

DEPARTMENT OF
COMMUNICATION
SCIENCES AND DISORDERS

HARDING UNIVERSITY

STUDENT HANDBOOK

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HISTORY AND MISSION

History of the Communication Sciences and Disorders Program

Harding University has offered academic coursework in communication sciences and disorders (CSD) since 1953, when Richard Walker introduced "speech therapy services" to Searcy. The program continues to serve the academic and clinical needs of Harding University students and the community of Searcy and central Arkansas.

The Communication Sciences and Disorders (CSD) Program offers a Bachelor of Arts degree in CSD (Speech-Language Pathology/Audiology) and a Master of Science degree in Speech-Language Pathology. Specific degree requirements are specified elsewhere in this handbook.

Undergraduate students must select a minor in some related area. In order to work as a speech-language pathologist or audiologist, students must continue their education at an American Speech-Language-Hearing Association's (ASHA) Council of Academic Accreditation (CAA) accredited graduate program upon completion of their undergraduate degree from Harding. Students may choose to use the undergraduate degree in Communication Sciences and Disorders as an entry point into graduate education in areas such as Speech-Language Pathology, Audiology, Deaf Education, Special Education, Reading, Second Language Acquisition, or to work as a Speech-Language Pathology Assistant. A student must apply for admission to the Harding graduate program, even if they earned their undergraduate degree from Harding. The application process and requirements are specified elsewhere in this handbook.

The Harding Program is a member of the Council of Academic Programs in Communication Sciences and Disorders. All professional faculty and supervisors hold ASHA's Certificates of Clinical Competence in Speech-Language Pathology or Audiology and Arkansas Licenses in Speech-Language Pathology or Audiology.

Mission

The educational mission of the Communication Sciences and Disorders program at Harding University is to prepare highly competent speech-language pathologists in a rigorous academic curriculum with an emphasis on Christian living. The program is designed to reflect the university's goal of integrating faith, learning and living in order for the students to function within professional and global communities. (The graduate programs offers a M.S. in Speech-Language Pathology, but the undergraduate program adds the preparation for an academic program in audiology as well.)

Accreditation Status

There are currently no accreditation requirements for undergraduate education in communication sciences and disorders. Students graduating from our undergraduate program would need to complete a graduate degree from a CAA accredited graduate program in order to obtain certification as a Speech-Language Pathologist or Audiologist. With that in mind, the goal of our undergraduate program is to prepare students to meet the entrance requirements of various national and international graduate programs.

The master's degree (M.S.) program in speech-language pathology at Harding University is a candidate for accreditation by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association, 2200 Research Boulevard #310, Rockville, Maryland 20850, 800-498-2071 or 301-296-5700. Candidacy is a "pre-accreditation" status with the CAA, awarded to developing or emerging programs for a maximum period of five years.

Specific CAA requirements (effective January 1, 2008) are available on the website of the American Speech-Language-Hearing Association (<http://www.asha.org/academic/accreditation/accredmanual/section3.htm>).

Standards for Accreditation of Graduate Education Programs in Audiology and Speech-Language Pathology

Introduction

The Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association (ASHA) accredits graduate programs that prepare individuals to enter professional practice in audiology and/or speech-language pathology. The CAA was established by ASHA and is authorized to function autonomously in setting and implementing standards and awarding accreditation. The CAA is recognized by the Council for Higher Education Accreditation and by the U.S. Secretary of Education as the accrediting agency for the accreditation and preaccreditation (accreditation candidate) of education programs leading to the first professional or clinical degree at the master's or doctoral level and for the accreditation of these programs offered via distance education, throughout the United States.

The intention of accreditation is to promote excellence in educational preparation while assuring the public that graduates of accredited programs are educated in a core set of knowledge and skills required for independent professional practice. Quality education can be achieved in a variety of ways, and the CAA wishes to support programs in the achievement of the highest quality possible. These standards identify basic elements that must exist in all accredited graduate education programs while encouraging flexibility in the ways in which programs pursue excellence.

The CAA has identified the following six components as essential to quality education in the professions and has established its accreditation standards accordingly:

- ❖ administrative structure and governance
- ❖ faculty
- ❖ curriculum (academic and clinical education)
- ❖ students
- ❖ assessment
- ❖ program resources

Accreditation Standards

The CAA has adopted the following standards as necessary conditions for accreditation of eligible graduate education programs. The CAA is responsible for evaluating the adequacy of an applicant program's efforts to satisfy each standard. Compliance with all standards represents the minimum requirement for accreditation.

Recognizing that the entry-level degree programs in audiology and speech-language pathology are different in scope and delivery, Standard 3.0 (Curriculum) is divided into two separate components, 3.0A for audiology and 3.0B for speech-language pathology, to clarify the curricular distinctions between the professions. Programs that apply for accreditation in both areas must address both Curriculum sections. Separate reporting may be necessary for other standards where distinct differences exist between the audiology and speech-language pathology programs. Standards for accreditation appear in bold. Information following each standard provides interpretations or explanations of the standard and/or guidance to applicants on how to document compliance.

STANDARD 1.0 Administrative Structure and Governance

1.1 The applicant institution of higher education holds regional accreditation.

The institution of higher education within which the applicant audiology and/or speech-language pathology program is housed must hold regional accreditation from one of the following six regional accrediting bodies:

1. Middle States Association of Colleges and Schools, Middle States Commission on Higher Education
2. New England Association of Schools and Colleges, Commission on Institutions of Higher Education
3. The Higher Learning Commission of the North Central Association of Colleges and Schools
4. Northwest Commission on Colleges and Universities
5. Southern Association of Colleges and Schools, Commission on Colleges
6. Western Association of Schools and Colleges, Accrediting Commission for Senior Colleges and Universities.

For programs with components located outside the region of the home campus, the program must verify to the CAA that all locations, in which its academic components are housed, including official satellite campuses outside of the United States, are regionally accredited.

1.2 The program's mission and goals are consistent with CAA standards for entry into professional practice (3.1A and/or 3.1B) and with the mission of the institution.

The mission statements of the institution, college, and program (including religious mission, if relevant) must be presented as evidence to support compliance with this standard. The program's faculty must regularly evaluate the congruence of program and institutional goals and the extent to which the goals are achieved.

1.3 The program develops and implements a long-term strategic plan.

The plan must be congruent with the mission of the institution, have the support of the university administration, and reflect the role of the program within the community. Components of a plan may include long-term program goals, specific measurable objectives, strategies for attainment, a schedule for analysis, and a mechanism for regular evaluation of the plan itself and of progress in meeting the plan's objectives. The plan and the results of the regular evaluation of the plan and its implementation must be shared with faculty, students, staff, alumni, and other interested parties.

1.4 The program's faculty has authority and responsibility for the program.

The institution must indicate by its administrative structure that the program's faculty is recognized as a body that can initiate, implement, and evaluate decisions affecting all aspects of the professional education program, including the curriculum. The program's faculty has reasonable access to higher levels of administration. The program must describe how substantive decisions regarding the academic and clinical programs are initiated, developed, and implemented by the program faculty. Programs without independent departmental status must be particularly clear in describing these aspects of the organizational structure.

1.5 The individual responsible for the program(s) of professional education seeking accreditation holds a graduate degree with a major emphasis in speech-language pathology, in audiology, or in speech, language, and hearing science and holds a full-time appointment in the institution. The individual effectively leads and administers the program(s).

Individuals with graduate degrees in areas other than those listed in the standard typically do not satisfy this standard. In such cases, the individual's qualifications must be evaluated by the CAA to determine appropriateness for the program director to provide the leadership in teaching, research, and clinical areas. A department chair who is not serving as the program director need not meet this standard, but it must be clear in this situation that the program director is indeed responsible for the program(s) of professional education.

Regular evaluation of the program director's effectiveness in advancing the goals of the program and institution and in leadership and administration of the program must be documented.

1.6 Students, faculty, staff, and persons served in the program's clinic are treated in a nondiscriminatory manner—that is, without regard to race, color, religion, sex, national origin, participation restriction, age, sexual orientation, or status as a parent. The institution and program comply with all applicable laws, regulations, and executive orders pertaining thereto.

The signature of the institution's president or designee on the application for accreditation affirms the institution's compliance with all applicable federal, state, and local laws prohibiting discrimination, including harassment, on the basis of race, color, religion, sex, national or ethnic origin, physical or mental disability or condition, age, sexual orientation, status as a parent, and status as a covered veteran, including, but not limited to, the Americans with Disabilities Act of 1990, the Civil Rights Act of 1964, the Equal Pay Act, the Age Discrimination in Employment Act, the Age Discrimination Act of 1975, Title IX of the Education Amendments of 1972 (to the Higher Education Act of 1965), the Rehabilitation Act of 1973, the Vietnam-Era Veterans Readjustment Assistance Act of 1974, and all amendments to the foregoing. The program demonstrates compliance through its policies and procedures.

1.7 The program provides information about the program and the institution to students and to the public that is current, accurate, and readily available.

Web sites, catalogs, advertisements, and other publications/electronic media must be accurate regarding the program's accreditation status, standards and policies regarding recruiting and admission practices, academic offerings, matriculation expectations, academic calendars, grading policies and requirements, and fees and other charges. Average data on the following student outcome measures compiled from the three most recently completed academic years, including the number, percentage, and specific years reported, must be available to the general public: program completion rates, Praxis examination pass rates, and employment rates. (See Standard 5.3 below.)

STANDARD 2.0 Faculty

2.1 All faculty members, including all individuals providing clinical education, are qualified and competent by virtue of their education, experience, and professional credentials to provide academic and clinical education assigned by the program.

Qualifications and competence to teach graduate-level courses and to provide clinical education must be evident in terms of appropriateness of degree level, practical or educational experiences specific to responsibilities in the program, and other indicators of competence to offer graduate education. All individuals providing didactic and clinical education, both on-site and off-site, must have appropriate experience and qualifications for the professional area in which education is provided so that the program can achieve its mission and goals to enable its graduates to qualify for entry into independent professional practice.

The faculty must possess appropriate qualifications and expertise to provide the depth and breadth of instruction for the curriculum, consistent with the institutional expectations for clinical graduate programs. Academic content is to be taught by doctoral-level faculty except where there is a compelling rationale for instruction by an individual with other professional qualifications that satisfy institutional policy.

2.2 The number of full-time doctoral-level faculty in speech-language pathology, audiology, and speech, language, and hearing sciences and other full-and part-time faculty is sufficient to meet the teaching, research, and service needs of the program and the expectations of the institution. The institution provides stable support and resources for the program's faculty.

A sufficient number of qualified doctoral-level faculty with full-time appointments is essential for accreditation. This number must include research-qualified faculty (e.g., PhDs). The program must document that the number of doctoral-level and other faculty is sufficient to offer the breadth and depth of the curriculum, including its scientific and research components, so that students can complete the requirements within a reasonable time period and achieve the expected knowledge and skills. The faculty must have sufficient time for scholarly and creative activities, advising students, participating in faculty governance, and other activities consistent with the institution's expectations. Faculty must be accessible to students.

Institutional commitment to the program's faculty is demonstrated through documentation of stability of financial support for faculty, evidence that workload assignments are consistent with institutional policies, and evidence of positive actions taken on behalf of the program's faculty.

The program must demonstrate that faculty members have the opportunity to meet the institution's criteria for tenure, promotion, or continued employment, in accord with the institution's policies.

2.3 Faculty members maintain continuing competence.

Faculty can demonstrate continuing competence in a variety of ways, including course and curricular development, professional development, and research activities. Evidence of each faculty member's professional development activities must appear in faculty vitae.

The program must demonstrate that support, incentives, and resources are available for the continued professional development of the faculty. Examples of evidence include release time for research and professional development, support for professional travel, and professional development opportunities on campus.

STANDARD 3.0A Curriculum (Academic and Clinical Education) in Audiology

3.1A The curriculum (academic and clinical education) is consistent with the mission and goals of the program and prepares students in the full breadth and depth of the scope of practice in audiology.

The program must provide a curriculum leading to an entry-level clinical doctoral degree with a major emphasis in audiology. The program must offer appropriate courses and clinical experiences on a regular basis so that students may satisfy the degree requirements within the published time frame.

The program must ensure that students have opportunities to acquire the knowledge and skills needed for entry into independent professional practice across the range of practice settings (including but not limited to hospitals, schools, private practice, community speech and hearing centers, and industry) and to qualify for relevant state and national credentials for independent professional practice.

Doctoral-level programs in audiology must provide evidence of a curriculum that allows students to achieve the knowledge and skills listed below. Typically, the achievement of these outcomes requires the completion of 4 years of graduate education or the equivalent. The doctoral curriculum in audiology must include a minimum of 12 months' full-time equivalent of supervised clinical experiences throughout the program of study. These include short-term rotations and longer term externships. Clinical experiences must constitute at least 25% of the program length.

The aggregate total of clinical experiences must equal at least 12 months, to include direct client/patient contact, consultation, record keeping, and administrative duties relevant to professional service delivery in audiology. The program must provide sufficient breadth and depth of opportunities for students to obtain a variety of clinical experiences in different work settings, with different populations, and with appropriate equipment and resources in order to acquire and demonstrate skills across the scope of practice in audiology, sufficient to enter independent professional practice.

It is the responsibility of the program to plan a clinical program of study for each student. The program must demonstrate that it has sufficient agreements with supervisors or preceptors and clinical sites to provide each student with the clinical experience necessary to prepare them for independent professional practice. It is the program's responsibility to design, organize, administer, and evaluate the overall clinical education of each student.

The doctoral academic and clinical curriculum in audiology must include instruction in the areas of (a) foundations of audiology practice, (b) prevention and identification, (c) evaluation, and (d) treatment, as described below.

Instruction in foundations of audiology practice must include opportunities for students to acquire knowledge in the following areas:

- ❖ normal aspects of auditory physiology and behavior over the life span
- ❖ interaction and interdependence of speech, language, and hearing in the discipline of human communication sciences and disorders
- ❖ anatomy and physiology, pathophysiology and embryology, and development of the auditory and vestibular systems
- ❖ principles, methods, and applications of psychoacoustics
- ❖ effects of chemical agents on the auditory and vestibular systems
- ❖ instrumentation and bioelectrical safety issues
- ❖ infectious/contagious diseases and universal precautions
- ❖ physical characteristics and measurement of acoustic stimuli

- ❖ physical characteristics and measurement of electric and other nonacoustic stimuli
- ❖ principles and practices of research, including experimental design, evidence-based practice, statistical methods, and application to clinical populations
- ❖ medical/surgical procedures for treatment of disorders affecting auditory and vestibular systems
- ❖ client/patient characteristics (e.g., age, demographics, cultural and linguistic diversity, medical history and status, cognitive status, and physical and sensory abilities) and how they relate to clinical services
- ❖ genetic bases of hearing and hearing loss
- ❖ speech and language characteristics across the life span associated with hearing impairment
- ❖ development of speech and language production and perception
- ❖ manual and other communication systems, use of interpreters, and assistive technology
- ❖ ramifications of cultural diversity on professional practice
- ❖ educational, vocational, and social and psychological effects of hearing impairment and their impact on the development of a treatment program
- ❖ health care and educational delivery systems
- ❖ professional codes of ethics and credentialing
- ❖ supervisory processes and procedures
- ❖ laws, regulations, policies, and management practices relevant to the profession of audiology

Instruction in prevention and identification of auditory and vestibular disorders must include opportunities for students to acquire the knowledge and skills necessary to:

- ❖ interact effectively with patients, families, other appropriate individuals, and professionals
- ❖ prevent the onset and minimize the development of communication disorders
- ❖ identify individuals at risk for hearing impairment
- ❖ apply the principles of evidence-based practice
- ❖ screen individuals for hearing impairment and activity limitation or participation restriction using clinically appropriate and culturally sensitive screening measures
- ❖ screen individuals for speech and language impairments and other factors affecting communication function using clinically appropriate and culturally sensitive screening measures
- ❖ administer conservation programs designed to reduce the effects of noise exposure and of agents that are toxic to the auditory and vestibular systems

Instruction in the evaluation of individuals with suspected disorders of auditory, balance, communication, and related systems must include opportunities for students to acquire the knowledge and skills necessary to:

- ❖ interact effectively with patients, families, professionals, and others, as appropriate
- ❖ evaluate information from appropriate sources to facilitate assessment planning
- ❖ obtain a case history
- ❖ perform an otoscopic examination
- ❖ remove cerumen, when appropriate
- ❖ administer clinically appropriate and culturally sensitive assessment measures
- ❖ perform audiologic assessment using physiological, psychophysical, and self-assessment measures
- ❖ perform electrodiagnostic test procedures
- ❖ perform balance system assessment and determine the need for balance rehabilitation
- ❖ perform assessment for rehabilitation
- ❖ document evaluation procedures and results
- ❖ interpret results of the evaluation to establish type and severity of disorder
- ❖ apply the principles of evidence-based practice
- ❖ generate recommendations and referrals resulting from the evaluation process

- ❖ provide counseling to facilitate understanding of the auditory or balance disorder
- ❖ maintain records in a manner consistent with legal and professional standards
- ❖ communicate results and recommendations orally and in writing to the patient and other appropriate individual(s)
- ❖ use instrumentation according to manufacturer's specifications and recommendations
- ❖ determine whether instrumentation is in calibration according to accepted standards

Instruction in treatment of individuals with auditory, balance, and related communication disorders must include opportunities for students to acquire the knowledge and skills necessary to:

- ❖ interact effectively with patients, families, professionals, and other appropriate individuals
- ❖ develop and implement treatment plans using appropriate data
- ❖ discuss prognosis and treatment options with appropriate individuals
- ❖ counsel patients, families, and other appropriate individuals
- ❖ develop culturally sensitive and age-appropriate management strategies
- ❖ collaborate with other service providers in case coordination
- ❖ conduct self-evaluation of effectiveness of practice
- ❖ perform hearing aid, assistive listening device, and sensory aid assessment
- ❖ recommend, dispense, and service prosthetic and assistive devices
- ❖ provide hearing aid, assistive listening device, and sensory aid orientation
- ❖ conduct audiologic rehabilitation
- ❖ monitor and summarize treatment progress and outcomes
- ❖ assess efficacy of interventions for auditory and balance disorders
- ❖ apply the principles of evidence-based practice
- ❖ establish treatment admission and discharge criteria
- ❖ serve as an advocate for patients, families, and other appropriate individuals
- ❖ document treatment procedures and results
- ❖ maintain records in a manner consistent with legal and professional standards
- ❖ communicate results, recommendations, and progress to appropriate individual(s)
- ❖ use instrumentation according to manufacturer's specifications and recommendations
- ❖ determine whether instrumentation is in calibration according to accepted standards

3.2A Academic and clinical education reflects current knowledge, skills, technology, and scope of practice. The curriculum is regularly reviewed and updated. The diversity of society is reflected throughout the curriculum.

The program must provide evidence that the curriculum is regularly and systematically evaluated and updated to reflect current knowledge and scope of practice in the profession. Sensitivity to issues of diversity should be infused throughout the curriculum. Evidence of regular and systematic evaluation may include institutional program evaluations, exit interviews, alumni and employer input, and faculty and administrative review of student performance and outcomes.

3.3A The scientific and research foundations of the profession are evident in the curriculum.

The program must demonstrate how it verifies that students obtain knowledge in the basic sciences (e.g., biological, behavioral, physical science, and mathematics), basic science skills (e.g., scientific methods and critical thinking), and the basic communication sciences (e.g., acoustics and physiological and neurological processes of speech, language, and hearing). The curriculum must reflect the scientific bases of the professions and include research methodology. The curriculum must provide opportunities for students to become knowledgeable consumers of research literature. The program of study must include research and scholarship opportunities that are consistent with the mission and goals of the program and institutional expectations for clinical doctoral programs.

3.4A The academic and clinical curricula reflect an appropriate sequence of learning experiences.

The program must provide evidence of appropriate sequencing of course work and clinical education. Appropriate sequencing must be evident in examples of typical programs of study including clinical placements.

3.5A Clinical supervision is commensurate with the clinical knowledge and skills of each student, and clinical procedures ensure that the welfare of each person served by students is protected, in accord with recognized standards of ethical practice and relevant federal and state regulations.

The program must have written policies that describe how the manner and amount of supervision are determined and adjusted to reflect the competence of each student and the specific needs of the clients/patients served. The program's written policies must describe the extent to which students are supervised and have access to supervisor or preceptor consultation when providing services to client/patients. Procedures for client/patient safety, confidentiality, and security of client/patient records must also be clearly described in the program's written policies, in accordance with relevant federal and state regulations. Ethical standards must be clearly documented in the program's published materials.

3.6A Clinical education obtained in external placements is governed by agreements between the program and the external facility and is monitored by program faculty.

The program must provide examples of its written agreements with external facilities, its policies regarding the identification and ongoing evaluation of external facilities, procedures for selecting and placing students in external clinical sites, and evidence that clinical education in external facilities is monitored by the program to ensure that educational objectives are met.

3.7A The clinical education component of the curriculum provides students with access to a client/patient base that is sufficient to achieve the program's stated mission and goals and includes a variety of clinical settings, client/patient populations, and age groups.

The program must describe how it ensures that each student is exposed to a variety of populations across the life span and from culturally and linguistically diverse backgrounds. Clinical education must include experience with client/patient populations with various types and severities of communication and/or related disorders, differences, and disabilities. The program must provide information about the size and diversity of the client/patient base and describe the clinical populations available in the facilities where students are placed.

3.8A The program must provide evidence that all curriculum standards are met, regardless of mode of delivery.

Distance education and other modes of education delivery must be examined to ensure that the course work and clinical education are equivalent to those offered in the existing program, including number of credits, availability and sequencing of courses, supervision, coordination of placements with external facilities, and diversity of client/patient population. The overall quality of the program must be equivalent across modes of delivery.

STANDARD 3.0B Curriculum (Academic and Clinical Education) in Speech-Language Pathology

3.1B The curriculum (academic and clinical education) is consistent with the mission and goals of the program and prepares students in the full breadth and depth of the scope of practice in speech-language pathology.

The program must provide a curriculum leading to a master's or other entry-level graduate clinical degree with a major emphasis in speech-language pathology. The program must offer appropriate courses and clinical experiences on a regular basis so that students may satisfy the degree requirements within the published time frame.

The intent of this standard is to ensure that program graduates are able to acquire the knowledge and skills needed for entry into professional practice and to meet relevant licensure and certification standards.

Programs of study in speech-language pathology must be sufficient in depth and breadth for graduates to achieve the knowledge and skills outcomes identified for entry into professional practice as listed below. Typically, the achievement of these outcomes requires the completion of 2 years of graduate education or the equivalent.

The curriculum in speech-language pathology must provide the opportunity for students to complete a minimum of 400 clinical education hours, 325 of which must be attained at the graduate level. The program must provide sufficient breadth and depth of opportunities for students to obtain a variety of clinical education experiences in different work settings, with different populations, and with appropriate equipment and resources in order to acquire and demonstrate skills across the scope of practice in speech-language pathology, sufficient to enter professional practice.

It is the responsibility of the program to plan a clinical program of study for each student. The program must demonstrate that it has sufficient agreements with supervisors or preceptors and clinical sites to provide each student with the clinical experience necessary to prepare them for independent professional practice. It is the program's responsibility to design, organize, administer, and evaluate the overall clinical education of each student.

The program must provide an academic and clinical curriculum that is sufficient for students to acquire and demonstrate, at a minimum, knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases.

The program must provide opportunities for students to acquire and demonstrate knowledge of the nature of speech, language, hearing, and communication disorders and differences, as well as swallowing disorders, including etiologies, characteristics, and anatomical/physiological, acoustic, psychological, developmental, linguistic, and cultural correlates. These opportunities must be provided in the following areas:

- ❖ articulation
- ❖ fluency
- ❖ voice and resonance, including respiration and phonation
- ❖ receptive and expressive language (phonology, morphology, syntax, semantics, and pragmatics) in speaking, listening, reading, writing, and manual modalities
- ❖ hearing, including the impact on speech and language
- ❖ swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding; orofacial myofunction)
- ❖ cognitive aspects of communication (e.g., attention, memory, sequencing, problem solving, executive functioning)

- ❖ social aspects of communication (e.g., behavioral and social skills affecting communication)
- ❖ communication modalities (e.g., oral, manual, and augmentative and alternative communication techniques and assistive technologies)

The program must provide opportunities for students to acquire and demonstrate knowledge in the following areas:

- ❖ principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders across the life span, including consideration of anatomical/physiological, psychological, developmental, linguistic, and cultural correlates of the disorders
- ❖ standards of ethical conduct
- ❖ interaction and interdependence of speech, language, and hearing in the discipline of human communication sciences and disorders
- ❖ processes used in research and the integration of research principles into evidence-based clinical practice
- ❖ contemporary professional issues
- ❖ certification, specialty recognition, licensure, and other relevant professional credentials

The program must provide opportunities for students to acquire and demonstrate skills in the following areas:

- ❖ oral and written or other forms of communication
- ❖ prevention, evaluation, and intervention of communication disorders and swallowing disorders
- ❖ interaction and personal qualities, including counseling, collaboration, ethical practice, and professional behavior
- ❖ effective interaction with patients, families, professionals, and other individuals, as appropriate
- ❖ delivery of services to culturally and linguistically diverse populations
- ❖ application of the principles of evidence-based practice
- ❖ self-evaluation of effectiveness of practice

3.2B Academic and clinical education reflects current knowledge, skills, technology, and scope of practice. The curriculum is regularly reviewed and updated. The diversity of society is reflected throughout the curriculum.

The program must provide evidence that the curriculum is regularly and systematically evaluated and updated to reflect current knowledge and scope of practice in the profession. Sensitivity to issues of diversity should be infused throughout the curriculum. Evidence of regular and systematic evaluation may include institutional program evaluations, exit interviews, alumni and employer input, and faculty and administrative review of student performance and outcomes.

3.3B The scientific and research foundations of the profession are evident in the curriculum.

The program must demonstrate how it verifies that students obtain knowledge in the basic sciences (e.g., biological, behavioral, physical science, and mathematics), basic science skills (e.g., scientific methods and critical thinking), and the basic communication sciences (e.g., acoustics; physiological and neurological processes of speech, language, and hearing; linguistics). The curriculum must provide opportunities for students to become knowledgeable consumers of research literature with an

emphasis on the fundamentals of evidenced-based practice, as well as the application of these principles and practices to clinical populations. The curriculum must reflect the scientific bases of the professions and include research methodology, research literature, and opportunities to participate in research and scholarship activities, consistent with the mission and goals of the program, institution, and profession.

3.4B The academic and clinical curricula reflect an appropriate sequence of learning experiences.

The program must provide evidence of appropriate sequencing of course work and clinical education. Appropriate sequencing must be evident in examples of typical programs of study, including clinical placements.

3.5B Clinical supervision is commensurate with the clinical knowledge and skills of each student, and clinical procedures ensure that the welfare of each person served by students is protected, in accord with recognized standards of ethical practice and relevant federal and state regulations.

The program must demonstrate how the nature and amount of supervision are determined and adjusted to reflect the competence of each student. The program's written policies must describe the extent to which students are supervised and have access to supervisor or preceptor consultation when providing services to client/patients. Procedures for client/patient safety, confidentiality, and security of client/patient records must also be clearly described in the program's written policies, in accordance with relevant federal and state regulations. Ethical standards must be clearly documented in the program's published materials.

3.6B Clinical education obtained in external placements is governed by agreements between the program and the external facility and is monitored by program faculty.

The program must provide examples of its written agreements with external facilities, its policies regarding the identification and ongoing evaluation of external facilities, procedures for selecting and placing students in external clinical sites, and evidence that clinical education in external facilities is monitored by the program to ensure that educational objectives are met.

3.7B The clinical education component of the curriculum provides students with access to a client/patient base that is sufficient to achieve the program's stated mission and goals and includes a variety of clinical settings, client/patient populations, and age groups.

The program must describe how it ensures that each student is exposed to a variety of populations across the life span and from culturally and linguistically diverse backgrounds. Clinical education must include experience with client/patient populations with various types and severities of communication and/or related disorders, differences, and disabilities. The program must provide information about the size and diversity of the client/patient base and describe the clinical populations available in the facilities where students are placed.

3.8B The program must provide evidence that all curriculum standards are met, regardless of mode of delivery.

Distance education and other modes of education delivery must be examined to ensure that the course work and clinical education are equivalent to that offered in the existing program, including number of credits, availability and sequencing of courses, supervision, coordination of placements with external facilities, and diversity of client/patient population. The overall quality of the program must be equivalent across modes of delivery.

STANDARD 4.0 Students**4.1 The program criteria for accepting students for graduate study in audiology and/or speech-language pathology meet or exceed the institutional policy for admission to graduate study.**

The program's criteria for admission must meet or exceed those of the institution and be appropriate for the degree being offered. The admissions standards of the program and of the institution must be described and a rationale presented for any differences between the two sets of criteria. Policies regarding any exceptions to the criteria (such as "conditional" status) must be clearly explained and consistently followed.

4.2 The program makes reasonable adaptations in curriculum, policies, and procedures to accommodate differences among individual students.

The program must provide evidence that its curriculum and its policies and procedures for admission, internal and external clinical placements, and retention of students reflect a respect for and understanding of cultural and individual diversity. The program must provide its policy regarding proficiency in English and/or other languages of service delivery and all other performance expectations.

4.3 Students are informed about the program's policies and procedures, degree requirements, requirements for professional credentialing, and ethical practice. Students are informed about documented complaint processes.

Programs may provide this information to students through student handbooks or other written means. The program must maintain a record of student complaints and make these available to the CAA upon request. Students must be made aware of the contact information for the CAA in the event they wish to file a complaint related to the program's compliance with standards for accreditation.

4.4 Students receive advising on a regular basis that pertains to both academic and clinical performance and progress. Students also are provided information about student support services.

The program must describe how students are advised on a timely and continuing basis regarding their academic and clinical progress. In addition, the program must describe how students receive information about the full range of student support services available at the institution.

4.5 The program must provide evidence that all student standards are met, regardless of mode of delivery for curriculum.

The program must ensure that students enrolled in distance education or other modes of education delivery are held to equivalent standards and afforded equivalent access to advising, student support services, and program resources.

STANDARD 5.0 Assessment

5.1 The program conducts ongoing and systematic formative and summative assessments of the performance of its current students.

The program identifies student learning outcomes and uses a variety of assessment techniques, administered by a range of program faculty and supervisors or preceptors, to evaluate students' progress. Students are provided regular feedback about their progress in achieving the expected knowledge and skills in all academic and clinical components of the program, including all off-site experiences. The program documents the feedback mechanisms (e.g., grade definitions, performance rubrics) used to evaluate students' performance and applies those mechanisms consistently. The program documents guidelines for remediation (e.g. repeatable courses and/or clinical experiences, provisions for re-taking examinations) and implements remediation opportunities consistently.

5.2 The program documents student progress toward completion of the graduate degree and professional credentialing requirements and makes this information available to assist students in qualifying for certification and licensure.

The program must maintain accurate and complete records throughout each student's graduate program. It is advisable that forms or tracking systems be developed and used for this purpose. Responsibility for the completion of the records and timetable for completion must be clearly established. Records must be readily available to students upon request. Records must be available to program graduates in accordance with the institution's and program's policies for retention of student information, and those policies must be described. The program must maintain documentation on each student in sufficient detail so that the program can verify completion of all academic and clinical requirements for the graduate degree and eligibility for relevant state and national credentials.

5.3 The program conducts regular and ongoing assessments of program effectiveness and uses the results for continuous improvement.

The program must document the procedures followed in evaluating the quality, currency, and effectiveness of its graduate program and the process by which it engages in systematic self-study. The documentation must indicate the mechanisms used to evaluate each program component, the schedule on which the evaluations are conducted and analyzed, and the program changes and/or improvements that have resulted from assessments.

The program collects and evaluates data on its effectiveness from multiple sources (e.g., students, alumni, faculty, employers, off-site supervisors or preceptors, community members, persons served). The data must include students' and graduates' evaluations of courses and clinical education.

Although many types of data may be used, the following measures of student achievement are required and will be evaluated relative to established benchmarks:

- ❖ percentage of program graduates passing the Praxis examinations by year
- ❖ percentage of students completing the program within the program's published time frame
- ❖ percentage of program graduates employed in the profession or pursuing further education in the profession within 1 year of graduation

These required student achievement measures must be presented to the public in program information materials (e.g., Web site, brochures) that are regularly updated and readily available.

Results of the assessments must be used to plan and implement program improvements that are consistent with the program's mission and goals.

5.4 The program regularly evaluates all faculty members and faculty uses the results for continuous improvement.

The program must describe the mechanism for regular evaluation of its faculty by program leadership (e.g. director, chair, evaluation committee) in accordance with institutional policy and guidelines. Students also must have the opportunity to evaluate faculty in all academic and clinical settings on a regular and ongoing basis. The program must demonstrate how results of all evaluations are communicated to the faculty and used to improve performance.

STANDARD 6.0 Program Resources

6.1 The institution provides adequate financial support to the program so that the program can achieve its stated mission and goals.

The program must provide evidence that budgetary allocations received for personnel, space, equipment, research support, materials, and supplies are regular, appropriate, and sufficient for its operations.

6.2 The program has adequate physical facilities (classrooms, offices, clinical space, research laboratories) that are accessible, appropriate, safe, and sufficient to achieve the program's mission and goals.

The program must demonstrate that its facilities are adequate and reflect contemporary standards of ready and reasonable access and use. This includes accommodations for the needs of persons with disabilities consistent with the mandates of the Americans with Disabilities Act of 1990 and the Rehabilitation Act of 1973.

6.3 The program's equipment and educational/ clinical materials are appropriate and sufficient to achieve the program's mission and goals.

The program must provide evidence that the amount, quality, currency, and accessibility of equipment and materials are sufficient to meet program goals and that the equipment is maintained in good working order. The program must provide evidence of calibration of equipment on a regular schedule, including evidence that the equipment meets standards specified by the manufacturer, the American National Standards Institute, or other appropriate agencies.

6.4 The program has access to clerical and technical staff, support services, and library and technology resources that are appropriate and sufficient to achieve the program's mission and goals.

The program must demonstrate access to appropriate and sufficient resources for faculty and students, such as library resources, interlibrary loan services, access to the Internet, computer and laboratory facilities, and support personnel. The program must describe how the adequacy of support is evaluated and how these resources are addressed in the program's strategic plan.

1. Graduate refers to programs leading to a master's or doctoral degree, including a clinical doctoral degree, offered through graduate or professional schools.

2. In this document, the term faculty, unless otherwise qualified, is meant to include faculty members (tenure-track and non-tenure-track), lecturers, clinical supervisors, and all other instructional staff members who are employees of the program. This term does not apply to off-site clinical supervisors, preceptors, internship mentors, or similar personnel who do not hold employment contracts with the institution of higher education.

ADMINISTRATION

Burks, David B., Ph.D. President, Harding University

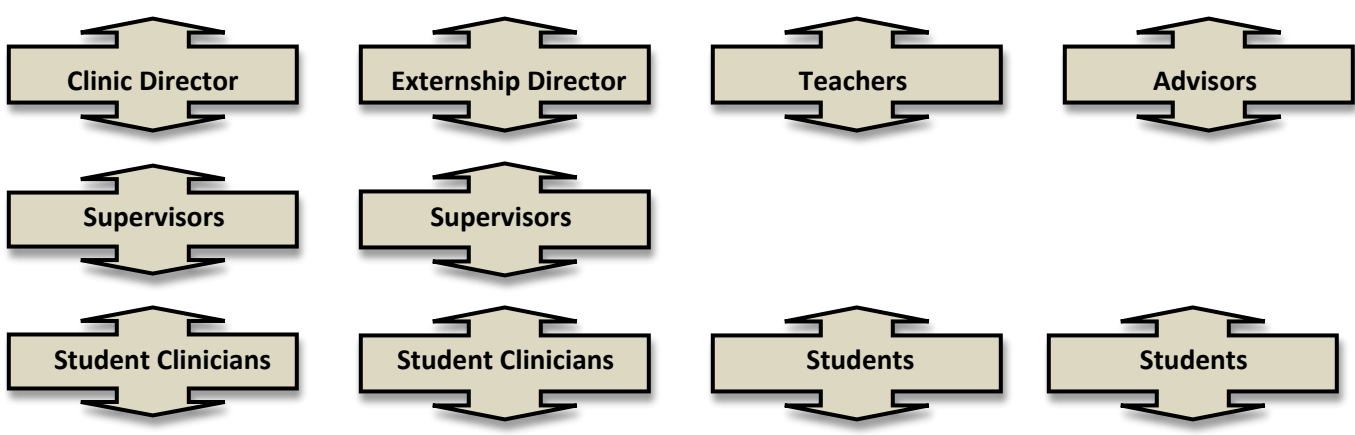
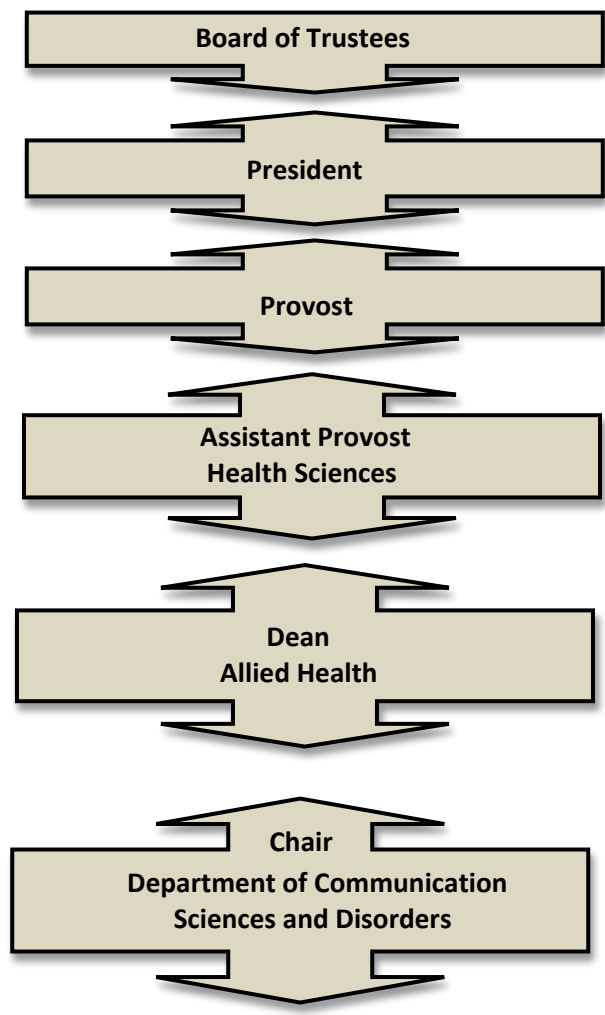
Long, Larry R., Ph.D. Provost

Julie Hixon-Wallace, Pharm.D. Assistant Provost

Weaver, Rebecca O., Ph.D., CCC-SLP, Dean of the College of Allied Health

Tullos, Daniel C., Ph.D., CCC-SLP, Chair of Communication Sciences and Disorders

ORGANIZATIONAL STRUCTURE
Harding University
Communication Sciences and Disorders Program



CSD Department Contact Information**Chair's Office****C-109 Reynolds Center****(501) 279-4633**

Tullos, Daniel C., Ph.D., CCC-SLP

Box 10872

Searcy, AR 72149-0872

CSD Clinic Director's Office**C-130 Reynolds Center****(501) 279-4637**

Sara Shock, M.S., CCC-SLP

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CSD Externship Director's Office**C-128 Reynolds Center****(501) 279-4666**

Jennifer Fisher, M.S., CCC-SLP

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Administrative Assistant's Office**C-107 Reynolds Center****(501) 279-4648**

Martha Vendetti

Box 10872

Searcy, AR 72149-0872

DEGREE PROGRAMS

Bachelor of Arts (B.A.) in Communication Sciences and Disorders
Liberal Arts-53 hours (prescribed from the Harding liberal arts offerings)
CSD Major Specific Courses: - 44 hours

Course #	Course Name	Hours	Semester
CSD 215	Normal Language Development		3
CSD 230	Clinical Aspect 1		2
CSD 250	Intro. To Communication Disorders		3
CSD 276	Global Communication Perspectives		3
CSD 290	Phonetics		3
CSD 325	Phonological and Articulation Disorders		3
CSD 326	Language Disorders		3
CSD 380	Clinical Methods, Diagnostics		3
CSD 381	Clinical Methods, Treatment		3
CSD 385	Clinical Aspect II		1
CSD 386	Clinical Aspect III		1
CSD 400	Anatomy and Physiology of Sp. & Lang.		3
CSD 401	Speech and Hearing Science		3
CSD 402	Audiology		3
CSD 404	Aural Rehabilitation		3
CSD 421	Clinical Aspect IV		4

Selected Minor-18 Hours (minimum)

Remaining Required Bible-8 Hours

Electives-5 Hours (minimum)

Total-128 Hours

**Communication Sciences and Disorders
Possible 4-Year Undergraduate Academic Plan**

(This tentative plan is to be used with the Curriculum Plan and with the assistance of your advisor.
Courses may need to be moved forward if International Study is planned.)

Freshman 1st Semester (13 hrs)

BNEW 111
COMO 101*
ENG 111 or 113*
KINS 101*
MUS 101*, ART 101, or COMT 101

Freshman 2nd Semester (15 hrs)

BNEW 113
PSY 201*
CSD 230
HIST 101 or 102*
KINS*
PHS 111, 112, 113, 115, or 116*

Sophomore 1st Semester (17 hrs)

BIBLE 203
BIOL 111 or 113*
CSD 215
CSD 250
ENG 201 or 202*
MINOR****

Sophomore 2nd Semester (17 hrs)

BIBLE 207
CSD 326
CSD 290
ENG 211*
HIST 110 or 111*
POLS 205, SOC 203, or ECON 201*

Junior 1st Semester (17 hrs)

BIBLE
CSD 325
CSD 381 or 380
GLOBAL/LANG***
MATH 151 or 200*
MINOR****

Junior 2nd Semester (17 hrs)

BIBLE
CSD 380 or 381
CSD 385
GLOBAL/LANG***
MINOR****
MINOR****

Senior 1st Semester (18 hrs)

BIBLE
CSD 276
CSD 386
CSD 400
CSD 402
MINOR****
MINOR****

Senior 2nd Semester (15 hrs)

BIBLE
CSD 401
CSD 421
CSD 404
ELECTIVE

*Liberal Arts requirements may be rearranged throughout

**Either ANTH 250 or BMIS 386 may count (Bible class not required for semester if taking a Global Lit BMIS course).

Global Literacy/Language requirement-select from FOREIGN LANGUAGE, ANTH 250**, ART 434, BIOL 250**, BMIS 280, 386**, 387 or 388, COMT 306, GEOG 302 or 303, HIST 209, 211, 213, or 215, HUM 201, 273, IB 325, 345, INST 310 (Majors Only), POLS 202, NURS 305, 344, 413, HNRS 204, SOCS 301

****Minor requirement-select from the 18 hours most minors require

*****BIOL 250 will satisfy either The Natural World or Global Literacy credit but not both.(Updated 8/10)

*Liberal Arts Courses (Check classes you have completed or have in progress)***Spiritual/Moral Values**

- Freshman Bible
 BNEW 111
 BNEW 113
 BOLD 203
 BOLD 207

Communication Skills

- ENG 111 (Composition I)
 ENG 211 (Composition II)
 COMO 101 (Speech)

Social Environment

- PSY 201 (Psychology)
 KINS 101 (Wellness)
 KINS (Activity)

Choose **one** from:

- POLS 205 (American Nat'l Gov)
 SOC 203 (Sociology) *
 ECON 201 (Macroeconomics)

Natural World

- BIOL 111 or 113 (Biol or Human Struc)
 MATH 151 or MATH 200 (College Algebra or Statistics)

Special Considerations

- Do you plan to attend an international study program? If so, save 4-6 hours total from Art 101/Mus 101, Eng 201/202, Hist 110/111 plus 6 hours of global literacy.
- If ACT Eng <19, must take Eng 100 first
- If ACT Math <19, must take Math 100 first
- If SAT Math <450, must take Math 100 first
- If ACT Math is 19-21, must take Math 105 first
- If SAT Math 450-510, must take Math 105 first
- If "C" in Math 100, must take Math 105 first
- ONLY sophomores may take "sophomore" Bible classes
- BIOL 250 will satisfy either The Natural World or Global Literacy but not both.

Choose **one** from:

- PHS 111 (Earth Science)
 PSH 112 (Geology)
 PHS 113 (Astronomy and Space Science)
 PHS 115 (Energy, Pollution and Society)
 PHS 116 (Physical Science) *
 CHEM 114, 121 or PHYS 201, 211

Creative Spirit (6 hours)

Choose **one** from:

- ART 101 (Art Appreciation)
 MUS 101 (Music Appreciation)
 COMT 101 (Theatre Appreciation)

Choose **one** from:

- ENG 201 or 202 (World Literature)

Historical Perspective

- HIST 101 or 102 (American History)
 HIST 110 or 111 (Western Civilization)

Global Literacy (Circle 6 hrs)

Any Modern Foreign Language,
 ANTH 250, ART 434, BIOL 250, COMT 306,
 GEOG 302 or 303, HNRS 204, BMIS 280, 386,
 387 or 388, POLS 202, SOCS 301,
 INST 310 (Majors Only), HIST 209, 211, 213, or
 215, HUM 201 (Int'l Prog), HUM 273, IB 325 or
 345, NURS 305, 344 or 413

Department Of Communication Sciences & Disorders
 Undergraduate Advising Check List (page 2)
 Required Courses (Check classes you have completed or have in progress)

Communication Sciences and Disorders Curriculum Plan

Required Courses

- CSD 215 (Normal Speech and Language) 3
- CSD 230 (Clinical Aspects I) 3
- CSD 250 (Intro to Communication Disorders) 3
- CSD 276 (Global Communication Perspectives) 3
- CSD 290 (Phonetics)
- CSD 325 (Artic and Phonology Disorders) 3
- CSD 326 (Language Disorders) 3
- CSD 380 (Clinical Methods: Diagnostic) 4
- CSD 381 (Clinical Methods: Treatment) 4
- CSD 385 (Clinical Aspects II) 1
- CSD 386 (Clinical Aspects III) 1
- CSD 400 (Anatomy and Physiology) 3
- CSD 401 (Speech and Hearing Science) 3
- CSD 402 (Audiology) 3
- CSD 404 (Aural Rehabilitation) 3
- CSD 421 (Clinical Aspects IV) 4

Minor

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Electives

- _____
- _____
- _____
- _____

Total Credit Hours

Liberal Arts	_____
Communication Sciences and Disorders	_____
Minor	_____
Electives	_____

CSD UNDERGRADUATE COURSE DESCRIPTIONS

CSD 215. NORMAL SPEECH AND LANGUAGE DEVELOPMENT (CSD Majors). (3) Fall, Spring.

Normal speech and language acquisition and growth from first vocalization to adult grammatical forms. Observation of clinical activity is required.

CSD 230. CLINICAL ASPECT I. (2) Fall, Spring. An overview of the professional practices in the field of communication sciences and disorders. Topics related to multicultural service delivery, certification, code of ethics, graduate education, and other issues in speech-language pathology. Observation of clinical activity is required.

CSD 250. INTRODUCTION TO COMMUNICATION DISORDERS. (3) Fall, Spring, Summer. Common speech, language, and hearing disorders with emphasis on causation. Observation of clinical activity is required.

CSD 276. GLOBAL COMMUNICATION PERSPECTIVES. (3) Fall, Spring. A comparative analysis of the cultural environment as it affects the communication process for disordered/different individuals. Fee: See course fee schedule.

CSD 290. PHONETICS. (3) Fall, Spring. Principles of phonetic sciences with practical application of articulatory phonetics and experience in auditory discrimination. Geographical and ethnic dialects.

CSD 325. PHONOLOGICAL AND ARTICULATION DISORDERS. (3) Fall, Spring. Identification, classification, analysis, and remediation of phonological and articulation disorders. Prerequisite: CSD 290.

CSD 326. LANGUAGE DISORDERS. (3) Fall, Spring. Identification and remediation of language disorders. Delayed and disordered language, environmental deprivation, mental retardation, and brain injury. Prerequisites: CSD 215 and 250.

CSD 380. CLINICAL METHODS AND PROCEDURES: DIAGNOSTIC. (3) Fall, Spring. Introduction to current diagnostic and appraisal methods for the disorders of speech and language. Includes the study of and practical experience in the administration and reporting of assessment instruments for communication disorders. Prerequisites: CSD 250.

CSD 381. CLINICAL METHODS AND PROCEDURES: TREATMENT. (3) Fall, Spring. Overview of the clinical process for the remediation of communication disorders. Practical clinical methodology will be emphasized. Prerequisite: CSD 250.

CSD 385. CLINICAL ASPECT II. (1) Fall, Spring. Supervised clinical practicum experience including assessment, remediation, and treatment of a variety of communication disorders. Two to three hours of clinical/lab work and one hour of staffing per week is required. Approximately 10-15 clock hours of clinical practicum experience will be accumulated. Prerequisite: CSD 230, 250, and 325 or 326. Additionally, student must purchase professional liability insurance from Harding University. Fee: see course fee schedule.

CSD 386. CLINICAL ASPECT III. (1) Fall, Spring. Supervised clinical practicum experience of a more advanced nature including assessment, remediation, and treatment of a variety of communication disorders. Two to three hours of clinical/lab work and one hour of staffing per week is required. Approximately 10-15 clock hours of clinical practicum experience will be accumulated. Prerequisite: CSD 385. Additionally, student must purchase professional liability insurance from Harding University. Fee: see course fee schedule.

CSD 400. ANATOMY AND PHYSIOLOGY OF SPEECH AND LANGUAGE. (3) Fall. Normal anatomy, physiology and neurology of speech and language. Specific breakdowns in anatomical, physiological and neurological functioning resulting in communication disorders.

CSD 401. SPEECH AND HEARING SCIENCE. (3) Spring. The vocal mechanism, acoustics of voice and sound production, the human ear, and psychoacoustics of audition.

CSD 402. AUDIOLOGY. (3) Fall. The anatomy of the hearing mechanism, the process of hearing, tests for impaired functions of the ear, and rehabilitation of the aurally handicapped. Supervised practice in testing hearing. Prerequisite: CSD 250.

CSD 404. AURAL REHABILITATION. (3) Spring. The handicap of hearing impairment with its habilitation and rehabilitation. Signing, auditory training, and speech reading. Speech conservation, counseling, and the use of amplification. Prerequisite: CSD 250 and 402 or consent of instructor.

CSD 421. CLINICAL ASPECT IV. (4) Fall, Spring. A clinical experience in an approved speech-language pathology/audiology setting. Prerequisites: CSD 385, 386. Additionally, student must purchase professional liability insurance from Harding University. Fee: See course fee schedule.

CSD 450/550. INDEPENDENT STUDY. (1-3) Offered with permission of instructor and department chair. Independent research in areas of communication disorders such as stuttering, articulatory disorders, and speech and hearing rehabilitation.

Communication Sciences and Disorders
Possible 2-Year Graduate Academic Plan
 (This tentative plan is to be used with the assistance of your advisor.)

√ **Fall – Semester I (13 hrs)**

	Course	Credit
<input type="checkbox"/>	CSD 611 –Birth to 5	5
<input type="checkbox"/>	CSD 619-Clinical I	3
<input type="checkbox"/>	CSD 637–Writing/Speaking	1
<input type="checkbox"/>	CSD 642-Neurology	3
<input type="checkbox"/>	CSD 648–Counseling	1

√ **Spring – Semester II (13 hrs)**

	Course	Credit
<input type="checkbox"/>	CSD 614 –Older Adults	5
<input type="checkbox"/>	CSD 623-Adolescent	5
<input type="checkbox"/>	CSD 629–Clinical II	3
<input type="checkbox"/>		
<input type="checkbox"/>		

√ **Summer I – Semester IIIa (6 hrs)**

	Course	Credit
<input type="checkbox"/>	CSD 632-Multicultural	1
<input type="checkbox"/>	CSD 639–Clinical III	5

√ **Summer II – Semester IIIb (4 hrs)**

	Course	Credit
<input type="checkbox"/>	CSD 634–Research Design	3
<input type="checkbox"/>	CSD 635-Comm. Modes	1

√ **Fall – Semester IV (12 hrs)**

	Course	Credit
<input type="checkbox"/>	CSD 622–School Age	5
<input type="checkbox"/>	CSD 643–Dysphagia	2
<input type="checkbox"/>	CSD 646–Fluency	2
<input type="checkbox"/>	CSD 649–Clinical IV	3
<input type="checkbox"/>		

√ **Spring – Semester V (11 hrs)**

	Course	Credit
<input type="checkbox"/>	CSD 651–Capstone	3
<input type="checkbox"/>	CSD 655–Literacy	2
<input type="checkbox"/>	CSD 657–Ethics	2
<input type="checkbox"/>	CSD 658–Special Topics	1
<input type="checkbox"/>	CSD 659–Clinic V	3

Program Total Hours-59

**Master of Science (M.S.) in Speech-Language Pathology
Graduate Course Descriptions**

- CSD 611. Preventing, Diagnosing and Treating Communication Disorders with the Birth to 5 Population.** (5) *Fall 1.* Communication development and disorders (speech, language, and hearing) in infants, toddlers and preschoolers. Strategies for preventing the onset of communication disorders at this stage of life will be addressed as well as intervention methodologies. Typical appraisal procedures and instruments used with this population will be reviewed.
- CSD 614. Preventing, Diagnosing and Treating Communication Disorders with the Middle to Older Adulthood Population.** (5) *Spring 2.* Communication development and disorders (speech, language and hearing) in middle-aged and older adults. Strategies for preventing the onset of communication disorders at this stage of life will be addressed as well as intervention methodologies. Typical appraisal procedures and instruments used with this population will be reviewed.
- CSD 618. Phonetic Transcription.** (1) *Fall 1.* Offered on sufficient demand. Detailed transcription of normal and disordered speech using the International Phonetic Alphabet.
- CSD 619. Clinical Practicum I.** (3) *Fall 1.* The first level of diagnostic and therapeutic contact with individuals who exhibit communication disorders. The experience will include treatment planning, report writing and patient/parent counseling. Advanced students may be assigned to outside practicum sites with the consent of the instructor.
- CSD 622. Preventing, Diagnosing and Treating Communication Disorders with the School-Aged Population.** (5) *Fall 2.* Communication development and disorders (speech, language and hearing) in school-aged children and early adolescents. Strategies for preventing the onset of communication disorders at this stage of life will be addressed as well as intervention methodologies. Typical appraisal procedures and instruments used with this population will be reviewed.
- CSD 623. Preventing, Diagnosing and Treating Communication Disorders with the Late Adolescent to Early Adulthood Population.** (5) *Spring 1.* Communication development and disorders (speech, language and hearing) in late adolescents and young adults. Strategies for preventing the onset of communication disorders at this stage of life will be addressed as well as intervention methodologies. Typical appraisal procedures and instruments used with this population will be reviewed.
- CSD 629. Clinical Practicum II.** (3) *Spring 1.* The second level of diagnostic and therapeutic contact with individuals who exhibit communication disorders. The experience will include treatment planning, report writing and patient/parent counseling. Advanced students may be assigned to outside practicum sites with the consent of the instructor.
- CSD 632. Seminar: Multicultural Aspects of Communication Sciences and Disorders.** (1) *Summer 1a.* Examination of the verbal and nonverbal cultural differences within a clinical setting.
- CSD 634. Designing Research in Communication Sciences and Disorders.** (3) *Summer 1b.* Experimental and descriptive research designs in speech sciences, including both group and single subject. Development of research proposals from generation of the hypothesis through data analysis and interpretation.
- CSD 635. Alternative Modes of Communication.** (1) *Summer 1b.* An introduction to various communication modalities including oral, manual, augmentative/alternative communication techniques, and assistive technologies.
- CSD 637. Professional Writing and Speaking in Communication Sciences and Disorders.** (1) *Fall 1.* A seminar designed to discuss the specific aspects of technical writings and oral presentations in the field of speech-language pathology.

- CSD 639. Clinical Practicum III.** (5) *Summer 1a*. The third level of diagnostic and therapeutic contact with individuals who exhibit communication disorders. The experience will include treatment planning, report writing and patient/parent counseling. Students may be assigned to outside practicum sites with the consent of the instructor or may choose to participate in international practicum experiences.
- CSD 642. Neurology of Speech, Language and Hearing.** (3) *Fall 1*. Neuroanatomy and neurophysiology with a concentration on neurological mechanisms related to speech, language and hearing.
- CSD 643. Dysphagia.** (2) *Fall 2*. Anatomical bases of normal and disordered swallowing in children and adults; evaluation and treatment of swallowing disorders.
- CSD 646. Fluency.** (2) *Fall 2*. Theories, evaluation procedures and therapeutic techniques in the treatment of various types and degrees of stuttering and cluttering.
- CSD 648. Counseling/Interviewing in Communication Sciences and Disorders.** (1) *Fall 1*. Seminar designed to demonstrate the principles of working with persons with communication disorders and their families throughout the client's lifespan.
- CSD 649. Clinical Practicum IV.** (3) *Fall 2*. The fourth level of diagnostic and therapeutic contact with individuals who exhibit communication disorders. The experience will include treatment planning, report writing and patient/parent counseling. Students may be assigned to outside practicum sites with the consent of the instructor.
- CSD 651. Integrative Capstone Project in Communication Sciences and Disorders.** (3) *Spring 2*. Seminar designed as a comprehensive integration and analysis of the discipline of Speech-Language Pathology. A formative and summative evaluation of the students' work evidenced by students' development of a portfolio that contains pieces of work that exemplify their progress throughout the academic program and formal presentation of their own research investigations.
- CSD 655. Structured Language Intervention Language-Literacy Issues.** (2) *Spring 2*. Examination of the inter-relationship of language-reading skills and the best practice models for therapeutic intervention throughout the lifespan.
- CSD 657. Personal and Professional Ethics.** (2) *Spring 2*. Exploration of the role of biblical values in ethical decision making for the communication sciences and disorders professional. Consideration of these values as well as the professional code of ethics in resolving ethical dilemmas.
- CSD 658. Seminar: Special Topics.** (1) *Spring 2*. Advanced topics in specialized areas such as central auditory processing, alternative/augmentative communication, motor speech disorders, and specific voice disorders. Specific topic to be announced each semester.
- CSD 659. Clinical Practicum V.** (3) *Spring 2*. The last level of diagnostic and therapeutic contact with individuals who exhibit communication disorders. The experience will include treatment planning, report writing and patient/parent counseling. Students may be assigned to outside practicum sites with the consent of the instructor.

Checklist for Graduate Application Materials

Master's Program Speech Pathology
Harding University
Deadline March 1st

NO ONLINE APPLICATIONS

Send all application materials* to:

Department of Communication Sciences and Disorders
Harding University
P.O. Box 10872
Searcy, AR 72149-0872
(501) 279-4648
mvendett@harding.edu

Please use this checklist to ensure completion of the application process:

- ___ Complete the Communication Sciences and Disorders graduate program application.
- ___ Send **official** transcripts from each college and/or university attended since leaving high school. (Harding undergraduate students are not required to submit transcripts.)
- ___ Send student copy of transcript showing grades for Fall semester.
- ___ Send **official** Graduate Record Examination (GRE) scores to Harding University (ETS institution code 6267).
- ___ Recommendation forms and/or letters from three individuals (faculty members or supervisors) in sealed envelopes with signature of recommender across back flap. (Harding University students must complete.)
- ___ Narrative (approximately 500 words) of your professional plans (career and/or further graduate studies).
- ___ Resume (including honors/awards, work experience and two personal references).
- ___ Application fee of \$40.00. (Make check payable to Harding University.)

* It is the applicant's responsibility to check that completed materials (application, transcripts, GRE scores, etc) have been received by the Departmental office. Harding University, in making decisions regarding employment, student admission, and other functions and operations adheres to a policy of nondiscrimination and complies with the Federal regulations and requirements as set forth in Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973.

PROFESSIONAL KNOWLEDGE AND SKILLS EXPECTATIONS

Upon completion of the M.S. degree program, graduates of the Harding University Communication Sciences and Disorders Program must demonstrate the knowledge and skills necessary for professional practice as speech-language pathologists. These requirements are listed in the current standards of the Council for Clinical Certification of the American Speech-Language-Hearing Association. The current standards are listed below and are available online at http://www.asha.org/about/membership-certification/handbooks/slp/slp_standards.htm.

Standards and Implementation for the Certificate of Clinical Competence in Speech-Language Pathology

STANDARD I: DEGREE

Effective January 1, 2005, the applicant for certification must have a master's or doctoral or other recognized post-baccalaureate degree. A minimum of 75 semester credit hours must be completed in a course of study addressing the knowledge and skills pertinent to the field of speech-language pathology.

Implementation:

Verification of the graduate degree is required of the applicant before the certificate is awarded. Degree verification is accomplished by submitting (a) an application signed by the director of the graduate program indicating the degree date, and (b) an official transcript showing that the degree has been awarded. Individuals educated in foreign countries must submit official transcripts and evaluations of their degrees and courses to verify equivalency.

All graduate course work and graduate clinical practicum required in the professional area for which the Certificate is sought must have been initiated and completed at an institution whose program was accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association in the area for which the Certificate is sought.

Automatic Approval. If the graduate program of study is initiated and completed in a CAA-accredited program and if the program director or official designee verifies that all knowledge and skills requirements have been met, approval of the application is automatic provided that the application for the Certificate of Clinical Competence is received by the National Office no more than 3 years after the degree is awarded.

Evaluation Required. The following categories of applicants must submit a completed application for certification that includes the Knowledge and Skills Acquisition (KASA) summary form for evaluation by the Council For Clinical Certification (CFCC):

- (a) those who apply more than 3 years after the completion of the graduate degree from a CAA-accredited program
- (b) those who were graduate students and were continuously enrolled in a CAA-program that had its accreditation withdrawn during the applicant's enrollment
- (c) those who satisfactorily completed graduate course work, clinical practicum, and knowledge and skills requirements in the area for which certification is sought in a program that held candidacy status for accreditation
- (d) those who satisfactorily completed graduate course work, clinical practicum, and knowledge and skills requirements in speech-language pathology at a CAA-accredited program but (1) received a graduate degree from a program not accredited by CAA, (2) received a graduate degree in a related area, or (3) received a graduate degree from a non-U.S. institution of higher education.

The graduate program director must verify satisfactory completion of both undergraduate and graduate academic course work, clinical practicum, and knowledge and skills requirements.

STANDARD II: INSTITUTION OF HIGHER EDUCATION

The graduate degree must be granted by a regionally accredited institution of higher education.

Implementation:

The institution of higher education must be accredited by one of the following: Commission on Higher Education, Middle States Association of Colleges and Schools; Commission on Institutions of Higher Education, New England Association of Schools and Colleges; Commission on Institutions of Higher Education, North Central Association of Colleges and Schools; Commission on Colleges, Northwest Association of Schools and Colleges; Commission on Colleges, Southern Association of Colleges and Schools; or Accrediting Commission for Senior Colleges and Universities, Western Association of Schools and Colleges.

Individuals educated in foreign countries must submit documentation that course work was completed in an institution of higher education that is regionally accredited or recognized by the appropriate regulatory authority for that country. In addition, applicants educated in foreign countries must meet each of the Standards that follow.

STANDARD III: PROGRAM-STUDY OUTCOMES

The applicant for certification must complete a program of study (a minimum of 75 semester credit hours overall, including at least 36 at the graduate level) that includes academic course work sufficient in depth and breadth to achieve the specified knowledge outcomes.

Implementation:

The program of study must address the knowledge and skills pertinent to the field of speech-language pathology. The applicant must maintain documentation of course work at both undergraduate and graduate levels demonstrating that the requirements in this standard have been met. The minimum 75 semester credit hours may include credit earned for course work, clinical practicum, research, and/or thesis/dissertation. Verification is accomplished by submitting an official transcript showing that the minimum credit hours have been completed.

Standard III-A: The applicant must demonstrate knowledge of the principles of biological sciences, physical sciences, mathematics, and the social/behavioral sciences.

Implementation:

The applicant must have transcript credit (which could include course work, advanced placement, CLEP, or examination of equivalency) for each of the following areas: biological sciences, physical sciences, social/behavioral sciences, and mathematics. Appropriate course work may include human anatomy and physiology, neuroanatomy and neurophysiology, genetics, physics, inorganic and organic chemistry, psychology, sociology, anthropology, and non-remedial mathematics. The intent of this standard is to require students to have a broad liberal arts and science background. Courses in biological and physical sciences specifically related to communication sciences and disorders (CSD) may not be applied for certification purposes in this category. In addition to transcript credit, applicants may be required by their graduate program to provide further evidence of meeting this requirement.

Standard III-B: The applicant must demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases.

Implementation:

This standard emphasizes the basic human communication processes. The applicant must demonstrate the ability to integrate information pertaining to normal and abnormal human development across the life span, including basic communication processes and the impact of cultural and linguistic diversity on communication. Similar knowledge must also be obtained in swallowing processes and new emerging areas of practice. Program documentation may include transcript credit and information obtained by the applicant through clinical experiences, independent studies, and research projects.

Standard III-C: The applicant must demonstrate knowledge of the nature of speech, language, hearing, and communication disorders and differences and swallowing disorders, including the etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates. Specific knowledge must be demonstrated in the following areas:

- ❖ articulation
- ❖ fluency
- ❖ voice and resonance, including respiration and phonation
- ❖ receptive and expressive language (phonology, morphology, syntax, semantics, and pragmatics) in speaking, listening, reading, writing, and manual modalities
- ❖ hearing, including the impact on speech and language
- ❖ swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding; orofacial myofunction)
- ❖ cognitive aspects of communication (attention, memory, sequencing, problem-solving, executive functioning)
- ❖ social aspects of communication (including challenging behavior, ineffective social skills, lack of communication opportunities)
- ❖ communication modalities (including oral, manual, augmentative, and alternative communication techniques and assistive technologies)

Implementation:

The applicant must demonstrate the ability to integrate information delineated in this standard. Program documentation may include transcript credit and information obtained by the applicant through clinical experiences, independent studies, and research projects. It is expected that course work addressing the professional knowledge specified in Standard III-C will occur primarily at the graduate level. The knowledge gained from the graduate program should include an effective balance between traditional parameters of communication (articulation/phonology, voice, fluency, language, and hearing) and additional recognized and emerging areas of practice (e.g., swallowing, upper aerodigestive functions).

Standard III-D: The applicant must possess knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates of the disorders.

Implementation:

The applicant must demonstrate the ability to integrate information about prevention, assessment, and intervention over the range of differences and disorders specified in Standard III-C above. Program documentation may include transcript credit and information obtained by the applicant through clinical experiences, independent studies, and research projects.

Standard III-E: The applicant must demonstrate knowledge of standards of ethical conduct.

Implementation:

The applicant must demonstrate knowledge of, appreciation for, and ability to interpret the ASHA Code of Ethics. Program documentation may reflect course work, workshop participation, instructional module, clinical experiences, and independent projects.

Standard III-F: The applicant must demonstrate knowledge of processes used in research and the integration of research principles into evidence-based clinical practice.

Implementation:

The applicant must demonstrate comprehension of the principles of basic and applied research and research design. In addition, the applicant should know how to access sources of research information and have experience relating research to clinical practice. Program documentation could include information obtained through class projects, clinical experiences, independent studies, and research projects.

Standard III-G: The applicant must demonstrate knowledge of contemporary professional issues.

Implementation:

The applicant must demonstrate knowledge of professional issues that affect speech-language pathology as a profession. Issues typically include professional practice, academic program accreditation standards, ASHA practice policies and guidelines, and reimbursement procedures. Documentation could include information obtained through clinical experiences, workshops, and independent studies.

Standard III-H: The applicant must demonstrate knowledge about certification, specialty recognition, licensure, and other relevant professional credentials.

Implementation:

The applicant must demonstrate knowledge of state and federal regulations and policies related to the practice of speech-language pathology and credentials for professional practice. Documentation could include course modules and instructional workshops.

STANDARD IV: PROGRAM OF STUDY-SKILLS OUTCOMES

Standard IV-A: The applicant must complete a curriculum of academic and clinical education that follows an appropriate sequence of learning sufficient to achieve the skills outcomes in Standard IV-G.

Implementation:

The applicant's program of study should follow a systematic knowledge-and skill-building sequence in which basic course work and practicum precede, insofar as possible, more advanced course work and practicum.

Standard IV-B: The applicant must possess skills in oral and written or other forms of communication sufficient for entry into professional practice.

Implementation:

The applicant must demonstrate communication skills sufficient to achieve effective clinical and professional interaction with clients/patients and relevant others. For oral communication, the applicant must demonstrate speech and language skills in English, which, at a minimum, are consistent with ASHA's most current position statement on students and professionals who speak English with accents and nonstandard dialects. For written communication, the applicant must be able to write and comprehend technical reports, diagnostic and treatment reports, treatment plans, and professional correspondence. Individuals educated in foreign countries must meet the criteria required by the International Commission of Healthcare Professions (ICHP) in order to meet this standard.

Standard IV-C: The applicant for certification in speech-language pathology must complete a minimum of 400 clock hours of supervised clinical experience in the practice of speech-language pathology. Twenty-five hours must be spent in clinical observation, and 375 hours must be spent in direct client/patient contact.

Implementation:

Observation hours generally precede direct contact with clients/patients. However, completion of all 25 observation hours is not a prerequisite to begin direct client/patient contact. For certification purposes, the observation and direct client/patient contact hours must be within the scope of practice of speech-language pathology.

For certification purposes, observation experiences must be under the direction of a qualified clinical supervisor who holds current ASHA certification in the appropriate practice area. Such direction may occur simultaneously with the student's observation or may be through review and approval of written reports or summaries submitted by the student. Students may use videotapes of the provision of client services for observation purposes. The applicant must maintain documentation of time spent in supervised observation, verified by the program in accordance with Standards III and IV.

Applicants should be assigned practicum only after they have acquired a sufficient knowledge base to qualify for such experience. Only direct contact with the client or the client's family in assessment, management, and/or counseling can be counted toward practicum. Although several students may observe a clinical session at one time, clinical practicum hours should be assigned only to the student who provides direct services to the client or client's family. Typically, only one student should be working with a given client. In rare circumstances, it is possible for several students working as a team to receive credit for the same session depending on the specific responsibilities each student is assigned. For example, in a

diagnostic session, if one student evaluates the client and another interviews the parents, both students may receive credit for the time each spent in providing the service. However, if one student works with the client for 30 minutes and another student works with the client for the next 45 minutes, each student receives credit for the time he/she actually provided services— that is, 30 and 45 minutes, not 75 minutes. The applicant must maintain documentation of time spent in supervised practicum, verified by the program in accordance with Standards III and IV.

Standard IV-D: At least 325 of the 400 clock hours must be completed while the applicant is engaged in graduate study in a program accredited in speech-language pathology by the Council on Academic Accreditation in Audiology and Speech-Language Pathology.

Implementation:

A minimum of 325 clock hours of clinical practicum must be completed at the graduate level. The remaining required hours may have been completed at the undergraduate level, at the discretion of the graduate program.

Standard IV-E: Supervision must be provided by individuals who hold the Certificate of Clinical Competence in the appropriate area of practice. The amount of supervision must be appropriate to the student's level of knowledge, experience, and competence. Supervision must be sufficient to ensure the welfare of the client/patient.

Implementation:

Direct supervision must be in real time and must never be less than 25% of the student's total contact with each client/patient and must take place periodically throughout the practicum. These are minimum requirements that should be adjusted upward if the student's level of knowledge, experience, and competence warrants. A supervisor must be available to consult as appropriate for the client's/patient's disorder with a student providing clinical services as part of the student's clinical education. Supervision of clinical practicum must include direct observation, guidance, and feedback to permit the student to monitor, evaluate, and improve performance and to develop clinical competence.

All observation and clinical practicum hours used to meet Standard IV-C must be supervised by individuals who hold a current CCC in the professional area in which the observation and practicum hours are being obtained. Only the supervisor who actually observes the student in a clinical session is permitted to verify the credit given to the student for the clinical practicum hours.

Standard IV-F: Supervised practicum must include experience with client/patient populations across the life span and from culturally/linguistically diverse backgrounds. Practicum must include experience with client/patient populations with various types and severities of communication and/or related disorders, differences, and disabilities.

Implementation:

The applicant must demonstrate direct client/patient clinical experiences in both diagnosis and treatment with both children and adults from the range of disorders and differences named in Standard III-C.

Standard IV-G: The applicant for certification must complete a program of study that includes supervised clinical experiences sufficient in breadth and depth to achieve the following skills outcomes:

1. Evaluation:

- a. conduct screening and prevention procedures (including prevention activities)
- b. collect case history information and integrate information from clients/patients, family, caregivers, teachers, relevant others, and other professionals
- c. select and administer appropriate evaluation procedures, such as behavioral observations, nonstandardized and standardized tests, and instrumental procedures
- d. adapt evaluation procedures to meet client/patient needs
- e. interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention
- f. complete administrative and reporting functions necessary to support evaluation
- g. refer clients/patients for appropriate services

2. Intervention:

- a. develop setting-appropriate intervention plans with measurable and achievable goals that meet clients'/patients' needs. Collaborate with clients/patients and relevant others in the planning process.
- b. implement intervention plans (involve clients/patients and relevant others in the intervention process)
- c. select or develop and use appropriate materials and instrumentation for prevention and intervention
- d. measure and evaluate client's/patient's performance and progress
- e. modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients
- f. complete administrative and reporting functions necessary to support intervention
- g. identify and refer clients/patients for services as appropriate

3. Interaction and Personal Qualities:

- a. communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others
- b. collaborate with other professionals in case management
- c. provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others
- d. adhere to the ASHA Code of Ethics and behave professionally

Implementation:

The applicant must document the acquisition of the skills referred to in this Standard applicable across the nine major areas listed in Standard III-C. Clinical skills may be developed and demonstrated by means other than direct client/patient contact in clinical practicum experiences, such as academic course work, labs, simulations, examinations, and completion of independent projects. This documentation must be maintained and verified by the program director or official designee. For certification purposes, only direct client/patient contact may be applied toward the required minimum of 375 clock hours of supervised clinical experience.

STANDARD V: ASSESSMENT

The applicant for certification must demonstrate successful achievement of the knowledge and skills delineated in Standard III and Standard IV by means of both formative and summative assessment.

Standard V-A: Formative Assessment

The applicant must meet the education program's requirements for demonstrating satisfactory performance through ongoing formative assessment of knowledge and skills.

Implementation:

Formative assessment yields critical information for monitoring an individual's acquisition of knowledge and skills. Therefore, to ensure that the applicant pursues the outcomes stipulated in Standard III and Standard IV in a systematic manner, academic and clinical educators must have assessed developing knowledge and skills throughout the applicant's program of graduate study. Applicants may also be part of the process through self-assessment. Applicants and program faculties should use the ongoing assessment to help the applicant achieve requisite knowledge and skills. Thus, assessments should be followed by implementation of strategies for acquisition of knowledge and skills.

The applicant must adhere to the academic program's formative assessment process and must maintain records verifying ongoing formative assessment. The applicant shall make these records available to the Council For Clinical Certification upon its request. Documentation of formative assessment may take a variety of forms, such as checklists of skills, records of progress in clinical skill development, portfolios, and statements of achievement of academic and practicum course objectives, among others.

Standard V-B: Summative Assessment

The applicant must pass the national examination adopted by ASHA for purposes of certification in speech-language pathology.

Implementation:

Summative assessment is a comprehensive examination of learning outcomes at the culmination of professional preparation. Evidence of a passing score on the ASHA approved national examination in speech-language pathology must be submitted to the National Office by the testing agency administering the examination.

STANDARD VI: SPEECH-LANGUAGE PATHOLOGY CLINICAL FELLOWSHIP

After completion of academic course work and practicum (Standard IV), the applicant then must successfully complete a Speech-Language Pathology Clinical Fellowship (SLPCF).

Implementation:

The Clinical Fellow may be engaged in clinical service delivery or clinical research that fosters the continued growth and integration of the knowledge, skills, and tasks of clinical practice in speech-language pathology consistent with ASHA's current Scope of Practice. The Clinical Fellow's major responsibilities must be in direct client/patient contact, consultations, record keeping, and administrative duties.

The SLPCF may not be initiated until completion of the graduate course work and graduate clinical practicum required for ASHA certification.

It is the Clinical Fellow's responsibility to locate an ASHA certified speech-language pathologist (CCC-SLP) who will serve as their mentor. Prior to initiating the CF and at the beginning of any new year, the Clinical Fellow must contact the ASHA National Office to verify the mentoring SLP's certification status. If it is found that the mentor has not maintained certification throughout the entire CF experience, the period of time worked after the lapse of certification will not be accepted.

Standard VI-A: The mentoring speech-language pathologist and Speech-Language Pathology Clinical Fellow will establish outcomes and performance levels to be achieved during the Speech-Language Pathology Clinical Fellowship (SLPCF), based on the Clinical Fellow's academic experiences, setting-specific requirements, and professional interests/goals.

Implementation:

The Clinical Fellow and mentoring SLP will determine outcomes and performance levels in a goal-setting conference within 4 weeks of initiating the SLPCF. It is the Clinical Fellow's responsibility to retain documentation of the agreed-upon outcomes and performance levels. The mentoring SLP's guidance should be adequate throughout the SLPCF to achieve the stated outcomes, such that the Clinical Fellow can function independently by the completion of the SLPCF. The Clinical Fellow will submit the SLPCF Report and Rating Form to the Council For Clinical Certification at the conclusion of the SLPCF.

Standard VI-B: The Clinical Fellow and mentoring SLP must engage in periodic assessment of the Clinical Fellow's performance, evaluating the Clinical Fellow's progress toward meeting the established goals and achievement of the clinical skills necessary for independent practice.

Implementation:

Assessment of performance may be by both formal and informal means. The Clinical Fellow and mentoring SLP should keep a written record of assessment processes and recommendations. One means of assessment must be the SLPCF Report and Rating Form.

Standard VI-C: The Speech-Language Pathology Clinical Fellowship (SLPCF) will consist of the equivalent of 36 weeks of full-time clinical practice.

Implementation:

Full-time clinical practice is defined as a minimum of 35 hours per week in direct patient/client contact, consultations, record keeping, and administrative duties relevant to a bona fide program of clinical work. The length of the SLPCF may be modified for less than full-time employment (FTE) as follows:

15-20 hours/week over 72 weeks
 21-26 hours/week over 60 weeks
 27-34 hours/week over 48 weeks

Professional experience of less than 15 hours per week does not meet the requirement and may not be counted toward the SLPCF. Similarly, experience of more than 35 hours per week cannot be used to shorten the SLPCF to less than 36 weeks. (Note: Students enrolled in PhD programs and/or doctoral level faculty may do a Modified SLPCF. See further information under "Modified SLPCF Procedures.")

Standard VI-D: The Clinical Fellow must submit evidence of successful completion of the Speech-Language Pathology Clinical Fellowship (SLPCF) to the Council For Clinical Certification.

Implementation:

The Clinical Fellow must submit the SLPCF Report and Rating Form (PDF format), which includes the Clinical Fellowship Skills Inventory (CFSI) and documentation of successful achievement of the goals established at the beginning of the SLPCF. This report must be completed by both the Clinical Fellow and the mentoring SLP.

STANDARD VII: MAINTENANCE OF CERTIFICATION

Demonstration of continued professional development is mandated for maintenance of the Certificate of Clinical Competence in Speech-Language Pathology. This standard took effect on January 1, 2005. The renewal period will be 3 years. This standard will apply to all certificate holders, regardless of the date of initial certification.

Implementation:

Individuals who hold the Certificate of Clinical Competence (CCC) in Speech-Language Pathology must accumulate 30 contact hours of professional development over the 3-year period in order to meet this standard. Individuals will be subject to random review of their professional development activities. If renewal of certification is not accomplished within the 3-year period, certification will lapse.

Re-application for certification will be required, and certification standards in effect at the time of re-application must be met. Continued professional development may be demonstrated through one or more of the following options:

- ❖ Accumulation of 3 continuing education units (CEUs) (30 contact hours) from continuing education providers approved by the American Speech-Language-Hearing Association (ASHA). ASHA CEUs may be earned through group activities (e.g., workshops, conferences), independent study (e.g., course development, research projects, internships, attendance at educational programs offered by non-ASHA CE providers), and self-study (e.g., videotapes, audiotapes, journals).
- ❖ Accumulation of 3 CEUs (30 contact hours) from a provider authorized by the International Association for Continuing Education and Training (IACET).
- ❖ Accumulation of 2 semester hours (3 quarter hours) from a college or university that holds regional accreditation or accreditation from an equivalent nationally recognized or governmental accreditation authority.
- ❖ Accumulation of 30 contact hours from employer-sponsored in-service or other continuing education activities that contribute to professional development.

Professional development is defined as any activity that relates to the science and contemporary practice of audiology, speech-language pathology, and speech/language/hearing sciences, and results in the acquisition of new knowledge and skills or the enhancement of current knowledge and skills. Professional development activities should be planned in advance and be based on an assessment of knowledge, skills, and competencies of the individual and/or an assessment of knowledge, skills, and competencies required for the independent practice of any area of the professions.

All individuals will have a 3-year period to complete the process for renewal of certification.

This competency level of all students (whether undergraduate and graduate) will be measured by completion of the Knowledge and Skills Acquisition (KASA) Summary Form.

ACADEMIC SCHOOL POLICIES

General Policy

Students at Harding are expected to be honorable and to observe standards of academic conduct appropriate to a community of Christian scholars. Harding and the CSD Department expect from its students a higher standard of conduct than the minimum required to avoid discipline. A student whose department or scholarship is unsatisfactory may be dismissed from the program at any time. It is the policy of the CSD program, reflected in the attitude of each member of the faculty, to spare no effort in helping each student to attain his/her objective, a successful Christian professional career.

Academic Honesty

Mutual trust is a basic component of any community. Harding University expects students, as members of the academic community, to take seriously their position in that community. Students are expected to insure the continuance of trust among themselves and between them and the faculty by accepting responsibility for their own work. The University considers breaches of this trust and responsibility to be serious offenses. All acts of dishonesty in any academic work constitute academic misconduct. This includes but is not necessarily limited to the following:

1. Cheating: Use or attempted use of unauthorized materials, information or study aids in any academic exercise; deliberate submitting of work that is not one's own and that violates the professor's instructions for the work for a grade or credit; the use of testing materials from past testing periods as a study guide unless authorized by a professor; possession of written materials not expressly authorized by the professor during an exam or test containing matter relevant to the course in which the examination is being taken; discussion of examination contents with any other student while taking an examination or test; divulging or receiving any information on the content or form of any examination that either student has not yet taken. The student who gives illegal aid shall be considered as responsible as the student who receives it.
2. Plagiarism: Representing the words, ideas or data of another as your own in any academic exercise; copying of the words, facts, or ideas belonging to another individual without proper acknowledgement.
3. Fabrication: Falsification or unauthorized invention of any information or citation in an academic exercise; making a statement that one knows is false with the intent to deceive.
4. Aiding and Abetting Academic Dishonesty: Intentionally helping or attempting to help another student commit an act of academic dishonesty.
5. Conduct unbecoming a professional while participating in a clinical practice observation, practicum experience, internship, field experience, or any similar academic experience: Conduct unbecoming a professional includes, but is not limited to, standards of conduct stated in the general Harding University catalog as well as standards and codes of conduct associated with professional organizations related to speech-language pathology and audiology.
6. Academic Theft: Removal of academic materials depriving or preventing others from having equal learning opportunities. It includes but is not limited to:
 - ❖ Removal of an exam during examination periods.
 - ❖ The unauthorized removal of an exam from a professor's office.
 - ❖ Computer theft of an exam.
 - ❖ Any faculty member who is aware of student conduct consistent with an academic integrity violation is required to complete an Academic Integrity Violation Report to be submitted to the Department Chair. All acts of potential academic misconduct will be handled in accordance with the Code of Ethics of the American Speech-Language-Hearing Association and the Harding University disciplinary procedures.

Registration

Registration: Initial registration may be completed online as soon as the Registrar has activated your PIN. Students may also register during the orientation week. Returning students typically preregister near the end of each semester for the following semester. Students who decide not to attend a term for which they have registered must drop their classes for that term to avoid having grades of "F" recorded for those classes.

Late registration: Students who do not complete registration steps by the deadline may be charged a late registration fee. Registration is not permitted after Monday of the third week of the fall and spring semester, after the second day of Intersession and short sessions, and after Thursday of the first week of either summer term, except for limited programs. Exceptions must be approved by the CSD Chair and the registrar. These same deadlines apply to adding a class.

Drop/Add: During the first three days of classes in the fall and spring semesters, students may make changes to their schedules with no fee charged. After the first three days of classes, student must submit a signed Drop/Add Notice to the registrar, securing the signature of the Director of Student Affairs. Courses dropped during this time will not appear on the student's grade report of permanent record. A Drop/Add fee of \$10 is charged for each transaction.

Class Cancellation: When a class is cancelled by the Department, all students enrolled in the cancelled course must report to the Registrar's Office to complete a Drop/Add Notice to select a new course.

Please Note: --To cancel registration at any point after the Registrar's Office has entered course selections in the computer, a student must complete a Drop/Add form. If the appropriate official form is not completed, a grade of "F" will be assigned if the student does not attend the class.

Course Load

Each semester, Communication Sciences and Disorders students are expected to carry a full time load of at least 12 semester hours of credit. In special circumstances such as prior course failure or readmission, temporary part-time status may occur due to lack of availability of courses; however, continuous part-time study is not an option.

Special Registration Regulations

Course Overload. A course overload is defined as registration for any additional hours of credit above the number of credit hours outlined for each semester in the academic curriculum. In order to register for course overloads, students must have a grade point average of 3.0 or better. In addition, students must have the approval of both the Chair of the Communication Sciences and Disorders Department and the faculty advisor designated for the student.

Course Limits

The decision of whether to offer a course (required or elective) will be based upon the availability of the faculty to teach the courses, as determined by the department chair, and by a minimum number of six students enrolling in the course and being present on the first day of class.

Leave of Absence

In the event that a student enrolled in the Communication Sciences and Disorders Department encounters a situation that requires a prolonged absence from the Program, the student may either request a one-year leave of absence or withdraw from the Program. A request for a one-year leave of absence must be submitted in writing to the CSD Chair with sufficient information to explain the situation. In the event that the student is ill or otherwise indisposed, the written requirement may be waived, and the Chair may initiate the action independently.

If the request for leave is deemed reasonable and appropriate for the circumstance, and if the student is in good academic standing at the time, the Chair may grant the leave. Otherwise, the Chair may, at his/her discretion, deny the leave, recommend that the student withdraw from the Program, or may recommend that the student be dismissed from the Program, following University policy. Conditions will be determined individually according to the merits of each case. If a student is granted a one-year leave of absence, it is the student's responsibility to keep the CSD Department Chair informed of the current status. Failure to remain in contact with the Department Chair will result in a cancellation of the leave of absence and a change in status to dismiss.

Withdrawal

1. Withdrawal from a course generally requires the approval of the Chair and must be submitted on the appropriate form, which may be obtained from the Registrar's Office. A student may withdraw from a class with a grade of "W" after Monday of the third week and on or before one-half of the scheduled class days of the course have been completed; the grade point average is not affected. If a student pursues a course beyond the last day for withdrawal, a grade will be recorded for that course and will be computed in the grade point average for that semester. If the official withdrawal is not completed within the time limits described, a grade of "F" will be assigned if the student discontinues class attendance and performance. After the last day for withdrawal, the grade of "W" can be recorded only in cases of illness or extreme circumstances that make it necessary for the student to completely withdraw from the University. (See the Withdrawal Procedures Section of the University catalog.)
2. For information regarding the course withdrawal procedure as it relates to refund of tuition, refer to the "Tuition and Fees" section of this handbook. For more information regarding the process to withdraw from the University, refer to the "Withdrawal Procedures" section of the Harding University catalog.
3. Since withdrawal from a course affects a student's academic progress, the Chair of Communication Sciences and Disorders and the faculty will review such actions.
4. A student may voluntarily withdraw from the Program at any time. See "Tuition and Fees" section.
5. Unofficial withdrawal from one or more courses in the curriculum will be considered as student failure, and the student may be dismissed from the Program.
6. Any student who withdraws or is dismissed from the Program must follow the stated application procedures to be considered for re-admission. Applicants for re-admission are evaluated, once annually, along with new applicants. **No one is ever guaranteed an interview, admission, or re-admission to the Department of Communication Sciences and Disorders.** Students who have been dismissed for academic reasons or ethical misconduct and the dismissal has been upheld after all administrative recourse, are **not** eligible for readmission to the Program.

Withdrawal from Clinical Practicum Experiences

A student may not withdraw from a clinical practicum experience, without receiving a grade, once the experience has begun. If a student ends a practicum experience once it has begun, a grade will be recorded for that practice experience and will be computed in the GPA for that semester. After the beginning a practicum experience, the grade of "W" can be recorded only in cases of illness or extreme circumstances that make it necessary for the student to completely withdraw from school.

Suspension

If in the judgment of a member of the faculty of the Department of Communication Sciences and Disorders, a situation has or is about to occur that would jeopardize in some fashion the student, patients, other students, the Program or its affiliates, the Department Chair or his/her designee may immediately suspend a student from any Department course and initiate investigation within 2 business days following the suspension. The Department Chair may extend that suspension until appropriate investigation and resolution can be reached.

Department Grading Scheme

The Communication Sciences and Disorders Program uses the following grading scale:

A	90%-100%
B	80%-89%
C	70%-79%
D	60%-69%
F	<59%

Grading policies for Program courses (lecture and/or laboratory) will be determined by the faculty and noted on the course syllabi. The interpretation of the letter grades and their quality point values per credit hour is as follows:

A	Excellent	4.0
B	Good	3.0
C	Problematic	2.0
D	Unsatisfactory	1.0
F	Failure	0.0
I	Incomplete	0.0
W	Withdrawn	0.0
NC	No Credit	0.0

The grade of "I" (incomplete) may be assigned when students have not completed all required coursework and/or examinations for completion of a course. The deadlines for removing an "I" are as follows: fall incompletes by the end of the eighth week of the spring semester; spring incompletes by July 1; summer incompletes by the eighth week of the fall semester. A grade of "I" is considered to be an "F" for grade point average computing purposes until it is removed, and it becomes an "F" automatically if not removed by the deadline. In cases of illnesses or extreme circumstances the "I" will be changed to the grade of "W" with the approval of the Provost.

Standard of Performance

Each candidate for a M.S. degree in Speech-Language Pathology must secure acceptable credit in the approved courses of the CSD curriculum totaling 59 semester hours. In securing this credit each candidate must maintain a cumulative average of not less than 3.00 (B average). A student's scholastic standing is normally determined by calculating a point average. This average, which is calculated for each semester and for the entire period of residence, is determined as follows: the total number of hours for which a grade is received is multiplied by the numerical equivalent for that grade. The results are added, and the sum is divided by the total number of hours for which grades have been assigned. Should a course be repeated due to a previous failing grade (or a "D" at the graduate level), all grades received in that course are used in the computation of the grade point average. Graduate students should note that the initial "D" remains on the transcript and will be counted when determining acceptable performance. See notation under Academic Probation and Dismissal. Should a course be repeated for which a passing grade has been previously received, and the repeated grade is "F", the final grade for the course is "F" and undergraduate students will need to repeat the course.

Transfer Students

A transfer student is any person who has ever been enrolled in a CSD graduate program at another college or university. The number of transfer students accepted is extremely limited. An individual who wishes to transfer into the CSD degree program from a Council for Academic Accreditation (CAA) accredited graduate program must comply with the normal application procedures. In addition, the Department Chair must receive a letter from the Department Chair at the other school granting approval of the transfer to Harding and stating that the student is in good standing and eligible to continue or return. Transfer students must satisfy Harding's prerequisite course requirements and meet current admission standards. When the required materials are received, the Department Chair will evaluate the individual's application to transfer. If qualified by current admission standards, the applicant must meet personally with the Department Chair. After the interview, the Chair will make a recommendation regarding admission to the Provost for final action. The number of transfer students accepted will depend upon space availability. The Chair will handle all correspondence.

Due to differences in the curricula of various graduate programs, some or all credit may not transfer at the same academic level. Equivalency will be determined on a case-by-case basis. No more than 6 hours of graduate credit may be accepted for degree requirement fulfillment.

International Students

An applicant who is not a citizen of the United States must follow the normal admissions procedure. This includes completing all prerequisite course requirements. If course work has been earned in a foreign country, several steps to proceed are required. In order for the CSD Department to determine whether the courses taken in a foreign country can be transferred for credit, foreign transcripts must be reviewed/evaluated by the Harding University Registrar's Office and the CSD Program Director. Transfer credit must be identified as courses equivalent to those required for advancement. In order to receive a transcript including the evaluation of transfer credit, the international student must be enrolled at an undergraduate American institution. Until this procedure has been accomplished, an application for admission cannot be accepted.

Financial resources of the Department of Communication Sciences and Disorders are limited, and therefore, financial assistance is not available for international students on an F-1 Visa. Federally funded financial aid is restricted for students who are citizens or permanent residents of the United States. It is important that the student have pre-determined financial support sufficient to meet educational and living expenses.

Academic Progression

A minimum cumulative GPA of 3.0 and successful completion of all semester academic course work (grade of "C" or better) is required for continued progression in the CSD graduate program.

Academic Probation and Dismissal

The purpose for placing a student on Academic Probation is to allow the student an additional semester of coursework in which s/he may improve academic/clinical performance to a level that will permit successful progression through the Program. A student is placed on Academic Probation with any of the following:

- ❖ his/her cumulative GPA falls below a 3.0,
- ❖ a semester GPA below a 3.0, or
- ❖ a grade of "D" or "F" is earned in any course.

The student will have the following semester in which to pull the cumulative GPA above a 3.0, achieve a semester GPA of at least 3.0 and earn no grade less than "C." If these criteria are met the student may be removed from Academic Probation and proceed through the Program. If the criteria are not met, the student will be dismissed from the Program. Students will never be allowed to earn more than one grade of "D" or "F" in their graduate academic coursework. Although students on Academic Probation will be allowed to retake a course in which a "D" or "F" was earned, the original grade will remain on the transcript, even if it is no longer used to determine the GPA. Therefore, at no time may that student earn a second "D" or "F" and remain in the CSD Program.

Readmission

A policy is in place to allow a student to appeal the dismissal. Those steps are as follows:

1. A dismissed student may appeal, in writing, to the Chair of Communication Sciences and Disorders, carefully presenting the extenuating circumstances involved in the appeal.
2. The Chair will investigate the circumstances of dismissal.
3. If the student is readmitted by the Chair, there will be placed upon the readmitted student certain conditions and requirements (documented in writing and placed in the student's file) designed to aid the student in attaining/demonstrating good standing within the Department.
4. Breach of conditions or requirements will result in permanent dismissal of the student from the CSD Program.
5. A student who fails to raise the cumulative GPA to at least 3.0, or who fails to achieve a semester GPA of at least 3.0 for each remaining term will be permanently dismissed from the CSD Program.
6. A student who earns a grade of D at any point following readmission will be permanently dismissed from the CSD Program.
7. The Chair will inform the faculty of his/her actions.
8. The decisions of the Chair may be appealed to the Dean of the College of Allied Health and the Provost.

Grade Appeal Procedure

A student has the right to file an appeal if there is disagreement with the final grade that has been awarded in a course. Concerns may relate, but are not limited to: failure to abide by stated requirements described in the course syllabus, a disputed test question, and discrimination based on age, sex, religion, race, marital status, national origin or disability. The procedure for bringing an academic appeal is as follows:

1. A formal appeal must be initiated within 30 days following the date that grades are posted on-line. The appeal should be completed within 60 days following the initiation of the process.
2. The student must initiate the process by presenting the appeal in writing to the faculty member serving as instructor of the course. The faculty member will render a decision in writing.
3. If the faculty member does not resolve the appeal, the student may present it in writing to the Department Chair. The Chair will render a decision in writing.
4. If the Chair does not resolve the appeal, the student may present it in writing to the Dean of the College of Allied Health. The Dean will render a decision in writing.
5. If the Dean does not resolve the appeal, further appeal rights are limited. The student may present the appeal in writing to the Provost. This must be done within 10 days of the Dean's decision. The appeal must specify the grounds, as well as supporting facts and arguments. Disagreement with the substance of the Dean's decision shall not be an appropriate ground for appeal at this level. In reviewing the appeal, the Provost will limit review to alleged failure to adhere to procedures, rules, and regulations governing the appeal process or new information that was not available at earlier levels of the appeal process. The Provost will render a final decision in writing.

Academic Advising

Students in the Department of Communication Sciences and Disorders will be assigned to faculty advisors. The Student Advising Program is under the direction of the CSD Chair. This program provides information for successful matriculation and professional development of our students and key faculty members are utilized as resource personnel.

A. Faculty Members -The responsibilities of faculty advisors are to:

1. Approve student registration forms
2. Advise and/or refer students as appropriate
3. Meet with advisees at least once per semester
4. Monitor student academic progress and assist the student in seeking appropriate help
5. Provide status reports on each advisee to the Department Chair at the end of each semester

B. Student Advisees -It is the student's responsibility to be aware of all Department and University degree requirements as published in the academic catalog, and to insure that such requirements have been met or that appropriate waivers have been secured and filed in the Office of the Registrar. The specific responsibilities of the advisees under this program are to:

1. Obtain registration approval from their faculty advisor
2. Meet with their advisor at least twice per semester

School-Wide Assessment

As part of the ongoing assessment, evaluation, and review of the Department of Communication Sciences and Disorders curriculum, student information is used for evaluation and feedback to improve the educational program and to document student progress. Course evaluations, faculty evaluations, student progress assessment and feedback, surveys, videotaped encounters, and group work are included in this process. Data are primarily reported in the aggregate, and individual identification will be protected.

There will be some instances when videotape review will be used to teach interviewing skills and group dynamics. All persons being videotaped will give their consent prior to any use of the videotaped material. When data are used for documenting and publishing about the curriculum and student outcomes, appropriate institutional review will occur and aggregate data used. If the use of identifying information is needed, appropriate student consent will be obtained.

On-Campus and Off-Campus Clinical Practicum Experiences

Students are required to complete a total of 400 supervised clinical practicum hours for completion of the graduate degree requirements. Specific requirements are specified in CFCC Standard IV-C (previously presented). As a requirement for an undergraduate degree, the CSD Department currently requires approximately 40 hours of clinical practicum at the Harding University Speech Clinic and approximately 60 hours of clinical practicum at one of several assigned off-campus practicum sites.

During the third, fourth and fifth semesters of the student's graduate program, the student will be assigned a practicum location that may be some distance from the main Harding campus. These assignments are made by the Externship Director and will be determined by the student's need to acquire practicum in a wide variety of settings with clients, which cover the entire lifespan. The student is responsible for transportation to and from the practicum site. There may be occasions in which the student can carpool with another clinician, but the student should plan on securing reliable transportation for these semesters. Each off-site supervisor using the format described in the Clinic Manual will evaluate a student's clinical performance. Two evaluations will be completed during each off-site practicum. The Clinic Director will assign the final grade for the practicum experience with consideration given to each supervisor's recommendations.

The third semester practicum (CSD 639) may be completed as a part of the HIZ-Path program or at a location of the student's choosing. If the student chooses to go to a location/facility, which is not typically used in the HU clinic assignments, it is the student's responsibility to secure the contact information so the Externship Director can make the necessary arrangements and secure a contractual agreement with the parties responsible. The Externship Director has the right to deny any placement, which does not meet the student's acquisition of clinical knowledge and skills. The student must consult the Externship Clinic Manual for the deadlines and procedures for making these decisions.

Class Attendance

Students are expected to attend class. Each professor is charged with the responsibility of establishing an absentee policy for his/her course, subject to the approval of the Department Chair. This policy must be a part of the course syllabus distributed to students. Students are responsible for assignments and work missed because of any absence.

Professional Meeting Attendance

The CSD Department acknowledges that viable professional organizations are essential to the well being of the profession of speech-language pathology and audiology and contribute to the maintenance of high professional standards, thereby assisting in assuring that professionals offer their patients state-of-the-art health care. As a result, the Department will encourage its undergraduate students and require its graduate students to become actively involved in professional organizations and will provide them with the opportunity to do so. The Department also recognizes that the primary responsibility of students is to achieve academic excellence and that any activity which hinders their pursuit of academic excellence is not in the best interest of the students or profession. Faculty are also expected to remain active in professional organizations and will often participate in professional meetings. Students must obtain approval from the professors and Chair, to be excused from classes/examinations. In such cases, students will be required to meet the requirements of the professor(s) whose examination(s) was (were) missed to satisfy the requirements for the course(s) involved.

Student Outside Employment

While enrolled in the M.S. Speech-Language Pathology degree program at Harding University, students are expected to devote their maximum efforts to successful completion of the professional curriculum. The Department discourages but does not prohibit part-time employment. Student employment schedules are not a consideration in the Department's scheduling of classes, laboratories, reviews, examinations, practicum experiences, experiential meetings, or other curricular activities. Students are expected to attend all class meetings and meet all expectations for academic advancement. Students not prepared to dedicate all energy to successful advancement should consider applying for the CSD program at a later time.

Human Subject Training and Certification

The graduate program in speech-language pathology at Harding University follows the guidelines of the National Institute of Health (NIH) regarding the use of human subjects in research. Each student is asked (graduate students are required) to complete the on-line training module of the NIH and print the certificate to certify the completion of the module. The CSD department keeps a photocopy of these certificates on file in the departmental office.

Examinations

The testing policy and procedures preserve the integrity and fairness of all examinations. Students must report for examinations as scheduled. Permission for a make-up exam due to illness or other emergency may be obtained from the instructor of the course. If permission is granted, it is the responsibility of the student to immediately schedule a make-up exam. It is the responsibility of the instructor to describe in the syllabus the course policy for making up exams that are cancelled due to inclement weather or some emergency.

Didactic Phase Proficiency

Each candidate for the M.S. degree in Speech-Language Pathology is required to achieve a passing score on each section of the Comprehensive Final Exam. This exam will be scheduled during the final spring semester of the program. Students who fail to achieve a passing score on each section of the comprehensive exam will be allowed to further prepare and retake the deficit section(s) one additional time during that spring semester. Failure to pass the deficit section(s) at that time will require that student to defer graduation and complete a remediation plan (guided study) and given one additional opportunity to retake the deficit section(s) during the first week of August. Failure to pass during this last attempt will result in a referral to the graduate faculty committee to determine future prospects and options.

For professional practice, each graduate earning the M.S. degree in Speech-Language Pathology is required to achieve a passing score on the PRAXIS II exam. This exam should be taken shortly after completing the Comprehensive Final Exam.

Clinical Phase Proficiency

Each student should consult the Onsite and Externship Clinic Manual for this process.

Students with Disabilities

Harding affords persons with disabilities equal opportunity and full participation in compliance with the Americans with Disabilities Act of 1990. Therefore, any student with a documented disability (e.g. physical, learning, psychological, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact his or her instructors and the Office of Student Affairs and Admissions at the beginning of the semester. Accommodations may include test accommodations, tutoring, note taking, mentoring, preferential seating, housing, chapel, etc., depending on the documentation of the disability from a certified psychological examiner, psychologist, or medical doctor who made the diagnosis of the disability. This statement represents responsiveness to federal expectations. It also reveals the desire on the part of the institution to meet its own commitments to students in the academic arena who have documented disabilities. Please note that it is the student's responsibility to inform all instructors of necessary accommodations.

Application for Graduation

Students who expect to qualify for graduation must file a "Request for Degree" form with the Registrar's Office in the fall semester of the second year.

Degree Requirements

1. Completion of the M.S. degree in Speech-Language Pathology curriculum (totaling 59 semester hours) with a 3.0 cumulative grade point average, no class grade less than a "C" (see Academic Progression, and Academic Probation and Dismissal sections for additional details).
2. Completion of 375 clock hours of practicum and 25 hours of observation with satisfactory ratings from all clinical supervisors.

Graduation Exercises

A commencement ceremony is held annually at the end of the spring semester. Only students who have met all degree requirements are eligible to participate.

The traditional cap and gown, with (graduate) or without (undergraduate) an academic hood, is considered formal academic attire for ceremonial events, and the addition of any ornamentation is quite limited by customary etiquette.

At commencement, Harding has provided cords and ribbons for graduates to wear indicating specific academic honors. Any other addition to the formal academic regalia must be similarly appropriate, must represent only recognized organizations within the University, and must be approved in advance of commencement by the CSD Chair.

Honor graduates are distinguished by the wearing of honor cords. A single gold cord shows academic honor. Traditional hoods of academic regalia are bestowed upon the graduates before or during commencement. The hood is lined with the Harding University colors of gold and black and is trimmed in silver, denoting communication.

Non-Academic School Policies

Attitude and Conduct

Harding expects its students to conduct themselves as responsible citizens in a Christian community. Enrollment at the University is viewed as a privilege that brings the attendant responsibilities and accountability. In order to encourage Christian living and growth, the University administers a student Code of Conduct. This code is provided to every student upon enrollment.

Upon registration to the University, students acknowledge and agree to abide by this code. Harding University reserves the right to refuse admission or dismiss students whose lifestyle is not consistent with the Christian principles for which Harding stands; and when the general welfare of the institution requires such action. Students suspended for disciplinary reasons during a semester may receive a grade of "F" in all courses for that semester.

Within the Harding University Department of Communication Sciences and Disorders, the Code of Ethics of the American Speech-Language-Hearing Association, as outlined below, has been established as the governing principles of academic and professional practice.

A. Code of Professional Conduct

ASHA Code of Ethics (Last Revised March 1, 2010)

Preamble

The preservation of the highest standards of integrity and ethical principles is vital to the responsible discharge of obligations by speech-language pathologists, audiologists, and speech, language, and hearing scientists. This Code of Ethics sets forth the fundamental principles and rules considered essential to this purpose.

Every individual who is (a) a member of the American Speech-Language-Hearing Association, whether certified or not, (b) a nonmember holding the Certificate of Clinical Competence from the Association, (c) an applicant for membership or certification, or (d) a Clinical Fellow seeking to fulfill standards for certification shall abide by this Code of Ethics.

American Speech-Language-Hearing Association

Any violation of the spirit and purpose of this Code shall be considered unethical. Failure to specify any particular responsibility or practice in this Code of Ethics shall not be construed as denial of the existence of such responsibilities or practices.

The fundamentals of ethical conduct are described by Principles of Ethics and by Rules of Ethics as they relate to the responsibility to persons served, the public, speech-language pathologists, audiologists, and speech, language, and hearing scientists, and to the conduct of research and scholarly activities.

Principles of Ethics, aspirational and inspirational in nature, form the underlying moral basis for the Code of Ethics. Individuals shall observe these principles as affirmative obligations under all conditions of professional activity.

Rules of Ethics are specific statements of minimally acceptable professional conduct or of prohibitions and are applicable to all individuals.

Principle of Ethics I

Individuals shall honor their responsibility to hold paramount the welfare of persons they serve professionally or who are participants in research and scholarly activities, and they shall treat animals involved in research in a humane manner.

Rules of Ethics

- A. Individuals shall provide all services competently.
- B. Individuals shall use every resource, including referral when appropriate, to ensure that high-quality service is provided.
- C. Individuals shall not discriminate in the delivery of professional services or the conduct of research and scholarly activities on the basis of race or ethnicity, gender, gender identity/gender expression, age, religion, national origin, sexual orientation, or disability.
- D. Individuals shall not misrepresent the credentials of assistants, technicians, support personnel, students, Clinical Fellows, or any others under their supervision, and they shall inform those they serve professionally of the name and professional credentials of persons providing services.
- E. Individuals who hold the Certificate of Clinical Competence shall not delegate tasks that require the unique skills, knowledge, and judgment that are within the scope of their profession to assistants, technicians, support personnel, or any nonprofessionals over whom they have supervisory responsibility.
- F. Individuals who hold the Certificate of Clinical Competence may delegate tasks related to provision of clinical services to assistants, technicians, support personnel, or any other persons only if those services are appropriately supervised, realizing that the responsibility for client welfare remains with the certified individual.
- G. Individuals who hold the Certificate of Clinical Competence may delegate tasks related to provision of clinical services that require the unique skills, knowledge, and judgment that are within the scope of practice of their profession to students only if those services are appropriately supervised. The responsibility for client welfare remains with the certified individual.
- H. Individuals shall fully inform the persons they serve of the nature and possible effects of services rendered and products dispensed, and they shall inform participants in research about the possible effects of their participation in research conducted.
- I. Individuals shall evaluate the effectiveness of services rendered and of products dispensed, and they shall provide services or dispense products only when benefit can reasonably be expected.
- J. Individuals shall not guarantee the results of any treatment or procedure, directly or by implication; however, they may make a reasonable statement of prognosis.
- K. Individuals shall not provide clinical services solely by correspondence.
- L. Individuals may practice by telecommunication (e.g., telehealth/e-health), where not prohibited by law.
- M. Individuals shall adequately maintain and appropriately secure records of professional services rendered, research and scholarly activities conducted, and products dispensed, and they shall allow access to these records only when authorized or when required by law.
- N. Individuals shall not reveal, without authorization, any professional or personal information about identified persons served professionally or identified participants involved in research and scholarly activities unless doing so is necessary to protect the welfare of the person or of the community or is otherwise required by law.
- O. Individuals shall not charge for services not rendered, nor shall they misrepresent services rendered, products dispensed, or research and scholarly activities conducted.
- P. Individuals shall enroll and include persons as participants in research or teaching demonstrations only if their participation is voluntary, without coercion, and with their informed consent.
- Q. Individuals whose professional services are adversely affected by substance abuse or other health-related conditions shall seek professional assistance and, where appropriate, withdraw from the affected areas of practice.
- R. Individuals shall not discontinue service to those they are serving without providing reasonable notice.

Principle of Ethics II

Individuals shall honor their responsibility to achieve and maintain the highest level of professional competence and performance.

Rules of Ethics

- A. Individuals shall engage in the provision of clinical services only when they hold the appropriate Certificate of Clinical Competence or when they are in the certification process and are supervised by an individual who holds the appropriate Certificate of Clinical Competence.
- B. Individuals shall engage in only those aspects of the professions that are within the scope of their professional practice and competence, considering their level of education, training, and experience.
- C. Individuals shall engage in lifelong learning to maintain and enhance professional competence and performance.

- D. Individuals shall not require or permit their professional staff to provide services or conduct research activities that exceed the staff member's competence, level of education, training, and experience.
- E. Individuals shall ensure that all equipment used to provide services or to conduct research and scholarly activities is in proper working order and is properly calibrated.

Principle of Ethics III

Individuals shall honor their responsibility to the public by promoting public understanding of the professions, by supporting the development of services designed to fulfill the unmet needs of the public, and by providing accurate information in all communications involving any aspect of the professions, including the dissemination of research findings and scholarly activities, and the promotion, marketing, and advertising of products and services.

Rules of Ethics

- A. Individuals shall not misrepresent their credentials, competence, education, training, experience, or scholarly or research contributions.
- B. Individuals shall not participate in professional activities that constitute a conflict of interest.
- C. Individuals shall refer those served professionally solely on the basis of the interest of those being referred and not on any personal interest, financial or otherwise.
- D. Individuals shall not misrepresent research, diagnostic information, services rendered, results of services rendered, products dispensed, or the effects of products dispensed.
- E. Individuals shall not defraud or engage in any scheme to defraud in connection with obtaining payment, reimbursement, or grants for services rendered, research conducted, or products dispensed.
- F. Individuals' statements to the public shall provide accurate information about the nature and management of communication disorders, about the professions, about professional services, about products for sale, and about research and scholarly activities.
- G. Individuals' statements to the public when advertising, announcing, and marketing their professional services; reporting research results; and promoting products shall adhere to professional standards and shall not contain misrepresentations.

Principle of Ethics IV

Individuals shall honor their responsibilities to the professions and their relationships with colleagues, students, and members of other professions and disciplines.

Rules of Ethics

- A. Individuals shall uphold the dignity and autonomy of the professions, maintain harmonious interprofessional and intraprofessional relationships, and accept the professions' self-imposed standards.
- B. Individuals shall prohibit anyone under their supervision from engaging in any practice that violates the Code of Ethics.
- C. Individuals shall not engage in dishonesty, fraud, deceit, or misrepresentation.
- D. Individuals shall not engage in any form of unlawful harassment, including sexual harassment or power abuse.
- E. Individuals shall not engage in any other form of conduct that adversely reflects on the professions or on the individual's fitness to serve persons professionally.
- F. Individuals shall not engage in sexual activities with clients, students, or research participants over whom they exercise professional authority or power.
- G. Individuals shall assign credit only to those who have contributed to a publication, presentation, or product. Credit shall be assigned in proportion to the contribution and only with the contributor's consent.
- H. Individuals shall reference the source when using other persons' ideas, research, presentations, or products in written, oral, or any other media presentation or summary.
- I. Individuals' statements to colleagues about professional services, research results, and products shall adhere to prevailing professional standards and shall contain no misrepresentations.
- J. Individuals shall not provide professional services without exercising independent professional judgment, regardless of referral source or prescription.
- K. Individuals shall not discriminate in their relationships with colleagues, students, and members of other professions and disciplines on the basis of race or ethnicity, gender, gender identity/gender expression, age, professions and disciplines on the basis of race or ethnicity, gender, gender identity/gender expression, age, religion, national origin, sexual orientation, or disability.

- L. Individuals shall not file or encourage others to file complaints that disregard or ignore facts that would disprove the allegation, nor should the Code of Ethics be used for personal reprisal, as a means of addressing personal animosity, or as a vehicle for retaliation.
- M. Individuals who have reason to believe that the Code of Ethics has been violated shall inform the Board of Ethics.
- N. Individuals shall comply fully with the policies of the Board of Ethics in its consideration and adjudication of complaints of violations of the Code of Ethics.

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B. Harding University Code of Academic Conduct

I. Conduct in CSD-Related Activities in the Classroom and On Campus

The classroom and campus environment are primary settings for teaching and learning. As such, it is the responsibility of students and faculty to maintain an atmosphere that is conducive to teaching and learning. Behavior is expected to adhere to professional standards and to contribute in a positive way to the learning process. Behaviors that are rude, disruptive, or that infringe on the rights of faculty or other students to effectively engage in the teaching/learning process will not be tolerated.

II. Conduct in CSD-Related Activities Off Campus The Codes of Professional and Academic Conduct extends beyond the classroom and campus to hospitals, community clinical facilities, public and private schools, and various other practicum settings where our students and faculty may engage in professional activities. Patient confidentiality and sensitivity to the needs of all patients, including those with different cultural backgrounds, are critical in order to contribute maximally to patient care. In practicum settings, observers are also responsible for upholding the standards included in this Code.

III. Professional Appearance/Attire Additional professional standards include appropriate dress and proper attention to personal hygiene. As students who are preparing for careers primarily in a health profession, objection is raised concerning students whose appearance is unkempt. Specific activities and settings require particular attire and appearance. Students must be aware of and adhere to these expectations and requirements.

IV. Academic Integrity Mutual trust is a basic component of any community. Harding University expects students, as members of the academic community, to take seriously their position in that community. Students are expected to insure the continuance of trust among themselves and between them and the faculty by accepting responsibility for their own work. The University considers breaches of this trust and responsibility to be serious offenses.

V. Chemical Dependence / Impairment The University's policies regarding personal wellness are published annually in the Harding University Student Handbook.

VI. Non-Academic Disciplinary Procedures Any student who violates the Codes of Academic and Professional Conduct is subject to disciplinary action under the procedures specified by the ASHA Code of Ethics, presented earlier in this document. Any student who violates the University Code of Conduct is subject to disciplinary action under the Code of Conduct Disciplinary Procedures. The latter is published on the Harding University web site: (<http://www.harding.edu/gradcatalog/PDF/SECTION1GradCat.pdf>).

Non-Academic Judicial Procedures

1. Any member of the University community may file charges against any student for misconduct. Charges shall be prepared in writing and directed to the Chair of the Communication Sciences and Disorders Department. Any charge should be submitted as soon as possible after the event takes place.
2. The CSD Chair may conduct an investigation to determine if the charges have merit and/or if they can be disposed of administratively by mutual consent of the parties involved on a basis acceptable to the Chair. Any such administrative disposition shall be final, and there shall be no subsequent proceedings. If the charges cannot be disposed of by mutual consent, the Chair will convene a Non-Academic Disciplinary Committee to hear the matter and render a decision.
3. All charges shall be presented to the accused student in written form. A time shall be set for a hearing, no less than five days after the student has been notified.

4. Hearings shall be conducted by the Non-Academic Disciplinary Committee according to the following guidelines:
 - a. Hearings normally shall be conducted in private.
 - b. Admission of any person to the hearing shall be at the discretion of the Non-Academic Disciplinary Committee.
 - c. The complainant and the accused may present written evidence and witnesses, subject to cross-examination by the Non-Academic Disciplinary Committee.
 - d. Hearings shall be conducted under informal procedures. All procedural questions are subject to the final determination of the chair of the Non-Academic Disciplinary Committee.
 - e. After the hearing, the Non-Academic Disciplinary Committee shall determine by majority vote whether the student has violated the Codes of Conduct, and if so what sanction(s) should be imposed. The Non-Academic Disciplinary Committee's determination shall be made on the basis of whether it is more likely than not that the accused student violated the Code.
5. A single verbatim record, such as a tape recording, shall be made of all hearings before the Non-Academic Disciplinary Committee. The record shall be the property of the University.
6. The following sanctions may be imposed for violations of the Codes of Conduct:
 - a. Warning — a written notice that the student has violated institutional regulations.
 - b. Probation — a written reprimand for violation of specified regulations, with notice that further violations during the probationary period include the probability of more severe sanctions.
 - c. Loss of Privileges — denial of specific privileges.
 - d. Fines — not to exceed one hundred dollars.
 - e. Restitution — Compensation for loss, damage or injury. This may take the form of appropriate service or monetary or material replacement.
 - f. Discretionary Sanctions — Work assignment, service to the University, other community service, or other creative sanctions.
 - g. Suspension — Temporary separation of the student from the University for a specified period of time. Conditions for readmission may be specified.
 - h. Expulsion — Permanent separation of the student from the University.
7. Non-Academic specific disciplinary sanctions shall not be made part of the student's permanent academic record, but shall become part of the student's confidential record. Upon graduation, the student's confidential record shall be expunged of disciplinary actions other than suspension or expulsion.

Suspension or expulsion shall be expunged from the student's confidential record five years after final disposition of the case.

Appeals

1. A decision reached or a sanction imposed by the Non-Academic Disciplinary Committee may be appealed by the accused student or the complainant to the Vice President for Academic Affairs. Such appeals shall be in writing, stating the reason(s) for the appeal, and shall be delivered to the Vice President for Academic Affairs within two days of the student's receipt of notice of the decision.
2. Except as required to explain the basis of new evidence, an appeal shall be limited to review of the record of the hearing and supporting documents for one or more of the following purposes:
 - a. To determine whether the original hearing was conducted fairly in light of the charges and evidence presented in accordance with prescribed procedures.
 - b. To determine whether the evidence presented at the hearing was sufficient to support the decision.
 - c. To determine whether the sanction(s) imposed were appropriate for the violation.
 - d. To consider new evidence or facts not brought out in the original hearing because they were not known to the appealing party at the time of the hearing.
3. In cases involving appeals by a student accused of violating the Codes of Conduct, review of the sanction(s) upon appeal may not result in more severe sanctions for the accused student than those imposed by the Non-Academic Disciplinary Committee.
4. In cases involving appeals by complainants, the Vice President for Academic Affairs may, upon review of the case, reduce or increase the sanctions imposed by the Non-Academic Disciplinary Committee or remand the case to the Non-Academic Disciplinary Committee for consideration.

Background Checks and Drug Screening

The Department of Communication Sciences and Disorders does not require a background check or drug screening as a part of the application process. Admission into the CSD program does not guarantee eligibility for licensure as a speech-language pathologist in any state as state regulations may require a criminal record search to verify suitability for licensure. Licensure is not required to work as a speech-language pathology student clinician because the supervising professional will be licensed and certified and any patients are the patients of the clinical supervisor. Most clinical practicum sites will require a criminal background check and drug screening procedure for participation in the provision of clinical services. As a part of the CSD initial student meeting (CSD Boot Camp), fingerprinting, background checks as well as basic T.B. tests will be conducted. The Chair of the Communication Sciences and Disorders Department or the Externship Director will notify students of any additional requirements well in advance of the beginning of the clinical practicum experience. Any required drug screening must be performed at the student's expense and the results reported directly to the clinical site and not to Harding University faculty or staff. Determination of student fitness for participation at a clinical site requiring such checks will be at the sole discretion of the clinical site.

Campus Health Care/Immunizations

The Health Services Center provides free health services and resources for enrolled students. Student Health Services, located at 605 E. Center St., is a walk-in clinic with no appointments necessary. Symptomatic treatment is provided for minor illnesses such as colds, headache, sinus congestion, upset stomach, aches, sprains, first aid for accidental injury, blood pressure screening, and allergy injections with physician permission. Students are assisted with referrals and appointments with local health professionals and agencies. Transportation may be provided if necessary. Office hours are 7:30 a.m. to 4:15 p.m. weekdays through fall and spring. Hours for summer sessions are 7:30 a.m. to 12:30 p.m. When the clinic is closed, assistance may be provided through Residence Life Coordinators or Harding Public Safety. In the event of a serious illness or accident when the clinic is closed, the student should report to the nearest Urgent Care Facility or Emergency Room for immediate treatment.

While residing in Searcy, students should provide information from their insurance for the appropriate procedure for out of area visits to a physician and for prescription costs. Also, it is strongly recommended that students identify with a local physician for local medical assistance or in case of an emergency.

Health insurance is available for purchase the first 30 days of each semester to eligible students. The plan covers hospitalization, surgical fees, and medical care as provided in the policy. The forms are available in Human Resources office, located in the Ezell basement, room 130.

The University does not assume financial responsibility for any professional services that require a physician or any medical, surgical, or emergency services or hospitalization. Students are financially responsible for the costs of his/her services.

The contact information for the Health Services Center is HU Box 12271, Searcy, AR 72149-2271, 501279-4346 (phone), 501-279-4577 (fax).

All students are required to complete a medical certificate form to be turned in with proof of required immunizations prior to enrollment. Incomplete or inaccurate information may result in student registration being delayed or blocked.

Off-campus placement sites may have additional medical requirements (such as the Hepatitis B series). It is the students' responsibility to complete such requirements before beginning practicum.

Cell Phones

Out of courtesy for all those participating in the learning process, all cell phones and pagers must be turned off before entering any classroom, lab or formal academic performance, or experiential event. This certainly applies to clinical placement facilities. Do not use your cell phone as a clock! Turn it off and put it away! Exceptions must be discussed with the instructor or supervisor before hand.

Computer Accessibility

Every graduate student is expected to have his or her own laptop computer and printer (or consistent access to a reliable computer and printer) upon entry into the program. The minimum requirements will include word processing and email access, ability to manage and manipulate graphics from the internet, standard font packages including IPA, clear/neat printer with black ink and other standard operating hardware and software.

Fundraising

Harding University is blessed with talented, caring, and generous students, faculty, and staff. In an effort to assure proper accountability of funds, all fund-raising projects must be sponsored by a campus organization and approved by the Office of Student Life before any collections can be made.

A "Request for Fund Raising" form must be given to the Office of Student Life before the collection. This report includes:

1. The nature of the fund-raising effort
2. How the money will be collected
3. Who will collect and count the funds
4. Other pertinent information After the collection, a "Fund-Raising Report" form must be submitted that summarizes the event.

Inclement Weather Policy

If the President of the University closes the University due to inclement weather, an announcement will be made to the local news media. You may call 501-279-4000 or 5000 for current information or check the Harding University website (www.harding.edu). Arrangements for missed classes will be announced at the next scheduled class time or based on syllabus instructions. Closure of the University does not affect clinical practicum experience responsibilities if the clinical site is open. When on off-campus clinical assignments, check with the clinical site first and then proceed using sound judgment.

Campus Security

Harding University maintains a full-time Department of Public Safety located in the Heritage building across from Admissions Services. Harding Public Safety should be advised of all incidents involving breach of security. They should also be contacted in cases of accident, injury, or other related emergencies. The Department of Public Safety may be contacted for other needs, such as locked keys in a vehicle, jump starting a battery, emergency transportation to the hospital, and courtesy escorts after dark.

Public Safety officers are medical First Responders and certified in CPR. They have additional training in crime prevention, emergency response, and other public safety concerns. Any suspicious behavior, on-campus traffic accidents, on-campus emergencies, and all crimes occurring on campus should be reported immediately to the Department of Public Safety.

Emergency Procedures

The following steps should be followed when an accident, injury, or other related emergency occurs:

1. Notify the Harding University Department of Public Safety immediately by dialing 279-5000 (ext. 5000 on campus) from ANY telephone nearest you. Give the location of the injured person and briefly describe the apparent injury. The Harding Department of Public Safety will then 1) place the call and then 2) dispatch an officer to the scene and direct a bystander to guide any emergency vehicles to the scene on campus. No employee should assume the responsibility of transporting an injured or ill person. If there is difficulty in reaching Harding Department of Public Safety by telephone, send another person to the Harding Department of Public Safety.
2. Any attempt to render first aid or other treatment by an untrained party should be limited to only those steps necessary to sustain life and make the injured person as comfortable as possible (e.g. a person who has "swallowed his tongue" must have the respiratory obstruction cleared immediately to sustain life but a person suspected of head injuries should not be moved but only made as comfortable as possible until trained medical assistance arrives).
3. Remain with the injured party at all times until professional medical aid arrives. A security officer trained as a First Responder will be on hand as soon as possible to maintain order and render whatever assistance possible.
4. After the injured person has been removed or treated by trained medical personnel, give the public safety officer on the scene an accurate description as possible of the apparent cause of the accident and the nature of the injury.

By expediting professional medical treatment through a standard emergency procedure the victim of a serious injury or illness stands a much greater chance of survival and avoidance of serious after-effects.

EMERGENCY TELEPHONE NUMBERS:

Searcy Police Department/Fire Department: 911
 Campus Health Services Center: 279-4346 Poison
 Control Center: 1-800-222-1222

When clinical experience sites are selected, information is collected about possible safety or security issues that may exist. Students will not be scheduled in sites with significant safety and security concerns. Students who perceive their personal safety or security to be at risk will be allowed to leave a clinical practicum experience site with proper notice to the Program and to the clinical supervisor. If adequate remediation of the problem cannot be quickly obtained, an alternate clinical assignment will be made for that student.

Identification

Name badges will be provided for students at the beginning of the first semester. These name badges must be worn at all clinical practicum sites. Additional or replacement name badges will be provided as necessary and cost \$8.00. These may be obtained through the Office of Student Affairs and Admissions.

CSD students must be readily identifiable at all times. In all clinical practicum experience areas or places where other health professionals or patients are likely to be met, a CSD Program approved nametag identifying the wearer as a CSD student clinician must be properly worn and visible. When meeting another health professional or a patient, a CSD student must introduce him/herself as a student and do so with sufficient clarity to insure that the other person understands. Some CSD practicum experience sites may require additional identification.

Mental and Physical Health and Welfare of Students

The mental and physical health of students can strongly affect their academic and social success at the University, as well as influencing the other members of the University community.

The Counseling Center at Harding, located on the third floor of the McInteer building, serves the students and is staffed by professionally trained counselors. Through the services offered by Christian counselors, students receive confidential assistance with personal, relational, and social problems. Strong emphasis is given to education and prevention of drug and alcohol-related problems. Any student can obtain help in assessing and overcoming difficulties in personal living. Students may also participate in small groups with specialized needs. A student may voluntarily request help from the center, or a proper representative of the University, a parent, or other interested persons may refer him or her. All services provided by the Counseling Center are non-fee services. Individuals requiring long-term professional help may be referred to an appropriate source.

Students may access Counseling Center resources or request help at counseling@harding.edu.

The Health Services Center provides services as previously described in the **Campus Health Care/Immunizations** section of this handbook.

Posting of Materials

Posting of signs, flyers, bulletins, announcements, etc. upon doors, walls, and windows is prohibited to prevent damage to campus physical facilities.

Bulletin boards especially for the purposes of CSD student organizations and other student related announcements are located in the student work area. Students should contact the CSD Chair or Administrative Assistant for questions regarding bulletin boards.

Special notices and other information of interest may be posted only on "Public Notice" bulletin boards, located in various areas of the University campus and student center. These boards are monitored and maintained by the University Office of Student Life located on the second floor of the student center, Room 218.

Sexual Harassment

Harding University reaffirms the principle that students, faculty, and staff have the right to be free from sex discrimination in the form of sexual harassment by any member of the academic community.

Sexual harassment is **defined** as an attempt to coerce an unwilling person into a sexual relationship, or to subject a person to unwanted sexual attention, or to punish a refusal to comply, or to create a sexually intimidating, hostile, or offensive environment. Sexual harassment is generally understood to include a wide range of behaviors, from the actual coercing of sexual relations to the unwelcome or inappropriate emphasizing of sexual identity. This definition will be interpreted and applied consistent with Christian standards of behavior and conduct.

A student who believes that he or she has been sexually harassed may obtain redress through informal and formal procedures of the University. Complaints about sexual harassment will receive prompt and equitable response. The right to confidentiality of all members of the academic community will be respected in both informal and formal procedures, insofar as is possible. Retaliation against individuals for bringing bona fide complaints of sexual harassment is expressly prohibited. Knowingly or willfully making a false claim is subject to discipline up to but not limited to suspension from school. Formal procedures will not be initiated without a signed and verified written complaint. An individual found to have engaged in sexual harassment is subject to disciplinary action for violation of the policy, consistent with existing procedures.

Sexual harassment claims made by a student against another student are filed with the Office of Student Life. Claims made by a student against a faculty or staff member are filed with the Office of Human Resources located in the Ezell Building, Room 131.

Appearance

All members of the Harding community are expected to maintain standards of modesty and decency in dress appropriate to the Christian lifestyle and consistent with professional employment expectations. For these reasons, students are expected to adhere to an established dress code. Violations of the dress code will be referred to the CSD Department Chair.

General Dress Requirements

Men and Women:

1. Clothing should be neat, clean, and relatively free of the tattered and worn look.
2. Tight or form-fitting attire and garments designed as underwear or sleepwear should not be worn as outerwear.
3. Shorts should be mid-thigh or longer in length. Shorts are not permitted in classes, chapel, clinical practice experiences, or lyceum events such as American Studies programs.
4. Clothing that is unusual or displays material inconsistent with the mission of the University is prohibited.
5. Unusual hair color or hairstyles are not permitted.

Women:

1. Tops must have at least 2-inch shoulder straps. Clothing must not be low-cut and may not reveal cleavage or the midriff. Halter-tops are not permitted.
2. Skirts and dresses must not have hemlines or slits that extend above the knee.
3. Piercing is limited to the wearing of earrings and a small nose stud.
4. Banquet dresses should be modest and becoming, conforming to the guidelines listed above. Dresses may not be strapless; however, the straps may be less than the above 2-inch requirement. Openings in the back must not extend below the natural bra line.

Men:

1. Shirts must be worn at all times. Tank tops and body shirts are limited to athletic participation only.
2. Caps, hats, and do-rags are not permitted in classes or chapel.
3. Hair should be neatly trimmed off the collar and free of extreme styles such as ponytails. Beards are to be neatly trimmed.
4. Piercing is limited to the earlobes and the wearing of small earrings or studs.

Professional Dress Requirements

During clinical practicum experiences, professional dress is expected. Specific dress is determined by the student but must meet professional expectations. Students may also choose to wear neat, non-distracting well-pressed scrubs and/or a clean, well-pressed, short, white lab coat. Students must always wear the Department-issued name badge. Check Clinic or Externship Manual for additional details.

Non-Discriminatory Statement

Harding is committed to the policy of providing equal opportunity for all persons and does not discriminate in admissions, programs, or any other educational functions and services on the basis of race, color, creed, national origin, sex, age, veteran status, religion or disability to those who meet its admission criteria and are willing to uphold its values as stated in the Code of Conduct.

Based upon this commitment, Harding follows the principle of nondiscrimination and operates with applicable federal and state laws prohibiting discrimination. As a recipient of federal financial assistance, Harding is required by Title IX of the Educational Amendments of 1972, as amended, not to discriminate on the basis of gender in its admission policies, treatment of students, employment practices or educational programs except as required by religious tenets of the churches of Christ. Harding has a nondiscrimination policy available upon request in the offices of Student Services and Human Resources. Inquiries concerning the application of federal and state laws or regulations may be referred to the Office of Human Resources, Box 12257, 900 E. Center Ave., Searcy, AR 72149-0001; telephone (501) 2794380. The person to ensure compliance with the nondiscrimination policy and discrimination laws and regulations is the chief financial officer of the University.

Parking

There is a fee for professional students to have a parking sticker, and vehicles MUST be registered or a parking ticket will be issued. Entering students will have time to complete this after their arrival on campus. The CSD office will need to submit names to the Office of Parking Services prior to permits becoming available. To obtain a parking sticker go to: www.thepermitstore.com. Enter Harding as your destination. Information needed is your University ID and vehicle information. You will select option as a Student B. If there are questions, call the Office of Parking Services at 279-4005.

It is the policy of Harding University to permit all students to have and drive automobiles on campus and in the community under certain conditions and exceptions as cited below:

Vehicle Registration

1. All students enrolled at Harding University, living on or off campus, and their spouses must register their vehicles.
2. All vehicles driven on the University's campus must be properly licensed and registered with the Office of Parking Services.
3. All students who own one or more vehicles are required to register the vehicle(s) and correctly display a valid parking permit.
4. Permits must be affixed to the vehicle in the manner in which they were designed by the manufacturer. This will constitute the final phase of vehicle registration. The permit must be correctly/permanently affixed to avoid penalty.
5. Specific registration instructions can be found online at www.harding.edu/publicsafety or at <https://harding.thepermitstore.com>.
6. The Office of Parking Services may utilize online resources to locate unregistered vehicles. The Office of Parking Services may also tow unregistered vehicles after the vehicle has accumulated five citations. (Separate citations may be written for a vehicle parked improperly and for not being registered.) Unregistered student-owned or –driven vehicles may be registered by the Office of Parking Services with a \$35 surcharge added to the student's account in addition to any citations the vehicle may have received.
7. Students who falsify registration information are subject to disciplinary action.

Special Circumstances

1. Physically disabled persons who are connected with the University and who suffer a permanent or temporary physical disability may apply at the Office of Parking Services for special parking consideration.
2. Faculty, staff, and students who have a motor vehicle registered and, for some extraordinary circumstance, find it necessary to operate and park an unregistered vehicle on campus, may obtain a temporary permit without cost for a period of no longer than two weeks from the Office of Parking Services.
3. Graduate students are required to register their vehicles with the Office of Parking Services, and they must display a student sticker on the vehicle they are driving to avoid penalty.

4. Students may not store or drive golf carts or all terrain vehicles (ATVs) on campus without prior approval from the Office of Student Life.

Rules and Regulations

1. Every person operating a vehicle on campus is held responsible for acquainting himself/herself with and obeying the traffic and parking regulations of the University.
2. Vehicles must be parked in designated slots.
3. Vehicles are considered parked when left unattended.
4. Tickets are written 24 hours a day, seven days a week. Example: If a vehicle is parked in a handicap slot, loading zone or staff area, it is subject to a ticket every hour (also see towing policy).
5. Reserved slots are restricted 24 hours a day.
6. Students may park in staff areas from 5 p.m. to 7:30 a.m., unless otherwise restricted.
7. Loading zones are for emergency and maintenance vehicles. Students loading and unloading will be allowed for 15 minutes.
8. Overnight parking (curfew to 7 a.m.) is NOT allowed on the north and east sides of campus and where otherwise posted.
9. No vehicle shall be parked in such a fashion as to obstruct pedestrian or vehicle traffic.
10. Double parking is not permitted on the campus at any time.
11. Parking is prohibited for vehicles in the following areas: all areas not distinctly designated as parking areas; red curbs; service lane zones and roads; traffic lanes within parking lots; on the grass or sidewalks; on a pedestrian crossing.
12. Students driving vehicles with faculty/staff stickers are required to park in student parking.

A record will be kept of all fees and penalties assessed. Students may not register for the next semester until all fees have been paid.

Exceptional Circumstances

1. When leaving campus for vacations, leave your vehicle parked in student parking (not in "No Overnight" parking).
2. If you park illegally because of car failure, notify the Office of Parking Services. You will be required to move the vehicle within 24 hours unless other arrangements are made with the manager of Parking Services.

Appeals Process

To contest a parking citation, one must submit an appeal within 10 days of when the citation was written to the Traffic Appeals Committee via the Web site, www.scapay.com. The Appeals Committee is made up of Harding staff and faculty members. Committee members review each appeal and make their decision based on the information contained in the appeal as well as information from the ticket itself. When there is a question about an appeal, members of the committee may consult with the manager of Parking Services to find a resolution. The decision of the Traffic Appeals Committee is final.

Towing Policy The University reserves the right to remove or have removed by impounding any vehicle parked in such a way as to constitute a serious hazard or any vehicle that impedes vehicular or pedestrian traffic movement, the operation of emergency equipment, the making of essential repairs and services, or for other cogent reasons, such as failure to properly register the vehicle, continuous parking violations (five tickets), or abandoned vehicles. Owners of such vehicles will be required to pay all costs involved in removing, impounding, or storing such vehicles.

General Information

1. The campus and buildings of Harding University are private property. The Office of Parking Services is responsible for regulating and enforcing traffic and parking regulations.
2. All parking violations should be handled through the Office of Parking Services located on the second floor of the Ezell building.
3. All traffic accidents or mishaps should be handled through the Office of Public Safety by calling 279-5000.
4. All Harding students are required to carry a valid Harding ID card at all times while on campus. This ID card must be surrendered to any Harding University faculty member, staff member, public safety officer, or parking enforcement officer upon request.
5. Harding University assumes no financial responsibility for any vehicle or its contents while parked on campus.

Penalties for Each Violation Penalties for parking violations vary depending on the type of violation and the number of tickets received. Penalties may be amended by the vice president of finance. Penalties may be paid at the Business Office. Specific penalties for each fine can be found online at www.harding.edu/publicsafety.

Smoking

The use of tobacco in any form is not permitted at any time on campus.

Transportation/Housing

Clinical practicum experiences throughout the graduate training are offered at off-campus sites. Students must provide their own transportation to practicum sites and classroom activities. It is therefore required that all CSD students have a means of transportation. This includes a valid driver's license and current auto liability insurance if transportation is to be provided through a personal vehicle.

Graduate students are responsible for their own housing during all phases of the professional curriculum.

Available University owned housing can be viewed at www.harding.edu/housing. The Office of Student Affairs and Admissions will assist with locating suitable housing, but the student is ultimately responsible for making adequate housing arrangements.

Rules, Regulations, and Procedures

In addition to the rules and regulations contained here within, students are expected to adhere to the rules and policies of Harding University and also to the rules, regulations and policies of other institutions or facilities where they may be assigned. Harding University's rules and guidelines can be found in the Student Handbook (http://www.harding.edu/PDF/Student_Handbook.pdf). Any conflicting policies should be discussed with the Office of Student Affairs and Admissions. All information herein is subject to change with timely notification to students in writing.

Student Complaints

Harding University Communication Sciences and Disorders Department is committed to a policy of fair treatment of its students in their relationships with the administration, faculty, staff, and fellow students. The purpose of this policy is to establish, implement, and operate a student complaint procedure. This policy shall be continuously accessible by students through the Harding University CSD Website (www.harding.edu/csd).

Internal Complaints. Information concerning filing of complaints, such as academic dishonesty or academic disputes (grading, progression, program requirements, etc.) is provided in the CSD Student Handbook. For all other matters, the student shall file a written complaint with the CSD Chair. The complaint must be in writing, signed and dated by the student filing the complaint and submitted using the attached **Student Complaint Form**. All complaints will be handled in accordance with written policies of Harding University and the Communication Sciences and Disorders Department. The Chair shall, based upon the complaint and information from such further investigation deemed necessary, promptly determine the facts surrounding the issue, determine the validity of the complaint, and resolve the issue provided, however, where the Chair deems it necessary or appropriate, the matter shall be considered by the Provost. The time frame for resolution is generally within two months. The complainant will be notified in writing of the response to the complaint. If the student wishes to appeal the Chair's response, an appeal may be filed with the Dean of the College of Allied Health and Provost. The decision of the Provost will be provided in writing to the complainant and is final. A record of student complaints regarding the Department is kept on file in the Chair's office. Such record of complaints will be made available for consideration during scheduled CAA evaluations and/or a special CAA evaluation. The original written complaint and written response to the complaint from the Chair, and if applicable, the letter of appeal and the written decision of the Provost shall be placed in a file on student complaints to be maintained by the Office of Chair of the Department of Communication Sciences and Disorders. A photocopy of all documents placed in the file on student complaints shall also be placed in the file on the student who submitted the original written complaint. All aspects of student complaints shall be treated as confidential in accordance with Harding University policies on confidentiality of student records.

External Complaints. All concerns involving professional issues should be directed to the Chair of the Communication Sciences and Disorders Department. The individual should file the complaint with the Chair

in writing. The Chair will respond in writing. If the individual remains dissatisfied with the response the concern should be submitted to the Chair of the Council on Academic Accreditation at the following address:

CAA, Chair
American Speech-Language-Hearing Association
2200 Research Boulevard #310
Rockville, MD 20852

Department of Communication Sciences and Disorders Student Complaint Form

Student Name: _____ Classification: _____

Local Contact Information:

Street Address: _____

City/State/Zip: _____

Telephone: Home: _____ Work: _____ Cell: _____ E-mail

Address: _____

Permanent Contact Information

Street Address: _____

City/State/Zip: _____

Telephone: Home: _____ Work: _____ Cell: _____ E-mail

Address: _____

NOTICE: Information on filing complaints is provided in the Harding University Communication Sciences and Disorders Student Handbook and on the Web site.

In the space below, please state in detail your complaint. You may use additional pages if necessary.

In the space below, please state in detail what resolution or relief you are seeking. You may use additional pages if necessary.

Signature

Date

Upon completion, please place the Student Complaint Form in an envelope, seal and mark the envelope "Confidential" and deliver to the Chair of the Harding University Communication Sciences and Disorders Department.

Other Student Services

More information on services offered to Harding University students in regards to Harding ID card, Student Center and Cafeteria, Bookstore, Health Services, Housing, Parking, Career Services, the Counseling Center, the Media Center, Technology, and Library Services can be found in the Student Handbook. It is available in the Student Life Office, or it can be viewed at http://www.harding.edu/PDF/Student_Handbook.pdf.

Communication Sciences and Disorders Student Organizations

Harding University recognizes the significant role of students in institutional decision-making. Students in the University's schools and colleges serve with faculty and staff on many committees. Various student government organizations serve as the voice of the students and are liaisons with the administration and faculty. Students at Harding University Communication Sciences and Disorders are expected to cultivate involvement in professional organizations and extracurricular activities while enrolled. A variety of student organizations are available:

National Student Speech-Language-Hearing Association (NSSLHA) The National Student Speech-Language-Hearing Association (NSSLHA) is a pre-professional membership association for students interested in the study of communication sciences and disorders. Membership in NSSLHA is available to undergraduate, graduate, or doctoral students enrolled full-or part-time in a communication sciences program or related major. Students with national membership in NSSLHA will receive: Contemporary Issues in Communication Sciences and Disorders (two issues), NSSLHA Now! (three issues), ASHA Leader (monthly), ASHA journals, "Members only" access, reduced registration to the ASHA Convention, discounted Special Interest Division membership, ASHA or NSSLHA product discounts, technical assistance and resources from ASHA, access to The "Dome"(a search engine specifically developed for Communication Sciences Disorders professionals), liability, medical, and dental insurance, and NSSLHA-to-ASHA Conversion Discounts. Additional information may be obtained at the NSSLHA website (<http://www.nsslha.org/NSSLHA/join/default.htm>).

Harding University Speech and Hearing Association (SSHA) Students may join the campus Student Speech and Hearing Association. This organization provides the social interaction and the opportunity to participate in local professional oriented activities without the additional benefits of membership in the Harding University Chapter of the National Student Speech-Language-Hearing Association.

Financial Assistance

Financial aid is available to most Harding students in the form of scholarships, government grants, loans, work-study programs, veterans' programs, and vocational rehabilitation programs.

The Office of Student Financial Services administers these funds wholly or in part. Requests for information and assistance should be directed to Harding University, Box 12282, Searcy, AR 72149-2282; telephone 501-279-4257 or 1-800-477-3243 (toll free); or e-mail finaid@harding.edu.

Requirements: Application for aid should be made as follows:

1. Apply or be admitted to Harding University Department of Communication Sciences and Disorders Department. Application forms are available from the Office of Student Affairs and Admissions.
2. Complete the Free Application for Federal Student Aid (FAFSA).
3. Request any other application forms for financial aid from the Office of Student Financial Services. In most cases, to qualify for financial aid, a student must be enrolled for at least 6 hours each semester.

Before enrolling for fewer than 12 hours, students should check with the Office of Student Financial Services to determine what affect it will have on their financial assistance.

Financial aid awards are based on current federal and state regulations. To help meet students' needs (as determined by the FAFSA), awards are made in the following order: grants, scholarships, loans and work-study. Students have the right to accept or decline any aid offered.

Financial Aid Funding Limitations

Full-Tuition Limitation: The combined maximum award for all Harding-funded grants, scholarships, discounts, or other assistance is limited to a student's full-tuition charges. Should a student receive multiple Harding-funded awards in excess of full tuition, the awards will be reduced to actual tuition costs. NOTE: NCAA grant-in-aid athletic contracts and Harding-funded National Merit Scholarship Corporation awards are exempt from the full-tuition limitation.

Direct-Costs Limitation: Harding-funded scholarship assistance may be combined with other financial assistance (including private, state, and federal grants and scholarships), not to exceed a student's actual direct costs. Direct costs include full tuition, technology fees, standard (multi-occupancy) dorm and standard (210 meals per semester) board. The cost of books, activity or class fees, privileged housing supplemental charges, and the costs associated with maintaining or purchasing a computer are not considered direct costs. Should a student receive multiple awards in excess of direct costs, Harding-funded scholarships will be reduced until total scholarships/discounts do not exceed direct costs.

Financial Aid Budget Limitation: Aid in the form of student loans, parent loans, and work may be received in excess of direct costs, not to exceed a student's financial aid budget. A financial aid budget includes all direct costs, as well as reasonable allowance for books, transportation to and from school, and personal expenses. Please refer to the financial aid web site for a listing of all financial aid budget components.

Return of Title IV Funds (Federal Aid): Students receiving Title IV financial aid (federal loans, federal grants, etc.) and who withdraw, drop out or are dismissed before completing more than 60 percent of the payment period are subject to a calculation to determine if the funds must be returned to the federal or state financial aid programs. In some cases, all Title IV aid must be returned. **The calculation of the return of these funds may result in the student owing a balance to the University and/or the federal government.** Once the student has completed more than 60 percent of the payment period, all federal financial aid assistance is considered to be earned, and the funds may be retained. If funds must be returned, the order of return is as follows: Unsubsidized Federal Stafford Loan; Subsidized Federal Stafford Loan; Federal Perkins Loan; Federal PLUS Loan; Federal Pell Grant; Federal Supplemental Educational Opportunity Grant (FSEOG); Other Title IV aid programs. A detailed explanation of the required return of Title IV Funds calculation is available in the Office of Student Financial Services and on the University web site at www.harding.edu/finaid.

Financial Aid Probation and Suspension: Students who receive Title IV financial aid must make satisfactory progress toward a degree. Satisfactory progress includes maintaining a cumulative grade point average of at least 3.0 throughout enrollment. In addition, students must successfully complete at least 12 hours each semester. Students attempting fewer than 12 semester hours must successfully complete all hours attempted. Enrollment progress and grade point average monitoring occurs at the end of each fall and spring semester only. Failure to maintain the required grade point average or successfully complete degree work as specified will result in financial aid probation status. Probation is removed at the end of a semester where the student has satisfied the grade point average and enrollment criteria. Failure to remove financial aid probation status the following semester results in financial aid suspension. Students on financial aid suspension are not eligible to receive Title IV financial aid. Students with mitigating circumstances regarding financial aid may appeal in writing to the Academic Advising Center. Appeals must be received by August 1 for the fall term. Contact advisingctr@harding.edu for additional information.

Types of Financial Assistance

Financing a college education is a concern shared by virtually all prospective students and their parents. The financial information contained in the following pages presents educational expenses in a realistic manner and suggests ways that you can meet them.

Harding University, a private institution without benefit of tax support, must meet its operating costs by income from student tuition and fees, government grants, auxiliary enterprises, gifts, and endowment earnings. As tuition and fees are discussed in the following pages, you will discover that the cost of attending Harding is moderate compared to many colleges and universities of the same size and quality.

The following financial aid programs may be available to students who enroll in Harding's Department of Communication Sciences and Disorders.

Assistantships

A limited number of assistantships are available to graduate students enrolled in the CSD Department. These are awarded based on undergraduate academic achievement and are awarded to incoming students.

Government Grants

Federal Pell Grant: A federal aid program available to eligible undergraduate students. The amount of a Pell Grant is determined on the basis of the student's financial resources and the resources of his/her family along with the cost of education at the institution the student attends. Students may apply for this grant on the Financial Aid Form. The maximum Pell Grant is currently \$5,550 for the 2010-2011 academic year.

Federal Supplemental Education Opportunity Grant (FSEOG): A federal program for undergraduate students enrolled at least halftime with a demonstrated exceptional financial need. Awards range from \$100 to \$4000 per year and are contingent upon availability of funds, depending on when you apply, your financial need, the funding at the school you are attending, and the policies of the financial aid office at your school. A student must receive a Pell Grant in order to be eligible for FSEOG.

State Grants: Residents of Arkansas, Pennsylvania, Rhode Island, and Vermont may apply for grants from their respective states.

Loan Programs

Federal Stafford Student Loans: The federal Stafford student loan program makes loans available to both undergraduate and graduate students. Loans normally are made through participating lenders and are electronically processed by the Student Financial Services Office. Through this program, students may borrow at an interest rate of 6.8 percent. Repayment does not begin until six months after students graduate or cease taking a half-time load of study. The government pays the interest while students are in school if they qualify for a subsidized loan based on need. Students who do not qualify on the basis of need are given unsubsidized loans and are responsible for the interest that accrues while in school.

Federal Direct Parents' Loans for Undergraduate Students (PLUS): Parents may borrow up to the cost of attendance for a dependent undergraduate student. Repayment begins within 30-60 days of the final loan disbursement. Interest is variable, based on the 52-week Treasury Bill with a maximum interest of 9%.

Health Professional Student Loan Program: This program was established by Part C of the Health Professions Educational Assistance Act of 1963. Funds are provided for long term, low interest loans to students who qualify under the guidelines established by the Department of Health and Human Services. Loan awards will be based on available money and applicant's demonstrated need. Parental income information is required of all applicants, regardless of dependency status.

Employment Programs

Work on campus is a source of financial aid to students. Working an average of 10 hours per week, students can earn more than \$1,400 per year. Many, of course, work fewer hours and earn less. There are two work programs: The Work-Study program, funded by the federal government; and the Harding work program. To qualify for either program, students must complete the FAFSA.

Students approved for work on campus are eligible for work but are not guaranteed an assignment. Neither can Harding promise students will be able to earn all of the award for which they are eligible. After arriving on campus, those who have been approved for an have not obtained work should contact the Cooperative Education office for assistance in locating an assignment. Students are paid minimum wage on the college Work-Study program and are switched to the Harding program when Work-Study funds are expended. The Harding program rate of pay is 85 percent of minimum wage.

Scholarships

Endowed Scholarship Funds: Friends of the University have established scholarship funds in order to help students receive an education. When students apply for admission to Harding, they become candidates for these scholarships. In many cases these funds are used to pay for scholarships students already have been awarded. Therefore, unless otherwise specified, students need not apply for these scholarships.

Veterans Program

Veterans must be certified for eligibility by their local VA offices and must contact the appropriate representative in the Office of Student Financial Services. Veterans of the post-Vietnam period must have made contributions into the educational program (Montgomery and New GI Bill) in order to receive benefits. An educational program is also available to certain members of the Reserves and National Guard. Widows and children of eligible veterans should contact the Office of Veterans Affairs to apply for assistance through educational benefits. Disabled veterans entering under Public Law 16 should apply to their state Veterans Administration headquarters for counseling and approval, and then contact the Office of Student Financial Services. In compliance with the Veterans Administration's minimum standards of progress, if a student

receives VA assistance, is placed on academic probation, and does not remove this probation within one semester, he or she will be suspended from receiving VA education benefits for the following semester.

Vocational Rehabilitation

Students who are permanently disabled may receive free vocational counseling and financial assistance toward the cost of their college education, provided a rehabilitation counselor approves their vocational objective. They should apply directly to the vocational rehabilitation counseling service of their state Department of Education and at the same time notify the Office of Student Financial Services at Harding so that assistance may be given if necessary.

EXPENSES

Application Fee

Payment should accompany the Admission Application – a \$40 non-refundable application fee. This should be sent as a check or money order made payable to Harding University. The application fee is designed to cover the cost of application processing.

Typical Expenses (please check with the Business Office for details)

A typical graduate student taking 13 hours per semester should be able to meet all regular expenses of tuition, fees, room, and food service for approximately \$18,930 for the school year. A non-boarding student should be able to meet expenses of tuition and fees for approximately \$15,488. These expenses are illustrated in the following table:

	SEMESTER
Tuition (average 13 hours per semester @ \$584)	\$7,592
Technology/Academic Enrichment Fee	\$225
CSD Program Fee	\$200
Annual Parking Sticker (non-refundable)	\$26
Total Basic Cost for Typical Student	\$8,043

All students enrolled in clinical practicum experiences will pay a liability insurance fee for each semester enrolled. The charge will vary from semester to semester depending on the number of students enrolled. Other potential expenses include books/equipment (estimated to be \$400.00-\$500 per semester, required laptop/software (estimated to be \$1500.00); travel to practice sites (estimated to be \$275 per off-campus practice experience), and a graduation fee of \$125.

Students who are accepted and who wish to live in on-campus housing must submit a \$130 housing/security deposit and \$40 application fee. The housing deposit will be used to reserve a room each semester and as a security deposit against damage. The housing/security deposit will be refunded for residence hall rooms if your reservation is cancelled before May 1 for the fall semester, October 1 for the spring semester, or April 15 for Summer Session. Married students applying for campus housing should file a \$130 apartment reservation deposit and \$40 application fee. The apartment reservation deposit for the Stafford and Harding Village Apartments is \$245. The apartment reservation deposit is refundable if the reservation is cancelled 30 days before occupancy date. For questions regarding housing, contact the Office of Residence Life at 501-279-4256. **Alcoholic beverages, tobacco and pets are not allowed in University housing.**

Financial Responsibility

Harding's financial well being is dependent upon prompt payment of accounts. For this reason, Harding transcripts and diplomas will not be released if a student has failed to take care of any indebtedness to the University. Exception is made for government loans if they are not past due. Failure to meet financial obligations to the University may result in the delinquent account being placed with a collection agency.

Students are responsible for all attorney fees and other collection costs incurred by the University in collecting accounts. Term charges are not reduced for late enrollment. There will be a \$25.00 service charge on all returned paper checks; \$35.00 on returned web payments.

Payment of Accounts

Payments may be mailed in or made in person at the Business Office, located in the Administration Building. Payments may be in the form of cash, check, money order or credit card. Visa, MasterCard, and Discover credit cards are accepted.

Payment Options

1. Pay the total balance prior to classes beginning.
2. Enroll in Harding University Payment Plan: Enrollment Fee is \$25.00 per term (Fall and Spring only). Pay the balance due in 4 monthly payments. Late fees will be assessed if due date is not met.
3. Accounts not paid in full or not enrolled in the payment plan will be subject to a 5.5 percent per annum interest charge compounded monthly. Interest charges are not reduced for delays in receiving financial aid.
4. Any additional charges incurred during a term will be posted to the student's account and should be paid by the due date on the statement. Examples include adding classes, traffic fines, library fines, adding declining balances, etc. Any credits posted to an account will appear on the monthly statement. Zero balance statements are only mailed at the beginning of the term. Students wishing to apply for financial aid must complete a Free Application for Federal Student Aid. Deadlines must be observed, and supporting documents may be required. Applications must be completed each year the student requests financial aid. Students must be sure to observe filing dates beginning with April 15 for the following school year. Students are notified periodically of documentation (if any) that is missing from their financial aid file.

If prior term charges have not been paid in full, enrollment for a future term will be delayed until payment is received or satisfactory payment arrangements have been approved.

Refunds

Students are granted admission with the understanding that they are to remain for the duration of the curriculum. A student who enrolls in the professional curriculum but does not attend or stops attending and does not officially withdraw may not receive a refund. An official withdrawal from the University begins in the Student Life Office. A refund of tuition will be made based on the following schedule. (Days indicated are days of the term, excluding Saturday and Sunday.)

Day 1-3 100 percent refund of tuition
 Day 4-5 90 percent refund of tuition
 Day 6-10 80 percent refund of tuition
 Day 11-15 60 percent refund of tuition
 Day 16-20 40 percent refund of tuition
 Day 21-25 20 percent refund of tuition
 Day 26-end of term No refund

After a student withdraws from the University, room and board will be refunded on a pro rata basis. No refunds for board will be made for absences while enrolled in the University.

If a student's withdrawal is the result of misconduct, the institution is under no obligation to make any refunds.

Residence Hall Security Deposit: The security deposit will be kept as long as a student lives in University housing. When the student leaves University housing, the deposit will be applied to any unpaid balance on the student's account or it will be refunded within 90 days.

Credit Balance Refunds: Students may request a refund through Pipeline. No refunds are issued during the first week following registration.

Tuition Refund Plan: A protective insurance program provided by DEWAR Insurance Company is available and enrollment is voluntary. The policy will minimize the financial loss for students who suffer a serious illness or accident and have to leave the University. The Business Office processes enrollment.

Student Records and Right of Privacy (Family Education Rights and Privacy Act of 1974)

The Family Educational Rights and Privacy Act of 1974 (called FERPA and also known as the Buckley Amendment) regulates a student's right of access to and privacy regarding his or her education records. A student has the right of access to his or her records, and only persons authorized by the act may access a student's records without his or her permission.

Occasionally, the media, employers, and scholarship donors request lists of students who rank in the top ten, one-fourth, and one-third of freshman, sophomore, junior, senior, graduate, and professional classes.

Academic ranking, as well as directory information such as name, campus address, permanent address, e-mail address, telephone number, date and place of birth, major field of study, class rosters, class schedules, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees, achievements, academic awards, honors, most recent previous educational agency or institutions attended, social clubs, academic clubs and societies, and photographs are available to any person inquiring. However, if you do not wish this information to be released, refer to the Harding University Student Education Records Policy on file with the Registrar's Office.

Tentative University Calendar

Fall Semester 2011

President's Dinner for faculty.....	August 18
Faculty Conference.....	August 18
Deadline for down payment.....	August 22
Classes begin.....	August 22
Final date for enrolling for fall semester.....	August 26
Midterm Exams.....	October 10-13
Fall Break.....	October 14
Thanksgiving Recess.....	November 21-25
Dead Week.....	December 5-9
Final Examinations.....	December 12-16
Graduation Exercises.....	December 17
Christmas Recess.....	December 18-January 9

Spring Semester 2012

Deadline for down payment.....	January 9
Classes begin.....	January 9
Final date for enrolling for spring semester.....	January 25
Martin Luther King Holiday.....	January 16
Midterm Exams.....	February 27-March 2
Spring Break.....	March 5-9
Registration Deadline for Praxis Exam II.....	March 29
PRAXIS EXAM II TEST.....	APRIL 28
Dead Week.....	April 23-27
Final Examinations.....	April 30-May 4
Graduation Exercises.....	May 5