Clinical Instructor on record to verify.
 - Leaving early or suddenly due to the aforementioned reasons under excused absences (such as an immediate family emergency, student illness, etc.) will not be considered for disciplinary action.
- Early Conclusion or Unfinished Clinical Rotation - On occasion, a student's clinical placement ends before the scheduled end date – this can occur due to student factors or site factors. In order to receive academic credit for the clinical practicum or advanced clinical practicum classes CSD 681-688, the student must complete at least 70% of the planned clinical placement for that semester. If less than 70% of the planned placement is not completed, the student will be withdrawn from the clinical practicum course, requiring an extension of their graduate program to complete the required clinical practicum credit hours. Students completing 70% of the planned clinical placement but ending the placement prior to the scheduled end date can expect a grade reduction in the course. This includes but is not limited to excessive absences/tardies at the clinical site.

Confidentiality

All ACU SLP graduate students have been trained in the Health Insurance Portability and Accountability Act (HIPAA) and the Family Educational Rights and Privacy Act (FERPA) requirements and expectations during their first year. The documentation for these trainings has been uploaded to the Exxat online program. Throughout the SLP Graduate Program, students

will encounter information that should remain confidential. That is information that should not be shared with others outside the setting in which the information is given. Students will know information about clients, other students, faculty, and staff. Students will know information about our affiliate sites and supervisors. The student may encounter confidential information in a class discussion, a clinical forum, or a clinical practicum. Students should exercise caution before sharing information; think about where you are, who you are talking to, and why you are talking about this topic.

HIPAA and FERPA require that clinicians maintain confidentiality. In addition, the ASHA Code of Ethics holds individuals providing services in speech-language pathology responsible for maintaining the confidentiality of professional and personal information about those individuals we serve, as well as those individuals who participate as research subjects. In addition, God calls us to be people of integrity, holding the welfare of others above our own. Failure to maintain confidentiality can negatively impact the individual, the student, as well as the CSD program. Serious breaches of confidentiality can result in legal action.

Electronic Media Usage

All electronic communication devices (except laptops) must be silenced and placed out of sight during class. (If you must be available for emergency calls for some reason, inform the instructor prior to the class meeting. This class will use the Canvas learning management system. Adequate internet service and computer equipment is necessary for optimal performance. For best performance, Google Chrome should be used, especially during exams. Course readings, learning activities, learning modules, videos, and exams will be made available through Canvas. Always, be prepared to utilize Canvas in each class session.

Electronic usage in the class and pre-professional SLP students. Laptop computers may be used for note-taking only and may not be used for other purposes (web browsing, email, Facebook, etc.) Please note that use of computers for personal usage during class time implies the lack of participation in class (see notes above regarding class participation) and is a violation of the Essential Skills and Functions of a Speech-Language Pathologist document as well as ASHA's Code of Ethics.

Use of Artificial Intelligence

Generative AI is a rapidly evolving tool that produces information as text or images in response to a prompt. As with any tool, generative AI can either benefit the user when handled appropriately or cause damage when misused. The use of generative AI poses some significant risks to the student who chooses to use it indiscriminately. First, the learning process often requires students to grapple with ideas and information over time; this process is undermined when AI assembles and organizes information within minutes. By employing generative AI, the student inhibits higher-order thinking and the internalization of knowledge. Second, output from generative AI may include inaccurate or false statements, which undermine the author's reliability. The quality of the output may be poor or generic, failing to meet the standards expected of graduating college seniors. In the end, the student is responsible for both the accuracy and quality of the work he or she submits. Third, as they employ generative AI to

accomplish short-term goals, students may lose motivation to attempt the work themselves and become overly dependent on AI for larger and more significant tasks. Ultimately, misuse of generative AI undermines the purpose of this course and negatively impacts a student's preparedness for his or her future career. The use of generative AI is inappropriate on assignments such as those involving reflection or sharing one's beliefs, perspectives, or experiences; summarization of scientific work as in annotated bibliographies or abstracts; analysis and assimilation of relevant facts into an organized written document. These uses undermine personal academic growth. Use of AI is permissible under certain circumstances such as using generative AI as one might a search engine or other office aid software (i.e. citation software or grammar and spelling checkers). When in doubt, the student is responsible for confirming with the instructor whether AI is permitted for specific functions. Should a student choose to use AI to complete an assignment, the student must disclose how AI contributed to the work.

Proprietary Nature of Course Materials/Lectures: The instructor will often provide materials and recorded lectures online to assist with a flexible learning environment. Course materials prepared by the instructor (including PowerPoint presentations, study guides, 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., 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 anyone else.

Adhering to these guidelines is part of the University's Academic Integrity policies. 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>

Course Calendar

The following calendar is subject to change as needed. Specific details regarding required readings, assignments, and learning activities can be found on the Modules page in Canvas.

**The course calendar details will be added by the instructor.*

Week	
Week 1	
Week 2	

Week 3	
Week 4	
Week 5	
Week 6	
Week 7	
Week 8	
Week 9	
Week 10	
Week 11	
Week 12	
Week 13	
Week 14	
Week 15	
Week 16	



April 10, 2026

Brooke Clark, M.S., CCC-SLP
Instructor and Clinical Coordinator
Department of Communication Sciences & Disorders
brooke.clark@acu.edu

Re: Clinical Practicum III (CSD 683)

Dear Ms. Clark,

Thank you for the submission of CSD 683: Clinical Practicum III 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 15, 2026
TO: Brooke Clark
FROM: Mark McCallon, Associate Dean for Library Information Services
RE: Course Application for CSD 683 – Clinical Practicum III

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