



**CSD 6110: Preventing, Diagnosing & Treating Communication Disorders
with the Birth-to-Five population
Harding University
College of Allied Health
Credit Hours: 5
Tuesday/Thursday 8:00-10:30
Swaid 103
Fall 2023 Syllabus**

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Office hours: A minimum of 10+ hours per week are set aside to help the students with course material, professional questions, etc. A schedule of office hours is available in the Canvas course and posted by my office door; however, other times are available upon request. Please contact me by e-mail to set up an appointment. I am available to meet students virtually (via Google Meet), or face-to-face. These meetings provide a wonderful opportunity for me to get to know you better and to help you succeed in the course.

Course Information

Course Description: This course is a graduate level course on communication development and disorders in infants, toddlers, and preschool aged children. This content of this course will address strategies for preventing, evaluating, compensating for, and remediating communication disorders during this stage of life. This course will include discussions of the effects of the family and the importance of interdisciplinary treatments. The successful completion will award the student the foundational knowledge and the basic skills required to work with children in medical, outpatient, or residential settings. The requirements of this course meets or exceeds the university, HLC, and federal regulations regarding credit hours. Pre-Requisites: Admission into the HU-CSD graduate program.

Prerequisites: Admission into Harding's Speech Pathology Graduate Program

Course Rationale: Informed by the latest research and evidence-based practices, this course aims to equip students with the advanced knowledge and clinical skills required to provide comprehensive care for young children and their families who face communication challenges.

Through a combination of interactive lectures, hands-on activities, and case-based analysis, the students will develop the expertise needed to make informed clinical decisions, provide comprehensive evaluations, design intervention plans, and be an effective collaborator with the families and other professionals, thereby contributing to improved outcomes and enhanced quality of life for children and their families.

Course Materials:

Hudson, M. W., & DeRuiter, M. (2021). *Professional Issues in Speech-Language Pathology* (5th edition). Plural Publishing**A digital copy of this text is available for you using the link the Canvas course.

Paul, R., Norbury, C., & Gosse, C. (2017). *Language Disorders from Infancy through Adolescence* (5th Ed.). St. Louis, MO; Mosby. **A digital copy of this text is available for you using the link the Canvas

Pena-Brooks, A. & Hegde, M.N. (2014). *Assessment and Treatment of Speech Sound Disorders in Children: A Dual Level Text* (3rd Ed.). Austin, TX: ProEd.

Subscription to SimuCase (activate in Sept).

Free membership to speechpathology.com (code provided in canvas course)

Active and updated software for ExamSoft. Students should not install updates to their OS.

Subscription to the Calipso clinical software (obtained in orientation)

The instructor may supply additional readings for this course on Canvas.

Recommended Materials:

Lebby, P. C., Asbell, S. J. (2007). *The Source for Traumatic Brain Injury Children & Adolescents*. Austin, TX: ProEd.

Swigert, N. (2005). *The Source for Children's Voice Disorders*. Austin, TX: ProEd.

Course communication: I am here to help you. I will communicate with you via in-class announcements, Canvas announcements, and your HU e-mail (for small groups, individual messages). Students are responsible for the disbursement of information (including attachments) through these sources. I prefer for you to contact me via email (jtraughb@harding.edu), instead of using the comment box within an assignment. I will respond to emails within 24 hours, five days a week, Monday-Friday and, as available, on the weekends.

University Mission Statement: Harding's [mission](#) is to provide a quality education that will lead to an understanding and philosophy of life consistent with Christian ideals. This involves the following goals:

1. **Generally, the integration of faith, learning, and living** - developing the whole person through a commitment to Christ and to the Bible as the Word of God, an emphasis on lifelong intellectual growth, and the encouragement of Christian service and world

missions through a servant-leadership lifestyle.

2. **Specifically, the development of Christian scholarship** - while acknowledging dependence on God, stressing Christian commitment to intellectual excellence through a strong liberal arts foundation and effective professional preparation.
3. **The promotion of Christian ethics** - creating an atmosphere that emphasizes integrity and purity of thought and action.
4. **The development of lasting relationships** - fostering personal and social relationships through interaction among faculty, staff, and students; and stressing a lifelong commitment to marriage and the Christian family.
5. **The promotion of wellness** - emphasizing that the body is the temple of the Holy Spirit and that lifetime health habits contribute to a better quality of life.
6. **The promotion of citizenship within a global perspective** - developing a Christian understanding of and respect for other cultures through an emphasis on liberty and justice.

Department Mission Statement: Our program excels in developing highly skilled and professional graduates who are ready to impact their local and global communities by improving the lives of those they serve. Christian faculty and staff are invested in providing an unparalleled experience utilizing a comprehensive curriculum, contemporary technology, and state-of-the-art facilities to engage students in reaching their full potential, both educationally and spiritually. As a result, our students exemplify ethical leadership, critical thinking, and interprofessional collaboration to support top of the license practice.

Learning Objectives

Relationship to ASHA Standards: ASHA upholds specified standards related to academic and clinical training as well as continuing education. At the completion of the course, each student will be able to demonstrate the knowledge and skills outlined by the Council for Academic Accreditation (CAA) and the Council for Clinical Certification (CFCC) as they relate to individuals in the birth-to-five population.

Council for Academic Accreditation (CAA) Standards:

3.1.1B Professional Practice Competencies: The content and opportunities in this course require each student to demonstrate the attributes and abilities of accountability, effective communication, evidence-based practice, and professional duty.

3.1.2B Foundations of Speech-Language Pathology Practice: The program must include content and opportunities to learn so that each student can demonstrate knowledge of the discipline of human communication sciences and disorders, basic human communication and swallowing processes including the appropriate biological, neurological, acoustic, psychological, developmental, linguistic, and cultural bases, ability to integrate information pertaining to normal and abnormal human development across the life span, and the nature of communication and swallowing processes.

3.1.3B Identification and prevention of speech, language, and swallowing disorders and differences. The program must include content and opportunities to learn so that each student can demonstrate knowledge of the principles and methods of identification of communication and swallowing disorders and differences, as well as principles and methods of prevention of communication and swallowing disorders.

3.1.4B Evaluation of Speech, Language, and Swallowing Disorders and Differences. The program must include content and opportunities to learn so that each student can demonstrate knowledge and skills in assessment across the lifespan for disorders and differences associated with articulation, fluency, voice/resonance, receptive/expressive language, hearing, swallowing, cognition, social aspects of communication and augmentative and alternative communication needs.

3.1.5B Intervention to Minimize the Effects of Changes in the Speech, Language, and Swallowing Mechanisms. The program must include content and opportunities to learn so that each student can demonstrate knowledge and skills in intervention for communication and swallowing differences with individuals across the lifespan to minimize the effect of those disorders and differences on the ability to participate as fully as possible in the environment.

3.1.6B General knowledge and skills applicable to professional practice. The program must include content and opportunities to learn so that each student acquires knowledge and skills in working with individuals with communication and swallowing disorders across the lifespan and by demonstration of ethical conduct, integration and application of knowledge of the interdependence of speech, language, and hearing, engagement in contemporary and professional issues and advocacy, engagement in self-assessment over the duration of the program to improve effectiveness in the delivery of clinical services, clinical education and supervision, clinical counseling skills appropriate to the individual, family members, caregivers, and others involved in care, professionalism and professional behavior that is reflective of cultural and linguistic differences, interaction skills and interpersonal qualities including counseling and collaboration and the ability to work effectively as a member of an interprofessional team.

3.4B Diversity, Equity and Inclusion are reflected through the identification and acknowledgment of culture and language to demonstrate cultural humility, responsiveness, and competence and the impact of social determinants of health and environmental factors.

3.5B Scientific and Research Foundations of the Profession by demonstrating the ability to apply scientific bases and research literature to impact service provision.

Council for Clinical Certification (CFCC) Standards:

Standard IV-B: Demonstrate the ability to analyze, synthesize and evaluate knowledge of the basic human communication processes including biological, neurological, acoustic, psychological, developmental, linguistic, and cultural correlates and the ability to integrate information pertaining to normal and abnormal development.

Standard IV-C: Demonstrate the ability to analyze, synthesize and evaluate knowledge of communication disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, linguistic, and cultural

correlates in the areas of speech sound production, voice and resonance, receptive and expressive language, literacy, hearing, cognition, and social aspects of communication.

Standard IV-D: Demonstrate the ability to analyze, synthesize and evaluate knowledge of the principles and methods of prevention, assessment, and intervention for communication disorders

Standard IV-E: Demonstrate the ability to infuse the principles of the Code of Ethics into clinical decision-making scenarios.

Standard IV-F: Demonstrate the ability to analyze, synthesize and evaluate knowledge of the integration of research principles into evidence-based clinical practice

Standard IV-G & H: Demonstrate the ability to analyze, synthesize and evaluate knowledge of contemporary professional issues, entry level and advanced certifications as well as regulations and policies relevant to professional practice.

Standard V-A: Demonstrate oral and written communication skills which are sufficient for entry into professional practice.

Standard V-B: Demonstrate skills in evaluation and intervention of communication disorders.

University Learning Outcomes (ULOs): The content of this course contributes to the university's learning outcomes (ULOs) by exposing students to a broad range of knowledge and skills. Specifically, this course advances the student's learning by improving their ability to:

ULO2: Demonstrate effective communication (e.g., written, non-written, spoken).

ULO3: Examine issues, ideas, artifacts, and/or events in order to formulate or assess an opinion or conclusion.

ULO4: Exhibit cultural knowledge, communicative and interpersonal skills, and other-centered dispositions necessary for responsible interaction with cultures different from their own.

Course Learning Objectives (CLOs): By the end of the semester the students should demonstrate their ability to integrate the acquired knowledge into the frameworks of clinical practice in the field of communication sciences and disorders by:

1. Explaining the early intervention process, including the laws, child find process, types of service delivery, funding/reimbursement, and documentation requirements.
2. Discussing the correlation between motor development and speech/feeding.
3. Discussing the correlation between play and language.
4. Understanding and using common medical terminology (including abbreviations) common in the birth-to-five population.
5. Demonstrating the ability to educate others about the prevention and recognition of communication disorders in the birth-to-five population.
6. Discussing misconceptions of disorders common to the birth-to-five population, and potential blockades to their identification.

7. Differentiating between normal from abnormal development in language, speech, voice, and cognition.
8. Demonstrating knowledge of cognitive and communication disorders common in the birth to five population including etiologies, characteristics, and anatomical/physiological correlates of each disorder.
9. Applying the principles of assessment in the birth-to-five population by identifying the different methods of assessment and comparing the psychometric qualities of each.
10. Applying the principles of assessment in the birth to five population to accurately administer and score quantitative (normed/criterion referenced) and qualitative (speech/language samples) assessments for speech, language, voice, and cognition.
11. Analyzing and interpreting assessment findings to diagnose specific disorders of language, speech, voice, and cognition to obtain a culturally relevant differential diagnosis using case scenarios from the birth-to-five population.
12. Creating clinical documentation to report evaluation findings while adhering to the requirements of third-party payment sources.
13. Designing evidence-based treatment plans, for individuals with disordered speech, language, voice, and/or cognition by including skilled methods and techniques (ex: clinician directed, client directed, hybrid models, contrast approaches) for individuals in the birth-to-five population.
14. Designing evidence-based treatment plans for individuals with disordered speech, language, voice, and/or cognition in the birth-to-five population, including functional goals and measurable objectives.
15. Creating clinical documentation for speech and/or language therapy sessions to describe skilled intervention while adhering to the rules/regulations of third-party payment sources.
16. Educating and training family, and relevant others, to implement intervention strategies within the child's daily events using the coaching model.
17. Describing the SLPs role on the interdisciplinary team and utilizing the SLPs scope of practice and skills to manage the care of individuals receiving services to optimize interprofessional, team-based collaborative practice.
18. Exhibiting cultural knowledge, communicative and interpersonal skills, and other-centered dispositions for professional interactions with clients and relevant others during the assessment and intervention process.
19. Discussing practice-based scenarios and demonstrating practices that adhere to the Code of Ethics.
20. Designing developmentally appropriate and culturally relevant literacy activities to promote language enrichment/intervention.

Remediation: If a student is not achieving course learning objectives, not demonstrating essential skills, professional practice competencies, or meeting the ASHA standards as determined by the course instructor the student will be notified. The student, instructor, clinical educator, and/or clinical director (as appropriate) will meet to develop a written individualized remediation plan that supports student progress toward achieving the needed outcomes. The remediation plan will include identified weaknesses supported by evidence (ie, exam results, presentation, clinical performance, quiz grades, etc.). In addition, the remediation plan will include specific tasks, outcomes, and a timeline for completion.

The written plan will be shared with the student's graduate advisor and department chair. A copy of the plan will be placed in the student's Calipso account. If the remediation activities extend beyond the semester, the student will receive an "I" for the course and the course will be marked as "in remediation" on their KASA. Upon successful completion of the remediation plan the instructor, student, and advisor will sign the form acknowledging the completion of the remediation plan and then digitally file the form in the student's KASA in Calipso. The course and associated learning objectives can then be marked as complete. The student will repeat the course of if the remediation of skills is not completed successfully.

Grading and Assignment Details

Course Grading: The instructor will assess the knowledge, skills, and proficiency of each student for the purpose of assigning a letter grade at the completion of the course and to assist students in monitoring their progress in towards the course competencies. To improve student performance, the instructor will provide feedback on each assignment. Feedback may be in the form of graded assignments, written/verbal comments from the instructor, or comments from other students in the class. The instructor will provide the total value and the due date of each assignment in canvas and will determine grades based on a weighted scale.

<u>Weighted Categories</u>	<u>Percent of Final Grade</u>
Assignments	40%
Quizzes	10%
Exams*	50%

* Because students earn a portion of the course grade through participation in discussion boards, class led assignments, and group projects, students must earn an exam average of 70% on the exams and course objectives to document proficiency and earn credit for this course, regardless of competencies completed through remediation activities. A student who does not earn an average of 70% across all course exams and course objectives will earn a grade of an F (regardless of the total points accumulated) and the student will re-take the course to further their skills.

The final grade for the course will be determined by the percentage of points achieved out of the total points possible for the semester. The following scale will be used: A=90-100%, B=80-89%, C=70-79%, D=60-69%, F=0-59%

Course Organization: This schedule is a tentative outline of the semester and is subject to change at the discretion of the instructor. The instructor will alter due dates based on the progression of topics covered.

Date	Topic/Activity	Homework
Module 1 Week 1 & 2: Aug 22	Syllabus & Introduction— Meet your Masters, Child Dev & Activity, Acronyms	Modules 1-4; Academic Integrity, Bookmark textbooks, Sign up for Speechpathology.com, Acronyms in EI

Aug 24	Chap. 17 Quiz, Laws & Leg. in E.I. Service Delivery in Early Intervention, ICF, What's your lens of development?	(in Examsoft). Read Hudson chap 17 (prep for quiz) Form Literacy Kit Groups, Read Paul et al. 1-24, DB
Aug 29	Chapter 1: Models of Child Language Disorders	Read Paul 25-62 (prep for quiz), SP.com #10257 (tests part 1)
Aug 31	Chap. 2 quiz; Chapter 2: Evaluation & Assessment	SP.com #10258 (tests part 2)
Module 2 Weeks 3 & 4: Sept 5	Chapter 2: Evaluation & Assessment	Read Paul 63-82, SimuCase--W
Sept. 7	Chapter 3: Principles of Intervention; Debrief	Read Paul 83-101
Sept 12	Chapter 3: Principles of Intervention	Prepare for EXAM.
Sept 14	EXAM over EI, Chapters 1-3	shopping for literacy kit books: Read Paul 181-185 (stop at NICU), 188 (start at hearing)-193 (stop at feeding), 194 (start at vocal)-196 (stop at feeding), 197 (start at vocal) -207 (stop at feeding), 208 (start at hearing)-216 (prep for quiz)
Module 3 Week 5: Sept 19	Quiz: Chapter 6: Assessment & Intervention with Prelinguistic Period	SP.com #9386, #9449 (Play part 1 & 2)
Sept 21	Chapter 6: Assessment & Intervention with Prelinguistic Period	Read Paul 232-283
Module 4 Week 6: Sept 26	Clinic Class Project Chapter 7: Assessment & Intervention for Emerging Language	Scavenger Hunt SP.com #9468, #9482(Play part 3 & 4)

Sept 28	Chapter 7: Assessment & Intervention for Emerging Language—Language analysis	Read Paul 289-335 (prepare for quiz)
Module 5 Week 7 & 8:		
Oct 3	Quiz--Chapter 8: Assessment of Developing Language	Read Paul 351-384 (prepare for quiz) ; Language Sample
Oct 5	Quiz--Chapter 9: Intervention for Developing Language	SimuCase-C or KL
Oct 10	Project	Prepare for exam EI & Chapters 1, 2, 3, 6, 7, 8, 9. BRING COMPUTER & CHARGER.
Oct 12	Mid-Term Exam	Schedule exam review; Read Pena 1-18, 19-50 (as needed), prepare for quiz
Module 6 Weeks 9 & 10:		
Oct 17	Quiz chapter 1 and 2 Chapter 1: Speech Sound Disorders in All of their Names Chapter 2: Anatomy & Physiology of Speech Production Diagram the sounds	Read Pena 61-105
Oct 19	Quiz chapter 3 Chapter 3: Phonetics, Phonology & Speech Sound Disorders	SimuCase-H, Pena 137-190, OMD Review
Oct 24	Chapter 4: Typical Learning of Speech Sounds, Norms, Patterns & Theories	Article Summary; Prepare for exam
Oct 26	PECS TRAINING—No Class	
Module 7 Weeks 11 & 12:	Homecoming Week	
Oct 31	EXAM Chapter 1-4	Read Pena 261-330, prepare for quiz
Nov 2	Chapter 6: Assessment & Differential DX of Speech Sound Disorders; puzzle	Instrument Review, case study/article review? OMD?

Nov 7	Chapter 6: Assessment & Differential DX of Speech Sound Disorders	Read Pena 333-388
Nov 9	Quiz chapter 7 Chapter 7: A Comprehensive and Evidenced Based Treatment Program for Speech Sound Disorders	presentation
Module 9 Week 13: Nov 14	ASHA Convention Nov 15-18 Chapter 7: A Comprehensive and Evidenced Based Treatment Program for Speech Sound Disorders	Study for Exam---Bring Computer & Charger
Nov 16	EXAM (Speech 5-7)	assigned reading
Week 14: Nov 21& 23	Thanksgiving Break—No classes	
Module 10 Week 15: Nov 28	Assessment of voice/resonance Treatment of voice/resonance	SpeechPathology.Com Course SimuCase ?
Nov 30		
Module 11 Week 16: Dec 5	Dead Week Assessment of TBI	
Dec 7	Intervention of TBI	Prepare for final
Module 12 Week 17: Dec 14	Final Exam—8:00-10:00 (plus accommodations, if needed)	

Late Work Policy: To demonstrate the desired dispositions of the profession, the instructor requires that students submit work on time. All homework assignments are due at the beginning of class on the expected due date, regardless of attendance. The instructor considers assignments as late if submitted after the time/date noted in canvas. The instructor does not accept late work.

Course Requirements: To promote success in the course and in professional practice, the instructor expects the students to acquire the knowledge and skills outlined in the module and course objectives. If a student demonstrates an area of deficit on an assessment (assignment, quiz, or exam), the instructor will require the student to remediate their learning. Regardless of total points earned in the course, students are required to successfully complete all remediation projects and achieve an exam average of 70% or greater to successfully pass the course.

Professional Conduct: The nature and depth of academic study at the collegiate level requires an internal motivation to engage with the course material and expand one's learning. Therefore, each student's participation is critical for the true exchange and application of thoughts and ideas. To maximize the learning opportunities for all students, it is imperative that students demonstrate independent learning, ethical work habits, and professionalism. To uphold these dispositions, students are to demonstrate respect for intellectual property, HUs Academic Integrity Policies, and HIPAA.

- The material presented in class is the intellectual property of the instructor or the work of those cited. As such, students may not record, share, or distribute the information in any form to individuals who are not enrolled in the course.
- To uphold academic integrity, students are to complete their own work. As such, the instructor will consider the use of any external information, including another digital device, during an unauthorized assignment, quiz, or exam as cheating. Students who violate this expectation will receive a grade of "zero" points and the consequences outlined in the department/university handbooks.
- To uphold confidentiality of personal information, students must adhere the HIPAA and HUSC policies for clinical observations, clinical information, and use of dx/tx materials (see HUSC handbook posted online).

Attendance & Participation: To promote success in the course, the instructor expects students to demonstrate consistent and punctual attendance as well as active participation in the course discussions and activities.

- The instructor expects students to attend face-to-face class meetings. With approval, synchronous attendance (using google meet) is available. When needed, the instructor may arrange asynchronous classes using ECHO 360.
- For synchronous online lectures, the instructor will take attendance based on your log in and participation. **Students must have their video camera ON and their microphones muted (unless speaking) for the duration of the class period.** To accommodate remote learning when synchronous meetings are not available, the instructor will record class lectures/activities, if possible. The instructor assumes that students enrolled in the class have consented to these recordings.
- For asynchronous lectures, the instructor will take attendance via the course analytics in ECHO 360.
- The instructor allows students **one unexcused absence** during the semester.
- For each additional unexcused absence (2+), the student will receive a 15-point deduction from their current grade.
- If a student exceeds three unexcused absences, the instructor may drop the student from the class with a grade of "F."
- The instructor will excuse absences with documentation from the Provost's Office, Student Health Services, or a physician. If students communicate prior to an absence, the instructor may excuse the absence. Students who experience an emergent situation, may receive an excused absence by speaking with the instructor as soon as possible, or upon return.
- In the case of illness, students should communicate with the instructor via email. Illnesses

necessitating an absence two or more consecutive class sessions will require physician/provider documentation.

- Students that do not provide the documentation (as defined by the instructor) for an excused absence will have an unexcused absence recorded.
- Students who miss class (excused or unexcused) are responsible for the content presented and/or assigned. In-class activities such as observations, labs, group activities, quizzes, or activities affiliated with guest speakers may not be made up regardless of the reason/cause of the absence.
- Students who miss an exam must notify the instructor prior to the exam and provide documentation of an excused absence to make up the exam on a mutually agreed upon date. Make-up exams will be of point equal value and will assess similar content, but may be in a different format. Students that miss an exam with an unexcused absence will receive a zero.
- Engage in active participation in face to face and synchronous class activities. Students are to demonstrate active listening skills, critical questioning to extend a thought/topic, respectful debate, and the ability to respect other's opinions. Off-task behaviors during class (texting, surfing, talking, sleeping etc.) will result in an unexcused absence. **To maximize discussion, students must read the material (textbook and slides) and complete homework activities before class begins.**

Submitting Assignments: The instructor expects students to submit all assignments in canvas. For text documents, students should use Microsoft word or submit assignments as a .pdf. For video assignments, students should attempt to load them to canvas, but google drive link is appropriate for larger files.

Writing Requirements: Students should submit professional work. All written work should be reasonably correct in mechanics (ex: spelling, grammar, punctuation) with appropriate formatting and citations, if needed. Students may use the HU writing center for assistance in editing their work.

As the accepted writing style of business, psychology, education, and social science programs across the globe, the American Psychological Association publication format (otherwise known as APA Style) is the required writing style for this course. Learning to conduct scholarly research is a natural part of academic work and will help you succeed at Harding University. This course requires you to find and access professional research. Students may also use the HU Health Science librarian to gain assistance with the American Psychological Association publication format (APA) and research fundamentals.

Remember, not all publications are research based. If a source is questionable, e.g., Wikipedia, other wikis, ask.com, answers.yahoo.com, etc., please contact your professor for clarity and permission before using a source that falls outside the scope of traditional academic standards. It is also important that you show how these references assisted your academic work; so make sure you reference your sources in every assignment you submit, no matter how mundane the assignment may be. Failure to properly and completely cite your sources may constitute plagiarism or cheating, as delineated in the Academic Code of Conduct. Bottom line, remember these two simple rules: 1) give credit where credit is due, and 2) if it isn't your words, ideas or

thoughts, it is someone else's and needs to be cited.

- [APA Resources](#)
- [Purdue Online Writing Lab](#)

The Harding University Writing Center is also available to provide help with planning, writing, organizing, or revising an essay as well as with using MLA, Chicago, or APA formats. You can schedule an appointment with the Writing Center at harding.mywconline.com or ask questions via email at HardingUniversityWritingCenter@gmail.com.

Technology Details

Technology requirements: The instructor will expect students to:

- Maintain a reliable Internet connection to support online learning. Students must have consistent access to broadband connectivity.
- Have consistent access to an appropriate digital device to interact with the course content.
 - By using a laptop or desktop as the Canvas interface was optimized for desktop displays. Canvas performs best when using the Chrome browser.
 - By using a laptop that supports the ExamSoft platform.
- Use laptops/tablets/phones for the purpose of note taking only (proof may be required). The use of cell phones or other audio/video equipment during class is prohibited without permission from the instructor. The instructor reserves the right to mark a student absent if he/she is using a cell phone or a computer/tablet for anything other than indicated above. The instructor considers any use of electronics during a graded assessment as cheating and a zero will be entered for the assignment. All of the information presented in class, regardless of the medium used, is considered the intellectual property of the instructor and may not be downloaded, stored, shared, or copied in any other format.

Course Navigation: This course will use the Canvas Learning Management System (LMS) to communicate with students, organize and disseminate course content, and to grade assignments. The course content into modules. Each of the modules have associated learning outcomes that align with the course objectives and the ASHA standards. To achieve maximum benefit from the course organization, students should navigate the canvas course using the modules tab. For this class, a week starts on Monday at 12 a.m. CST and ends at 11:59 p.m. CST on Sunday night.

Learning Management System: Canvas is the Learning Management System (LMS) used in this course. Students are encouraged to turn on their notifications for this application and to link it with their digital calendar. With appropriate settings, canvas sends an email confirmation to your Harding University email once an assignment is graded or an announcement is posted. Canvas can be accessed using [Harding's Canvas Login](#). For additional information relating to Canvas, including tutorials, and supported web browsers, please visit [Harding's IST Canvas page](#) or [Instructure Canvas Help Center](#).

Click here for [Instructure Canvas Accessibility](#) and [Privacy Policies](#).

Course Navigation: This instructor will use the Canvas Learning Management System (LMS) to communicate with students, organize and disseminate course content, grade assignments, and conduct assessments. When applicable, the instructor combines all sections of this course into one Canvas course, with the content being divided into weekly modules. Each of the modules has associated learning outcomes that align with the course objectives and the ASHA standards. To achieve maximum benefit from the course organization, students should navigate the canvas course using the modules tab. For this class, a week starts on Monday at 12 a.m. CST and ends at 11:59 p.m. CST on Sunday night.

Policies and Procedures

Drop and Add Dates: The official start date is August 21, 2023 and the last day to add this class is August 25, 2023. The course will end on December 15, 2023 and the last day to drop is November 29, 2023. Please refer to the University's [policy regarding drop/add](#) if you have specific questions.

University Assessment: Harding University, since its charter in 1924, has been strongly committed to providing the best resources and environment for the teaching-learning process. The board, administration, faculty, and staff are wholeheartedly committed to full compliance with all Criteria of Accreditation of the Higher Learning Commission as well as standards of many discipline-specific specialty accrediting agencies. The university values continuous, rigorous assessment at every level for its potential to improve student learning and achievement and for its centrality in fulfilling the stated mission of Harding. Thus, a comprehensive assessment program has been developed that includes both the academic units and the administrative and educational support units. Course-specific student learning outcomes contribute to student achievement of program-specific learning outcomes that support student achievement of holistic university learning outcomes. All academic units design annual assessment plans centered on measuring student achievement of program learning outcomes used to sequentially improve teaching and learning processes. Additionally, a holistic assessment of student achievement of university learning outcomes is coordinated by the university Director of Assessment and Testing used to spur continuous improvement of teaching and learning.

Students with Disabilities Accommodations: It is the policy for Harding University to accommodate students with 6/21/2023 disabilities, pursuant to federal and state law. Therefore, any student with a documented disability condition (e.g. physical, learning, or psychological) who needs to arrange reasonable accommodations, must contact the instructor and the Office of Disability Services and Educational Access at the beginning of each semester. If the diagnosis of the disability occurs during the academic year, the student must self-identify with the Director of Disability Services and Educational Access as soon as possible in order to put academic accommodations in place for the remainder of the semester. The Office of Disability Services and Educational Access is located in Room 239 in the Student Center on the Harding University Searcy campus. Since some graduate courses are taught at different sites and students will not have access to the Office of Disability Services and Educational Access located on the Searcy campus, the student must self-identify with the instructor of the course and submit documentation by fax (501-279-5702) or mail (915 E. Market Ave., Box 12268, Searcy, AR

72149-5615) to the Office of Disability Services and Educational Access on the Searcy campus. The necessary forms are available at <https://www.harding.edu/student-life/disabilityservices>. Upon receiving the appropriate documentation approved by ADA guidelines, academic accommodations may be set up by the instructor via a telephone conference with the Director of Disability Services and Educational Access. If you have questions, please contact the Office of Disability Services and Educational Access at DisabilityServices@harding.edu or (501) 279-4019.

Code of Academic Conduct: Students of Harding University are expected to be honorable and to observe standards of academic conduct appropriate to a community of Christian scholars. Harding University expects from its students a higher standard of conduct than the minimum required to avoid discipline. 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. Please visit the appropriate Harding University Student Handbook (undergraduate or graduate/professional) for further details.

Academic Integrity Policy: Honesty and integrity are characteristics that should describe each one of us as servants of Jesus Christ. As your instructor, I pledge that I will strive for honesty and integrity in how I handle the content of this course and in how I interact with each of you. I ask that you join me in pledging to do the same. Academic dishonesty will result in penalties up to and including dismissal from the class with a failing grade and will be reported to the Director of Academic Affairs. All instances of dishonesty will be handled according to the procedures delineated in the Harding University catalog.

Referencing Information: As the accepted writing style of business, psychology, education, and social science programs across the globe, the American Psychological Association publication format (otherwise known as APA Style) is the required writing style for this course. Learning to conduct scholarly research is a natural part of academic work, and will help you succeed at Harding University. Conducting scholarly, professional and industry research is required for this course.

If a source is questionable, e.g., Wikipedia, other wikis, ask.com, answers.yahoo.com, etc., please contact your professor for clarity and permission before using a source that falls outside the scope of traditional academic standards. It is also important that you show how these references assisted your academic work; so make sure you reference your sources in every assignment you submit, no matter how mundane the assignment may be. Failure to properly and completely cite your sources may constitute plagiarism or cheating, as delineated in the Academic Code of Conduct. Bottom line, remember these two simple rules: 1) give credit where credit is due, and 2) if it isn't your words, ideas or thoughts, it is someone else's and needs to be

cited.

- [APA Resources](#)
- [Purdue Online Writing Lab](#)

The Harding University Writing Center is also available to provide help with planning, writing, organizing, or revising an essay as well as with using MLA, Chicago, or APA formats. You can schedule an appointment with the Writing Center at harding.mywconline.com or ask questions via email at HardingUniversityWritingCenter@gmail.com.

Student Declaration: Submitting an electronic document at Harding University constitutes an agreement with the following declaration:

- I affirm that the work submitted is of my own accord, is original, and contains the necessary and appropriate citations, where the work is of another source.
- I affirm that this assignment has not previously been submitted in any form.
- When submitting assignments to Turnitin, I acknowledge and adhere to its disclaimer Statements.
- To uphold Harding University's Academic Integrity Covenant

Academic Grievance Policy: If a student believes that he or she has reason to question the decision of a faculty member with regard to the final grade received in a course or the denial of academic progression, a procedure has been established to resolve the grievance.

The student must initiate the written Academic Grievance Appeal within five business days after notification of the final grade in Pipeline or notification of denial of academic progression. In cases of both course grade and academic progression appeals, students are encouraged to first engage the involved faculty member in a good faith discussion (in person or via telephone or email) as the first step in resolving any concerns. If resolution is not achieved, a student may submit a written academic grievance by following [the policy set forth in the Harding University catalog](#). All students should be familiar with this policy.

Time Management Expectations: For every course credit hour, the typical student should expect to spend at least three clock hours per week of concentrated attention on course-related work, including but not limited to time attending class, as well as out-of-class time spent reading, problem solving, reviewing, organizing notes, preparing for upcoming quizzes/exams, developing and completing projects, and other activities that enhance learning. For this five-hour course, a student should expect to spend 225 hours (fifteen hours per week) over the semester to successfully meet the course objectives. This course adheres to the university guidelines regarding workload requirements per credit hour.

Dress Code: 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 a professional dress code for all outside activities (professional events/conferences) and the Harding University Speech Clinic for clinical activities and observations. During class, students are expected to adhere to the dress code policies established within the HU student handbook. A

student may be asked to leave class or other activities if they are not in keeping with these expectations.

Course Academic Conduct: All acts of dishonesty in any academic work constitute academic misconduct. As a student of Harding University, you should avoid all cases that will be construed as 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.
2. *Plagiarism:* Representing the words, ideas, or data of another as your own in any academic exercise.
3. *Fabrication:* Falsification or unauthorized invention of any information or citation in an academic exercise.
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 practicum, internship, field experience, or any similar academic experience:* Conduct unbecoming a professional includes, but is not limited to, standards of conduct stated in any Harding University student handbooks as well as standards and codes of conduct associated with professional organizations related to the student's academic discipline.
6. *Respect:* Students are expected to respect other classmates' opinions and ideas at all times. Since online students cannot see body language and other nonverbal cues, it is essential to word comments carefully and to refrain from such things as sarcasm, which can be taken negatively in the online world. Read posts for content and then read posts for context. If the message can be taken negatively in any way, the suggestion is to re-word the post until you are sure that it will not be taken defensively. Another key issue is to refrain from certain discussions that evoke strong reaction. This may include such things as:
 - Stereotypes of any nature, whether it be profession or class of people
 - Politics, no matter your personal leanings, respect should be shown in differences of opinions and ideas

Canvas, ExamSoft, or Internet Outage Policy: As a learner, students are expected to manage technical difficulties such as power outages, connection problems, and other technical issues, or seek assistance when challenges arise. Technology will sometimes fail. For this reason, it is advisable to complete your assigned work prior to the due date.

Instructor: If your instructor experiences a power outage, Internet service outage, LMS (Canvas) or ExamSoft difficulties, or other technical issues that significantly affect the timing of distributing online assignments, grading assignments, or significantly interfere with communicating with students, adjustments to due dates will be made.

Student: If you experience a power outage, Internet service outage, LMS (Canvas) or ExamSoft difficulties, you are to troubleshoot the issue using the resources of the student help desk and the ExamSoft hotline. If you are unable to solve the issue, contact your instructor; however, you may be held responsible for completing your assigned work in a timely manner. Harding University is not responsible for the student's access to a working computer or reliable Internet service. Internet outages or having computer issues is not an excuse for late work. A

backup plan for reliable Internet service and working computers is prudent.

Testing Issues: If you experience issues with an Internet connection, power outage, computer, or LMS (Canvas)/ExamSoft and are unable to complete or submit a test, do not panic. Your first step is to contact me as your instructor and I will provide you with instructions on how to proceed. You may also report a problem to the E-learning help desk (501-279-5201) or the ExamSoft support at support@examsoft.com or (954) 429-8889. Response time is dependent on the time of day. The E-learning help desk is manned Monday through Friday from 8:00 am – 5:00 pm. ExamSoft offers 24/7 support.

Inclement Weather: If inclement weather prohibits your participation in any element of this course, prompt communication with me is expected. Your personal safety is my primary concern. We will handle any instances that arise on a case-by-case basis.

Academic Support Services: Harding offers a wide variety of academic support services. While this list is not all-inclusive, the following links may be useful to students (some services may not be applicable for graduate or professional students):

- [Library](#)
- [Testing](#)
- [Tutoring](#)
- [Writing Center](#)

Student Support Services: Harding offers a wide variety of student support services. While this list is not all-inclusive, the following links may be useful to students (some services may not be applicable for graduate or professional students):

- [Advising](#)
- [Counseling](#)
- [Registration](#)
- [Student Life](#)
- [Financial Aid](#)
- [Career Services](#)

Changes to Syllabus Notice: The instructor reserves the right to modify and update any part of the syllabus where necessary. You can expect that these changes will be for your perceived benefit and will be communicated in Canvas. It is your responsibility to stay up to date with any changes communicated by the professor.

Interprofessional Education: The CSD program is a strong advocate for interprofessional education. To promote learning in this area, the department offers events throughout the semester. Information on IPE requirements and opportunities will be offered soon.

Personal Mission Statement: It is my goal to introduce you to the joys of CSD and inspire you to obtain the tools to integrate faith and learning in your daily life as a student and in the professional career that you have selected. It is my prayer that through class discussions and assignments you will learn to strengthen your knowledge and skills in order to incorporate Christian values into the profession. The profession of speech-language pathology requires a sincere interest in helping people become effective communicators. In addition to academic coursework and clinical experience, qualities such as unyielding personal ethics, sensitivity,

patience, resourcefulness, tact, and perseverance are essential components of a skilled therapist. I hope that you will discover these qualities within yourself, and that someday you will be able to improve them in each of your clients. As we journey through this semester, I pray that you will join with me to ***“clothe yourselves with compassion, kindness, humility, gentleness, and patience. Bear with each other and forgive whatever grievances you may have against one another. Forgive as the Lord forgave you. And over all these virtues, put on love, which binds them all together in perfect unity. And whatever you do, whether in word or deed, do it all in the name of the Lord Jesus, giving thanks to God the Father through him.***

Colossians 3:12-14; 17