

Approval Chart for Curriculum Changes

A = Approval I = Information*

Course Number COMP 485 - CSD Capstone or Degree Plan(s) _____

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

We are submitting this course to be the designated Core Capstone experience for the BS degree in Communication Sciences and Disorders.

We are also requesting that this course be designated as the Writing Intensive Course for this degree.

Circle the number that corresponds to the requested change. Degree plan changes are on the second page.

COUNCIL**

	Change to a Course	Dept./School	College Academic	Deans	TEC	UGEC	UUAC	GRAD	Provost	President
1.	Title (description unchanged)	A	A	A		I			I	I
2.	Description (not affecting content)	A	A	A		I			I	I
3.	Content (substantive change)	A	A	A		I			A	A
4.	Number of hours (lecture, lab, contact)	A	A	A		A			A	A
5.	Course number within the hundred	A	A	I		I			I	I
6.	Course number beyond the hundred	A	A	A		A			A	A
7.	Prerequisites	A	A	A		I			I	I
8.	Course fee(s)	A	--	A		--			A	I
9.	From U to G <i>or</i> G to U	A	A	A		A			A	A
10.	Cross list with another dept: U or G level	A	A	A		A			A	A
11.	Department of record	A	A	A		A			A	A
12.	Open or close a course	A	A	A		A			A	A
13.	New course — See Adams Center for packet. This change includes combining or splitting a course(s).	A	A	A		A			A	A

* Councils may request additional information about "Information" items. These items are approved as "Consent Agenda."

**Courses offered only to students seeking teacher certification must go through the Teacher Education Council.

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

Approval Chart for Curriculum Changes

A = Approval I = Information

	Change to a Degree Plan	Dept./School	College Academic	Deans	TEC	COUNCIL			Provost	Faculty	President
						UGEC	UUAC	GRAD			
1.	University Requirements — Change in approved course content**	A	A	A		A			A	--	A
2.	University Requirements — Add or drop a required course from the University Requirements chart**	A	A	A		A			A	A	A
3.	University Requirements — Add or drop a course from a menu within the University Requirements**	A	A	A		A			A	--	A
4.	University Requirements — Change hours within a menu on the University Requirements chart**	A	A	A		A			A	A	A
4.	Major — Revision of major ♦ ‡	A	A	A		A			A	--	A
5.	Major — Adopt or change admission requirements	A	A	A		A			A	--	A
6.	Major — Add or discontinue	A	A	A		A			A	A	A
7.	GPA — Revise major or cumulative requirement	A	A	A		A			A	A	A
8.	Minor — Revise course selection	A	A	A		I			I	--	I
	Minor — Add or discontinue	A	A	A		A			A	--	A
9.	Degree — Add or discontinue	A	A	A		A			A	A	A
10.	Any change to a graduate degree program*	A	A	A		A			A	--	A

♦ A minimum of 30 hours is required for a major. A maximum is specified for each degree (e.g., BA, BS). The university minimum for elective hours is 6, unless the requirements of external accrediting bodies make it impossible.

‡ Program or course changes applying to any major that includes Teacher Certification will be reviewed by the college, the Teacher Education Council (TEC), and then the UUAC.

* All graduate degree plan changes must go through the Graduate Council.

** Courses that satisfy ACU's University Requirements (General Education) will normally have lower-level numbering, be free of prerequisites and corequisites, 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.

Note: The Board of Trustees is informed when a major or degree is added or discontinued.

Revised 4-18-12

Approval Chart for Academic Information Changes

	Change to the Catalog	Dept./School	College Academic	Deans	UGEC	UUAC	GRAD	Provost	Faculty	President	Board of Trustees
1.	General requirements for graduation including course requirements that are common to all majors for all degrees*	--	--	--		A		A	A	A	--
2.	Admission requirements	--	--	--		A		A	A	A	--
3.	Policies governing academic probation and suspension	--	--	--		A		A	A	A	--
4.	Requirements for graduating with honors	--	--	--		A		A	A	A	--
5.	Other academic policy changes	--	--	--		A		A	--	A	

* The UUAC approved the clarification that "general requirements for graduation" means the seventeen items in the "General Requirements for Bachelor's Degrees" section of the catalog.

Revised 3-2-11

Curriculum/Catalog Changes Signature Page

Department/School Chair(s)	
<u>Brenda K Bender</u>	<u>2/14/13</u>
<i>Signature</i>	<i>Approval date</i>
_____	_____
<i>Signature</i>	<i>Approval date</i>

College Academic Council(s)	
_____	_____
<i>Signature</i>	<i>Approval date</i>
_____	_____
<i>Signature</i>	<i>Approval date</i>

Dean(s)	
_____	_____
<i>Signature</i>	<i>Approval date</i>
_____	_____
<i>Signature</i>	<i>Approval date</i>

Teacher Education Council	
_____	_____
<i>Chair's signature</i>	<i>Approval date</i>

General Education Council	
_____	_____
<i>Chair's signature</i>	<i>Approval date</i>

Undergraduate Academic Council	
_____	_____
<i>Chair's signature</i>	<i>Approval date</i>

Graduate Council	
_____	_____
<i>Chair's signature</i>	<i>Approval date</i>

Provost	
_____	_____
<i>Signature</i>	<i>Approval date</i>

Faculty	
_____	_____
<i>Chair of faculty senate</i>	<i>Approval date</i>

President	
_____	_____
<i>Signature</i>	<i>Approval date</i>

ABILENE CHRISTIAN UNIVERSITY
College of Education and Human Services
Department of Communication Sciences & Disorders
COMP 485: CSD Capstone (3 hrs.)
Don Morris 117 MWF 9:00 – 9:50
Fall 20--

Our mission at **Abilene Christian University** is to educate our students
for Christian service and leadership throughout the world.

Our mission in the **College of Education and Human Services** is to equip students for global ministry
through exemplary practice and service in education and human services.

Our mission in 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 world view.

Professor: Denise Barnett, Ph.D. CCC/SLP
Office: DM 115C
Phone: 674.2420 (w)
e-mail: barnettd@acu.edu

Office Hours: MW 1:30 – 3:00
TR 9:00 – 11:00
(Other times available upon request)

INTENDED AUDIENCE

This course is designed for Communication Sciences and Disorders majors in their senior year.

COURSE DESCRIPTION AND CONTENT

This course is designed to challenge senior-level CSD majors to think critically, globally, and missionally. As the **Writing Intensive** course for the Department of Communication Sciences and Disorders, a paper of significant depth and length is required. A portfolio demonstrating the student's comprehensive skills and accomplishments will be created.

Students will think critically while synthesizing the knowledge they have acquired regarding communication disorders and considering its application during graduate studies, as well as in the work force.

The student will think globally while investigating the numerous settings and situations in which the knowledge they have gained can be utilized through the practice of speech-language pathology.

Missionally, the student will consider how the profession of speech-language pathology can provide opportunities to minister to the lost or hurting during habilitation or rehabilitation of communication skills.

COURSE FORMAT

The student will gain information through:

- lecture of pertinent topics
- presentations by guest lecturers working in the field of speech-language pathology
- observations at sites providing speech-language services
- actual or video observation of assessments and therapy sessions
- group activities designed to introduce research skills

READINGS

Reading of journal articles related to topics of discussion will occur throughout the semester.

FAITH AND LEARNING

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

OVERALL OUTCOME

The student will complete this course having expanded their ability to critically evaluate and act upon material and situations in the field of speech-language pathology from a global and missional perspective.

	Course Competencies	Measurement Instrument	Measurement Standard
1	Learners will demonstrate habits of mind that foster integrative thinking between the liberal arts core curriculum and speech-language pathology. Program Objectives: 2, 3, 4	a. <i>Living with a Communication Disorder</i> Reflection b. <i>The Christian SLP</i> Reflection c. Comprehensive skills and accomplishments portfolio	a. Adequate on grading rubric b. Adequate on grading rubric c. Adequate on grading rubric
2	Learners will demonstrate the ability to frame questions, carry out critical analysis, and produce work of substantial complexity and quality related to speech-language pathology. Program Objectives: 1, 3	a. Assessment and treatment plan b. Comprehensive skills and accomplishments portfolio	a. Adequate on grading rubric b. Adequate on grading rubric
3	Learners will reflect and demonstrate the ability to think critically, globally, and missionally about speech-language pathology as a profession. Program Objectives: 2, 3, 4	a. <i>The Christian SLP</i> Reflection b. Comprehensive skills and accomplishments portfolio	a. Adequate on grading rubric b. Adequate on grading rubric

Program Outcomes for the Department of Communication Sciences and Disorders:

- 1) Knowledge of basic human communication processes pertaining to normal and abnormal development across the life span
- 2) Demonstrate skill in recognition of basic communication needs of individuals with communication disorders
- 3) Possess skill in oral, written and other forms of communication sufficient for entry into graduate programs
- 4) Demonstrate moral and ethical conduct as viewed through a Christian world perspective

Measurement Instrument	Grading Rubric	Point value
Comprehensive skills & accomplishments portfolio	p. 5	25
Assessment & treatment plan	p. 6	45
<i>Living with a Communication Disorder</i> Reflection	p. 7	35
<i>The Christian SLP</i> Reflection	p. 8	38
Service Learning	p. 9	23
Attendance		21
Total		187

GRADING

The total number of points earned divided by the total number of possible points will equal the course grade.

Grading scale: A = 89.5 – 100; B = 79.5 – 89; C = 70-79

MEASUREMENT INSTRUMENTS

Comprehensive Skills and Accomplishments Portfolio

Students will assemble a portfolio that will reflect their skills and accomplishments in the following areas: scholarship (research and creative activities), accomplishments, co-curricular activities, service, leadership, internships, integrative thinking, knowledge, etc. The grading rubric for the portfolio is on page 5 of the syllabus.

Assessment and Treatment Plan

Students will be presented client information for which they will create an assessment plan and a treatment plan. Students will determine relevant questions and analyze current client skills to determine appropriate assessment tools and treatment techniques for use with 'their client'. The format and grading rubric for this plan can be found on page 6 of the syllabus.

Reflections

Students will produce two major reflection papers requiring them to analyze their thoughts, feelings, and/or learning experienced about particular topics or activities. The reflections will be graded based on the rubrics found on pages 7 and 8 of the syllabus.

Living with a Communication Disorder Reflection will require the student to interview or observe an individual with a communication disorder, or interview the parent, spouse, or caregiver of an individual with a communication disorder. The student will reflect critically on the impact a communication disorder can have on one's identity and on their relationships with those closest to them.

The Christian SLP Reflection is a lengthy paper (2000 words/7 pages) requiring the student to look within themselves and explore their motivation for entering a profession that will lead them to serve others. The student will assess the role they will play in the rehabilitation arena while working with clients, families, and on medical teams. The student will correlate the Christian's exploration for truth, goodness, and beauty in the world with the speech-language pathologist's role in helping client's validate their own truth, goodness, and beauty in spite of a communication disorder. The student will close the paper by reflecting on the missional opportunities available to speech-language pathologists, both locally and internationally.

Service Learning Activity and Reflection

Students will participate in a game day at University Place, a senior independent living facility. A reflection paper is to be written following guidelines presented in the rubric included on page 9 of this syllabus. The purpose of this activity is to assist students in developing cursory observation skills while gaining a better understanding of how they can incorporate faith into their ministry of speech-language pathology.

COURSE POLICIES

Attendance

- Attendance is required.
- Attendance will be taken for each class session with **5 points** being given for each day present.
- No distinction will be made between excused and unexcused absences as absenteeism affects the progress of the entire class.
- Required participation in University sponsored events will not count toward the absence count.
- After 6 absences for MWF/4 absences for TR, **10 points will be deducted** from your class grade at the end of the semester.
- Please do not be tardy as this interrupts the flow of the class. **Two tardies** will be considered one absence.
- It is the **student's responsibility** to obtain notes and assignments missed due to absence.
- 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/catalog/2011_12/universityinfo/academic.html for the University Policy. The last day to withdraw from any class is Friday of the 12th week of classes.

Late Work

- Assignments are due by **4:30** on the designated due date to receive full credit.
- Points will be deducted for assignments submitted late (see rubrics).
- Assignments one week past the due date will **NOT** be accepted.

Technology in the Classroom

- Laptops may only be used during group activities or when designated by the professor.
- Cell phones are to be turned off and in a purse or backpack.

Proprietary Nature of Course Materials

- All course materials (PowerPoints, lecture notes, class lectures that have been recorded) are the property of the instructor and may be copyrighted material. Students are **NOT** permitted to post these materials to social media sites or to otherwise distribute materials to individuals outside the class via email, etc. Violation of this rule will result in disciplinary action.

Dress code

- The dress code for the University will be enforced.
- Any student attending class in clothing judged to be inappropriate will receive a verbal warning.
- Should the student attend class again dressed inappropriately, he/she will be required to leave class and an absence will be assigned.
- Professional dress is required for all field trips and observations.
- *Remember, your dress is an indication of the intentions of your heart.*

Communication

- Please **ACU email** regularly for class related information.
- Students are encouraged to schedule an appointment with the instructor to discuss any specific questions or problems that may arise in the course of the semester. I am very accessible outside of class. If you are having difficulties, please schedule an appointment with me.

Disability Statement

- If you have a documented disability and wish to discuss academic accommodations, please call extension 2667 for an appointment with the Director of Disability Services.
- The ACU Student Disability Services Office (a part of Alpha Academic Services) facilitates disability accommodations in cooperation with instructors.
- In order to receive accommodations, you must be registered with Disability Services and you must complete a specific request for each class in which you need accommodations.

Academic Integrity

- 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 department chair for the purpose of discussing the offense and the consequences.
- First Departmental Offense: Disciplinary action may include lowering the grade on an assignment up to and including an F in the course for a first offense.
- Second Departmental Offense: A second violation will result in an F in the course and a recommendation of immediate suspension from the University.

Comprehensive Skills and Accomplishments Portfolio

Required Item	Yes	No	Poss. Pts.
Submitted on designated due date			1
Assembled in labeled files within a file box			1
Course Syllabi / Knowledge			
Syllabi for the following courses:			
• Science: biological and physical			2
• Statistics			1
• Multicultural issues			1
• Social Sciences: psychology or sociology			1
• COMP courses: 225, 235, 330, 356, 471, 353, 480, 493, 381, 352, 485, 494, 357, 419			14
Resume / Skills and Accomplishments			
• Include: scholarship (research and creative activities, accomplishments, co-curricular activities, service, leadership, internships)			1
Graduate School Preparation / Knowledge			
• Graduate school research form			1
• Purpose/mission statement			1
ASHA Knowledge and Skills Assessment (KASA) Form, modified			1
TOTAL POINTS			25
Inadequate = 17.5 – 19 (C)			
Adequate = 20 – 22 (B)			
Superior = 22.5 – 25 (A)			

Assessment and Treatment Plan

Required Item	Yes	No	Inadequate	Adequate	Possible
Submitted on due date					1
Follow APA format					
Correct margins					1
Correct typeface					1
Correct font size					1
Correct line spacing					1
Technical Aspects					
Spelling			-1 pt./error	+5 pts./0 errors	5
Grammar			-1 pt./error	+5 pts./0 errors	5
Assessment Elements					
Questions guided by case history			0 <5 questions	5 5+ questions	5
Standardized & non-standardized tests w/rationales			0 Missing 1 or both	5 1 standardized 1 non-standard	5
Long term goal (LTG)			0 Inappropriate OR Poorly written	5 Appropriate Well-written	5
Short term goals (STG)			0 Inappropriate for LTG OR Poorly written	5 Appropriate for LTG Well-written	5
Therapy techniques w/rationales			0 Inappropriate for goals	5 Appropriate for goals	5
Appropriate therapy activities			0 Inappropriate for techniques	5 Appropriate for techniques	5
TOTAL Inadequate = 31.5 – 35 (C) Adequate = 36 - 40 (B) Superior = 40.5 – 45 (A)					45

Living with a Communication Disorder Reflection

Required Item	Yes	No	Inadequate	Adequate	Superior	Total	Possible
Submitted on due date							1
Follow APA format							
Correct margins							1
Correct typeface							1
Correct font size							1
Correct line spacing							1
Technical Aspects							
Spelling			-1 pt./error	+5 pts./0 errors			5
Grammar			-1 pt./error	+5 pts./0 errors			5
Writing Style							
*Description of interviewee			0	3	5		5
*Characteristics of communication disorder (CD)			0	3	5		5
*Description of CD impact on individual's identity			0	3	5		5
*Description of CD impact on relationship with those closest to them			0	3	5		5
TOTAL POINTS Inadequate = 24.5 – 27 (C) Adequate = 28 – 31 (B) Superior = 31.5 – 35 (A)							35

*Summary

- **Superior:** Superior response. Fully developed. Excellent structure and supporting detail. Language is accurate, sophisticated, and impressive. Varied sentence structure. Exceptional use of vocabulary.
- **Adequate:** Adequate to good response. Somewhat insightful. Moderately developed. Adequate supporting details. Adequate range of vocabulary. Some sentence variety.
- **Inadequate:** Inadequate response. Controlling idea absent or unclear. Confusing or disconnected paragraphs have serious structural problems. Limited word choice. Poor sentence structure. Errors in diction.

The Christian SLP Reflection

Required Item	Yes	No	Inadequate	Adequate	Superior	Total	Possible
Submitted on due date							1
2000 words							1
5+ resources							1
Follow APA format							
Correct margins							1
Correct typeface							1
Correct font size							1
Correct line spacing							1
Correct citation of sources							1
Technical Aspects							
Spelling			-1 pt./error	+5 pts./0 errors			5
Grammar			-1 pt./error	+5 pts./0 errors			5
Writing Style							
*Motivation for entering SLP profession			0	3	5		5
*Role in rehabilitation arena			0	3	5		5
*Correlation between Christian and SLP			0	3	5		5
*Missional opportunities			0	3	5		5
TOTAL POINTS							38
Inadequate = 27 - 29 (C)							
Adequate = 30 - 33 (B)							
Superior = 34 - 38 (A)							

*Summary

- **Superior:** Superior response. Fully developed. Excellent structure and supporting detail. Language is accurate, sophisticated, and impressive. Varied sentence structure. Exceptional use of vocabulary.
- **Adequate:** Adequate to good response. Somewhat insightful. Moderately developed. Adequate supporting details. Adequate range of vocabulary. Some sentence variety.
- **Inadequate:** Inadequate response. Controlling idea absent or unclear. Confusing or disconnected paragraphs have serious structural problems. Limited word choice. Poor sentence structure. Errors in diction.

Service Learning Activity Reflection

Required Item	Yes	No	Comments		Total Pts.
Participated in SLA					1
Submitted at next class session					1
Follow APA format					
Correct margins – 1"					1
Correct typeface – serif type					1
Correct font size - 12					1
Correct line spacing - double					1
Technical Aspects					
Spelling			-1 pt./error	+5 pts./0 errors	5
Grammar			-1 pt./error	+5 pts./0 errors	5
Comments on Interactions (1-2 sentences for each)					
Speech Productions of elderly					1
Language Productions of elderly					1
Hearing Skills of elderly					1
Cognitive Skills of elderly					1
Changes YOU made to improve communications					1
Anything YOU did that reflected Christ					1
What YOU learned that will help you in the future					1
TOTAL POSSIBLE POINTS					23
Inadequate = 16 – 17 (C) Adequate = 18 – 19 (B) Superior = 20 – 23 (A)					

Course Calendar
(Detailed topics and due dates TBD prior to Fall 2013)

Date	Topic	Assignments Due
Mon. Aug. 26		
Wed. Aug. 28		
Fri. Aug. 30		
Mon. Sept. 2		
Wed. Sept. 4		
Fri. Sept. 6		
Mon. Sept. 9		
Wed. Sept. 11		
Fri. Sept. 13		
Mon. Sept. 16		
Wed. Sept. 18		
Fri. Sept. 20		
Mon. Sept. 23		
Wed. Sept. 25		
Fri. Sept. 27		
Mon. Sept. 30		
Wed. Oct. 2		
Fri. Oct. 4		
Mon. Oct. 7		
Wed. Oct. 9		
Fri. Oct. 11		
Mon. Oct. 14		
Wed. Oct. 16		
Fri. Oct. 18		
Mon. Oct. 21		
Wed. Oct. 23		
Fri. Oct. 25		
Mon. Oct. 28		
Wed. Oct. 30		
Fri. Nov. 1		
Mon. Nov. 4		
Wed. Nov. 6		
Fri. Nov. 8		
Mon. Nov. 11		
Wed. Nov. 13		
Fri. Nov. 15		
Mon. Nov. 18		
Wed. Nov. 20		
Fri. Nov. 22		
Mon. Nov. 25		<i>The Christian SLP Reflection</i>
Mon. Dec. 2		
Wed. Dec. 4		
Fri. Dec. 6		Portfolio
	Final	