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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 Bachelor of Arts degrees 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 program 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 state, national, and international graduate programs.

The master's degree (M.S.) program in speech-language pathology at Harding University is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association, 2200 Research Boulevard #310, Rockville, Maryland 20850, 800-498-2071 or 301-296-5700.

Standards for Accreditation of Graduate Education Programs in Audiology and Speech-Language Pathology *(Approved February 2016 | Effective August 1, 2017)*

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 or speech-language pathology. The CAA and its predecessors were established by ASHA, which authorized the CAA to function autonomously in setting and implementing standards and awarding accreditation. The CAA is recognized by the Council for Higher Education Accreditation (CHEA) and by the U.S. Secretary of Education as the accrediting body for the accreditation and pre-accreditation (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. To maintain recognition by the U.S. Secretary of Education and the CHEA, the CAA continues to meet the Department of Education (ED) Criteria for Recognition and the CHEA Recognition Standards, provides periodic reports on its success in meeting those standards, and undergoes periodic reviews to demonstrate continued compliance. The CAA operates within a set of core values that are used to guide decisions to ensure excellence in graduate education. Because the CAA has been entrusted to act on behalf of the professions of audiology and speech-language pathology, the Council’s actions and decisions must be credible and trustworthy. Members of the CAA, in conducting the business of accreditation of academic programs, act with:

- honesty and integrity,
- accountability,
- fairness and validity,
- clarity and consistency,
- recognition of the role of creativity and innovation in meeting the established accreditation standards.

The Council is committed to using a peer-review process that is facilitative and transparent and supports programs in delivering a high quality educational experience. Graduates of CAA-accredited programs enter the workforce prepared to meet the expectations of the public and the professions and to achieve the credentials required to practice. The CAA is responsible for evaluating the adequacy of an applicant program’s efforts to satisfy each standard. Compliance with all standards indicates that the program meets the expectations of the CAA for accreditation, regardless of mode of delivery, including distance education. The CAA programs to ensure that there is equivalence across all modes of delivery, that students enrolled in distance education or other modes of education delivery are held to the same standards as students in residential programs, and that students enrolled in all modes of education are afforded equal access to all aspects of the education program, including courses, clinical practicum opportunities, supervision, advising, student support services, and program resources.

Accreditation by the CAA indicates that a program is committed to excellence and ongoing quality improvement so that students and the public are assured that graduates are prepared to meet the challenges they will face when entering the workforce.

**Preamble**

The CAA recognizes that programs are responding to a range of pressures from within their institutions (e.g., to increase enrollment) and outside the institutions (e.g., to provide more employment-ready, highly educated professionals to fill the vast need for practitioners). Not only is there a demand for more professionals, but—in the changing health care and educational arenas—these new professionals are expected to be able to function in complex, interdisciplinary, and collaborative models of service delivery. They also must be prepared to meet the need to provide efficacious service based on a strong base of evidence to all individuals who seek the services of audiologists and speech-language pathologists. Further, they must have at least introductory preparation to provide clinical education to future professionals.
The Council recognizes the diversity of models of educational delivery, institutions providing these programs, and missions of the education programs. At the same time, the CAA is committed to excellence in educational preparation, while assuring the public that graduates of accredited programs possess a core set of knowledge and skills necessary to qualify for state and national credentials for independent professional practice. Further, the CAA acknowledges that there are distinct sets of knowledge and skills and methods of service delivery required of individuals who will become audiologists or speech-language pathologists and, thus, has different expectations with regard to the curricular elements of the programs that educate future audiologists and speech-language pathologists.

Understanding the impact of these many challenges, the CAA designed the accreditation standards to ensure the provision of high quality educational experiences. These standards are not prescriptive because the CAA values the variety of ways that high quality education can be achieved. The standards and each program’s implementation of them should allow for consistency in the quality of graduates from the accredited programs. At the same time, each program should be innovative, flexible, and creative in meeting the standards, in congruence with its individual mission and goals.

To that end, the accreditation standards have been written to address six essential components. The standards are designed to ensure that, when programs are in full compliance, their graduate students are prepared to function in the complex and ever-changing service provision (or delivery) arenas. The components are:

- **Standard 1.0:** Administrative structure and governance
- **Standard 2.0:** Faculty
- **Standard 3.0A:** Curriculum (academic and clinical education) for audiology programs
- **Standard 3.0B:** Curriculum (academic and clinical education) for speech-language pathology programs
- **Standard 4.0:** Students
- **Standard 5.0:** Assessment
- **Standard 6.0:** Program resources

Standards for accreditation appear in bold. Following each standard, the Requirement for Review provides interpretations or explanations of the standard.

**Standard 1.0 Administrative Structure and Governance**

1.1 The sponsoring institution of higher education holds current regional accreditation.

*Requirement for Review:*
- The institution of higher education within which the audiology and/or speech-language pathology program is housed must hold regional accreditation from one of the following regional accrediting bodies:
  - Middle States Commission on Higher Education;
  - New England Association of Schools and Colleges, Commission on Institutions of Higher Education;
  - North Central Association of Colleges and Schools, The Higher Learning Commission;
  - Northwest Commission on Colleges and Universities;
  - Southern Association of Colleges and Schools, Commission on Colleges;
  - Western Association of Schools and Colleges, Accrediting Commission for Senior Colleges and Universities.

1.2 The sponsoring institution of higher education must be authorized to provide the program of study in audiology and/or speech-language pathology.
Requirement for Review:
• The sponsoring institution of higher education must be authorized under applicable laws or other acceptable authority to provide the program of post-secondary education.
• The sponsoring institution of higher education must have appropriate graduate degree-granting authority.

1.3 The program has a mission and goals that are consistent with preparation of students for professional practice.

Requirement for Review:
• The mission statement and the goals of the program (including religious mission, if relevant) must be presented.
• The program must describe how the mission statement and program goals are used to guide decision making to prepare students for entry level into professional practice in audiology or speech-language pathology.

1.4 The program faculty must regularly evaluate the congruence of program and institutional missions and the extent to which the goals are achieved.

Requirement for Review:
• The program monitors its mission and goals to ensure that they remain congruent with those of the institution.
• The program periodically reviews and revises its mission and goals.
• The program systematically evaluates its progress toward fulfillment of its mission and goals.

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

Requirement for Review:
• The plan must be congruent with the mission and goals of the program and the sponsoring institution, have the support of the administration, and reflect the role of the program within its community.
• The plan identifies long-term goals, specific measurable objectives, strategies for attainment of the goals and objectives, and a schedule for analysis of the plan.
• The plan must include a mechanism for regular evaluation of the plan itself and of progress in meeting the plan’s objectives.
• An executive summary of the strategic plan or the strategic plan must be shared with faculty, students, staff, alumni, and other interested parties.

1.6 The program’s faculty has authority and responsibility for the program.

Requirement for Review:
• The institution’s administrative structure demonstrates that the program’s faculty is recognized as the body that can initiate, implement, and evaluate decisions affecting all aspects of the professional education program, including the curriculum.
• The program faculty has reasonable access to higher levels of administration.

1.7 The individual responsible for the program 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.

Requirement for Review:
• The individual designated as program director holds a graduate degree with a major emphasis in speech-language pathology, in audiology, or in speech, language, and hearing science.
• The individual designated as program director holds a full-time appointment in the institution.

1.8 The institution and program must comply with all applicable laws, regulations, and executive orders prohibiting discrimination towards students, faculty, staff, and persons served in the program’s clinics. This includes prohibitions on discrimination based on race, color, religion, sex, national or ethnic origin, disability, age, sexual orientation, genetic information, citizenship, or status as a covered veteran.

Requirement for Review:
• The institution must comply with all applicable federal, state, and local laws prohibiting discrimination, including laws that cover harassment on the basis of race, color, religion, gender, national or ethnic origin, disability, age, sexual orientation, genetic information, citizenship, and status as a covered veteran.
• The program must adhere to its institutional policies and procedures—including nonharassment policies, internal complaint procedures, and appropriate educational programs—to ensure that the program complies with all applicable nondiscrimination statutes and that all staff and faculty are made aware of the policies and the conduct they prohibit.
• The program must maintain, as relevant, a record of internal and external complaints, charges, and litigation alleging violations of such policies and procedures and ensure that appropriate action has been taken.

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

Requirement for Review:
• Websites, catalogs, advertisements, and other publications/electronic media must be accurate regarding the program’s accreditation status. The program must indicate the program’s CAA accreditation status in accordance with the language specified in the Public Notice of Accreditation Status in the CAA Accreditation Handbook, as required under federal regulations.
• Websites, catalogs, advertisements, and other publications/electronic media must be accurate regarding standards and policies regarding recruiting and admission practices, academic offerings, matriculation expectations, academic calendars, grading policies and requirements, and fees and other charges.
• The program must make student outcome measures available to the general public by posting the results on the program’s website via a clearly visible and readily accessible link.
• The program must make public the number of expected terms for program completion for full-time and part-time students.
• At a minimum, the following results of student outcome measures for the most recently completed 3 academic years must be provided:
  ◊ number and percentage of students completing the program within the program’s published time frame for each of the 3 most recently completed academic years,
  ◊ number and percentage of program test-takers who pass the Praxis® Subject Assessment examination for each of the 3 most recently completed academic years (programs need report only the results once for test-takers who take the test more than one time in the reporting period),
  ◊ number and percentage of program graduates employed in the profession or pursuing further education in the profession within 1 year of graduation for each of the 3 most recently completed academic years.
• Student outcome measures must be labeled “Student Achievement Data” or “Student Outcome Data.”
  ◊ If both the audiology and the speech-language programs are accredited, separate data tables must be provided for each program.
  ◊ If the program has a distance education component or a satellite campus, the student outcome data must be presented for each modality.
If the program admits more than one cohort per year, the student outcome measures must be reported for each cohort separately.

Standard 2.0 Faculty

2.1 The number and composition of the full-time program faculty (academic doctoral, clinical doctoral, other) are sufficient to deliver a program of study that:
   2.1.1 allows students to acquire the knowledge and skills required in Standard 3,
   2.1.2 allows students to acquire the scientific and research fundamentals of the discipline,
   2.1.3 allows students to meet the program’s established goals and objectives,
   2.1.4 meets the expectations set forth in the program’s mission and goals,
   2.1.5 is offered on a regular basis so that it will allow the students to complete the program within the published time frame.

Requirement for Review:
• The program must document
  ◊ the number of individuals in and composition of the group that delivers the program of study;
  ◊ the distribution of faculty in terms of the number of full-time and part-time individuals who hold academic doctoral degrees, clinical doctoral degrees, and master’s degrees;
  ◊ how the faculty composition is sufficient to allow students to acquire the knowledge and skills required in Standard 3;
  ◊ how the faculty composition is sufficient to allow students to acquire the scientific and research fundamentals of the profession;
  ◊ how the faculty composition is sufficient to allow students to meet the program’s established learning goals and objectives;
  ◊ how the faculty composition is sufficient to allow students to meet the expectations set forth in the program’s mission and goals;
  ◊ how the faculty composition ensures that the elements (classes and clinical practica) of the program are offered on a regular basis so that students can complete the program within the published time frame.

2.2 The number, composition, and workload of the full-time program faculty are sufficient to allow faculty to meet expectations with regard to teaching, research, and service of the sponsoring institution.

Requirement for Review:
• The program must demonstrate that all faculty who have responsibility in the graduate program and have obligations to provide teaching, research, and service as part of their workload
  o are accessible to students,
  o have sufficient time for scholarly and creative activities,
  o have sufficient time to advise students,
  o have sufficient time to participate in faculty governance,
  o have sufficient time to participate in other activities that are consistent with the expectations of the sponsoring institution.
• The program must demonstrate that all faculty who have responsibility in the graduate program and have obligations to provide clinical education and service as part of their workload
  o are accessible to students,
  o have sufficient time for scholarly and creative activities,
  o have sufficient time to advise students,
  o have sufficient time to participate in faculty governance,
  o have sufficient time to participate in other activities that are consistent with the expectations of the sponsoring institution.
• The program must demonstrate that faculty who are tenure eligible have the opportunity to meet the criteria for tenure of the sponsoring institution.
• The program must demonstrate that faculty who are eligible for promotion have the opportunity to meet the criteria for promotion of the sponsoring institution.
• The program must demonstrate that faculty who are eligible for continuing employment have the opportunity to meet the expectations for continued employment of the sponsoring institution.

2.3 All faculty members (full-time, part-time, adjuncts), 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 as assigned by the program leadership.

Requirement for Review:
• The program must demonstrate that the qualifications and competence to teach graduate-level courses and to provide clinical education are 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.
• The program must demonstrate that all individuals providing didactic and clinical education, both on-site and off-site, have appropriate experience and qualifications for the professional area in which education is provided.
• The program must demonstrate that the faculty possess appropriate qualifications and expertise to provide the depth and breadth of instruction for the curriculum as specified in Standard 3.
• The program must demonstrate that the majority of academic content is taught by doctoral faculty who hold the appropriate terminal academic degree (PhD, EdD).

2.4 All faculty members maintain continuing competence and demonstrate pursuit of lifelong learning.

Requirement for Review:
• The program must demonstrate that all individuals who have responsibility to deliver academic and clinical components of the graduate program maintain continuing competence.
• The program must demonstrate that all individuals who have responsibility to deliver the graduate program pursue lifelong learning.

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

3.1A An effective entry-level professional audiology program allows each student to acquire knowledge and skills in sufficient breadth and depth to enable the student to function as an effective, well-educated, and competent clinical audiologist (i.e., one who can practice within the full scope of practice of audiology). The education program is designed to afford each student with opportunities to meet the expectations of the program that are consistent with the program’s mission and goals and that prepare each student for independent professional practice as an audiologist.

Requirement for Review:
The doctoral program in audiology must meet the following requirements.
• 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.
• Include a minimum of 12 months’ full-time equivalent of supervised clinical experiences. These include short-term rotations and longer term externships and should be distributed throughout the program of study.
• Establish a clear set of program goals and objectives that must be met for students to acquire the knowledge and skills needed for entry into independent professional practice.
• Establish a clear process to evaluate student achievement of the program’s established objectives.
• Offer opportunities for each student to acquire the knowledge and skills needed for entry into independent professional practice, consistent with the scope of practice for audiology, and across the range of practice settings.
• Offer a plan of study that encompasses the following domains:
  o professional practice competencies;
  o foundations of audiology practice;
  o identification and prevention of hearing loss, tinnitus, and vestibular disorders;
  o assessment of the structure and function of the auditory and vestibular systems;
  o assessment of the impact of changes in the structure and function of the auditory and vestibular systems;
  o intervention to minimize the effects of changes in the structure and function of the auditory and vestibular systems on an individual’s ability to participate in his or her environment.
• Offer high quality learning environments that are learner centered, knowledge and skill centered, and assessment centered.
• Offer the academic and clinical program on a regular basis so that students are able to satisfy degree and other requirements within the published time frame.
• Offer opportunities to qualify for state and national credentials that are required for entry into independent professional practice that are consistent with the program mission and goals.

3.1.1A Professional Practice Competencies
The program must provide content and opportunities for students to learn so that each student can demonstrate the following attributes and abilities and demonstrate those attributes and abilities in the manners identified.

Accountability
• Practice in a manner that is consistent with the professional codes of ethics and the scope of practice documents for the profession of audiology.
• Adhere to federal, state, and institutional regulations and policies that are related to care provided by audiologists.
• Understand the professional’s fiduciary responsibility for each individual served.
• Understand the various models of delivery of audioligic services (e.g., hospital, private practice, education, etc.).
• Use self-reflection to understand the effects of his or her actions and make changes accordingly.
• Understand the health care and education landscapes and how to facilitate access to services.
• Understand how to work on interprofessional teams to maintain a climate of mutual respect and shared values.

Integrity
• Use the highest level of clinical integrity with each individual served, family members, caregivers, other service providers, students, other consumers, and payers.
• Understand and use best professional practices as they relate to maintenance of confidentiality for all individuals in accordance with requirements of the Health Insurance Portability and Accountability Act (HIPAA) and the Family Educational Rights and Privacy Act (FERPA).

Effective Communication Skills
• Use all forms of expressive communication—including written, spoken, and nonverbal communication— with individuals served, family members, caregivers, and any others involved in the interaction to ensure the highest quality of care that is delivered in a culturally competent manner.
• Communicate—with patients, families, communities, interprofessional team colleagues, and other professionals caring for individuals—in a responsive and responsible manner that supports a team approach to maximize care outcomes.

Clinical Reasoning
• Use valid scientific and clinical evidence in decision making regarding assessment and intervention.
Apply current knowledge, theory, and sound professional judgment in approaches to intervention and management of individuals served.

Use clinical judgment and self-reflection to enhance clinical reasoning.

Evidence-Based Practice

- Access sources of information to support clinical decisions regarding assessment and intervention and management.
- Critically evaluate information sources and apply that information to appropriate populations.
- Integrate evidence in the provision of audiolingual services.

Concern for Individuals Served

- Show evidence of care, compassion, and appropriate empathy during interactions with each individual served, family members, caregivers, and any others involved in care.
- Encourage active involvement of the individual in his or her own care.

Cultural Competence

- Understand the impact of his or her own set of cultural and linguistic variables on delivery of effective care (these include, but are not limited to, variables such as age, ethnicity, linguistic background, national origin, race, religion, gender, and sexual orientation).
- Understand the impact of the cultural and linguistic variables of the individuals served on delivery of effective care (these include, but are not limited to, variables such as age, ethnicity, linguistic background, national origin, race, religion, gender, and sexual orientation).
- Understand the interaction of cultural and linguistic variables between the caregivers and the individual served in order to maximize service delivery.
- Understand the characteristics of the individuals served (e.g., age, demographics, cultural and linguistic diversity, educational history and status, medical history and status, cognitive status, physical and sensory abilities) and how they relate to clinical services.
- Understand the role of manual and other communication systems and the use of sign and spoken interpreters/transliterators and assistive technology to deliver the highest quality care.

Professional Duty

- Engage in self-assessment to improve his or her effectiveness in the delivery of clinical services.
- Understand the roles and importance of professional organizations in advocating for the rights of access to comprehensive audiolingual services.
- Understand the role of clinical teaching and clinical modeling, as well as supervision of students and other support personnel.
- Understand the roles and importance of interdisciplinary/interprofessional assessment and intervention and be able to interact and coordinate care effectively with other disciplines and community resources.
- Understand and practice the principles of universal precautions to prevent the spread of infectious and contagious diseases.
- Understand and use the knowledge of one's own role and the roles of other professionals to appropriately assess and address the needs of the individuals and populations served.

Collaborative Practice

- Understand how to apply values and principles of interprofessional team dynamics.
- Understand how to perform effectively in different interprofessional team roles to plan and deliver care—centered on the individual served—that is safe, timely, efficient, effective, and equitable.

3.1.2A Foundations of Audiology Practice

The program includes content and opportunities to learn so that each student can demonstrate knowledge of the

- embryology, anatomy, and physiology of the auditory, vestibular, and related body systems;
- normal aspects of auditory and vestibular function across the lifespan;
• normal aspects of speech production and language function across the lifespan;
• normal aspects of speech perception across the lifespan;
• effects and role of genetics in auditory function, diagnosis, and management of hearing loss;
• effects and role of genetics in vestibular function, diagnosis, and management of vestibular disorders;
• effects of chemicals and other noxious elements on auditory and vestibular function;
• effects of pathophysiology on the auditory, vestibular, and related body systems;
• medical and surgical interventions that may be used to treat the results of pathophysiology in these systems;
• interaction and interdependence of speech, language, and hearing in the discipline of human communication sciences and disorders;
• effects of hearing loss on the speech and language characteristics of individuals across the life span and the continuum of care;
• effects of hearing impairment on educational, vocational, social, and psychological function and, consequently, on full and active participation in life activities;
• physical characteristics and measurement of simple and complex acoustic stimuli;
• physical characteristics and measurement of non-acoustic stimuli (e.g., EEG, tactile, electrical signals);
• methods of biologic, acoustic, and electroacoustic calibration of clinical equipment to ensure compliance with current American National Standards Institute (ANSI) standards (where available) and other recommendations regarding equipment function;
• principles of psychoacoustics as related to auditory perception in individuals with normal hearing and those with hearing loss;
• principles and practices of research, including experimental design, evidence-based practice, statistical methods, and application of research to clinical populations.

3.1.3A Identification and prevention of hearing loss, tinnitus, and vestibular disorders
The program provides academic content and clinical education experiences so that each student can learn and demonstrate knowledge and skills in
• the prevention of the onset of loss of auditory system function, loss of vestibular system function, development of tinnitus, and development of communication disorders;
• the use of protocols to minimize the impact of the loss of hearing, tinnitus, loss of vestibular system function, and development of communication disorders;
• the use of screening protocols, including clinically appropriate and culturally sensitive screening measures, to assess individuals who may be at risk for hearing impairment and activity limitation or participation restriction;
• the screening of individuals for speech and language impairments and other factors affecting communication function using clinically appropriate and culturally sensitive screening measures;
• the use of screening tools for functional assessment;
• administering programs designed to reduce the effects of noise exposure, tinnitus, and agents that are toxic to the auditory and vestibular systems;
• applying psychometrics and principles of screening;
• applying the principles of evidence-based practice;
• selection and use of outcomes measures that are valid and reliable indicators of success of prevention programs.

3.1.4A Assessment of the structure and function of the auditory and vestibular systems
The program provides academic content and clinical education experiences so that each student can learn and demonstrate knowledge and skills in order to
• 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 behavioral, physiological (e.g., immittance, wideband reflectance, evoked potentials), psychophysical, and self-assessment tools;
perform audiologic assessment using techniques that are representative of the challenges listeners may face in everyday communication situations;
perform assessment to plan for rehabilitation;
perform assessment to characterize tinnitus;
perform balance system assessment and determine the need for balance rehabilitation;
document evaluation procedures and results;
interpret results of the evaluation to establish type and severity of disorder;
generate recommendations and referrals resulting from the evaluation processes;
provide counseling in a culturally sensitive manner to facilitate understanding of the hearing loss, tinnitus, or balance disorder of the individual being served;
maintain records in a manner consistent with legal and professional standards;
communicate results and recommendations orally and in writing to the individual being served and other appropriate individual(s);
engage in interprofessional practice to facilitate optimal assessment of the individual being served;
assign the correct Common Procedural Terminology (CPT) code(s) and the correct International Classification of Diseases (ICD) code(s);
apply the principles of evidence-based practice;
select and use outcomes measures that are valid and reliable indicators of success in assessment protocols that are used.

3.1.5A Assessment of the impact of changes in the structure and function of the auditory and vestibular systems
The program provides academic content and clinical education experiences so that each student can learn and demonstrate knowledge and skills in order to

administer clinically appropriate and culturally sensitive self-assessment measures of communication function for individuals across the lifespan and the continuum of care,
administer clinically appropriate and culturally sensitive scales of communication function to communication partners of the individual being served,
administer clinically appropriate and culturally sensitive functional assessment tools for individuals across the lifespan and the continuum of care,
determine contextual factors that may facilitate or impede an individual’s participation in everyday life,
select and use outcomes measures that are valid and reliable indicators of success in determining the impact of changes in structure and function of the auditory and vestibular systems.

3.1.6A Intervention to minimize the effects of changes in the auditory and vestibular systems on an individual’s ability to participate in his or her environment
The program’s curriculum provides academic content and clinical education experiences so that each student can learn and demonstrate knowledge and skills in order to

perform assessment for aural (re)habilitation;
perform assessment for tinnitus intervention;
perform assessment for vestibular rehabilitation;
develop and implement treatment plans using appropriate data;
counsel individuals served, families, and other appropriate individuals regarding prognosis and treatment options;
develop culturally sensitive and age-appropriate management strategies;
perform hearing aid, assistive listening device, and sensory aid assessment;
perform assessment of devices used to manage tinnitus;
recommend, dispense, and service prosthetic and assistive devices;
provide hearing aid, assistive listening device, and sensory aid orientation;
• conduct audiologic (re)habilitation and engage in interprofessional practice to maximize outcomes for individuals served;
• serve as an advocate for individuals served, their families, and other appropriate individuals;
• monitor and summarize treatment progress and outcomes;
• assess efficacy of interventions for auditory, tinnitus, and balance disorders;
• apply the principles of evidence-based practice;
• document treatment procedures and results;
• maintain records in a manner consistent with legal and professional standards;
• communicate results, recommendations, and progress in a culturally sensitive and age-appropriate manner to appropriate individual(s);
• select and use outcomes measures that are valid and reliable indicators of success in determining the impact of the interventions used to minimize the effects of changes in structure and function of the auditory and vestibular systems.

3.2A An effective audiology program is characterized by planning and organization, is reviewed systematically and on a regular basis, and is consistent with current knowledge and practice guidelines of the profession.

Requirement for Review:
The program must demonstrate that the
• curriculum is planned and based on current standards of audiology practice;
• curriculum is based on current literature and other current documents related to professional practice and education in audiology;
• curriculum is delivered using sound pedagogical methods;
• curriculum is reviewed systematically and on a regular basis;
• review of the curriculum is conducted by comparing existing plans to current standards of audiology practice, current literature, and other documents related to professional practice and education in audiology.

3.3A An effective audiology program is planned and delivered in an organized, sequential, and integrated manner to allow each student to meet the program’s established learning goals and objectives and develop into an independent, competent audiologist.

Requirement for Review:
The program must demonstrate how the courses and clinical experiences are organized and sequenced and allow for integration across all elements of the program.

3.4A An effective audiology program is organized and delivered in such a manner that the diversity of society is reflected in the program.

Requirement for Review:
The program must provide evidence that issues related to diversity are infused throughout the academic and clinical program.

3.5A An effective audiology program is organized so that the scientific and research foundations of the profession are evident.

Requirement for Review:
The program must demonstrate the procedures used to verify that students obtain knowledge in
• the basic sciences;
• basic science skills (e.g., scientific methods, critical thinking);
• the basics of communication sciences (e.g., acoustics, psychoacoustics and neurological processes of speech, language, and hearing).
The program must demonstrate how the curriculum provides opportunities for students to
• understand and apply the scientific bases of the profession,
• understand and apply research methodology,
• become knowledgeable consumers of research literature,
• become knowledgeable about the fundamentals of evidence-based practice,
• apply the scientific bases and research principles to clinical populations.
The program must include research and scholarship participation opportunities that are consistent with the mission and goals of the program.

3.6A The clinical education component of an effective entry-level audiology program is planned for each student so that there is access to a base of individuals who may be served that is sufficient to achieve the program’s stated mission and goals. That base includes a variety of clinical settings, populations, and age groups. The comprehensive clinical experiences must include direct contact with individuals seeking services, consultation, recordkeeping, and administrative duties relevant to professional service delivery in audiology.

Requirement for Review:
The program must demonstrate that it has mechanisms to develop comprehensive plans of clinical educational experiences so that each student has an opportunity to
• experience the breadth and depth of clinical practice,
• obtain experiences with different populations,
• obtain a variety of clinical experiences in different work settings,
• obtain experiences with appropriate equipment and resources,
• learn from experienced audiologists who will serve as effective clinical educators.

3.7A An effective audiology program ensures that clinical education is provided in a manner that supports student development so that each student is prepared to enter independent professional practice. The type and structure of the clinical education are commensurate with the development of knowledge and skills of each student.

Requirement for Review:
• The program must demonstrate that the procedures used in clinical education ensure that student development is supported and that each student acquires the independence needed to enter professional practice.
• The program must demonstrate that the clinical education component of the program is structured to be consistent with the knowledge and skill levels of each student.

3.8A Clinical education is provided in a manner that ensures that the welfare of each person served by a student and clinical educator team is protected and in accordance with recognized standards of ethical practice and relevant federal and state regulations.

Requirement for Review:
• The program must demonstrate that the supervision provided to each student is adjusted to ensure that the specific needs are met for each individual who is receiving services.
• The program must demonstrate that the procedures used in clinical education ensure that the welfare of each person being served by the student and clinical educator team is protected.
• The program must demonstrate that the services provided by the student and clinical educator team is in accordance with recognized standards of ethical practice and relevant federal and state regulations.

3.9A Clinical education obtained in external placements is governed by agreements between the program and the external facility and is monitored by program faculty.

Requirement for Review:
• The program must have written agreements with all active external facilities in which students are placed for clinical practicum experiences.
• The program must have written policies regarding the role of students in the selection of externship sites and the placement of students in the sites.
• The program must have written policies that describe the processes used by the program to select and place students in external facilities.
• The program must have written policies and procedures that describe the processes used to determine whether a clinical site has the appropriate clinical population and personnel to provide an appropriate clinical education experience for each student.
• The program must have processes to ensure that the clinical education in external facilities is monitored by the program to verify that educational objectives are met.

3.10A An effective entry-level audiology program ensures that its students know the expectations regarding their exercise of the highest level of academic and clinical integrity during all aspects of their education.

Requirement for Review:
• The program must have written policies and procedures that describe its expectations of student behavior with regard to academic and clinical conduct.
• The program must have policies and procedures that describe the processes used to address violations of academic and clinical conduct, including, but not limited to, plagiarism, dishonesty, all aspects of cheating, and violations of ethical practice.

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

3.1B An effective entry-level professional speech-language pathology program allows each student to acquire knowledge and skills in sufficient breadth and depth to function as an effective, well-educated, and competent clinical speech-language pathologist (i.e., one who can practice within the full scope of practice of speech-language pathology). The education program is designed to afford each student with opportunities to meet the expectations of the program that are consistent with the program’s mission and goals and that prepare each student for professional practice in speech-language pathology.

Requirement for Review:
The master’s program in speech-language pathology must perform the following functions.
• Provide the opportunity for students to complete a minimum of 400 supervised clinical practice hours, 25 of which may be in clinical observation; 325 of these hours must be attained at the graduate level. The supervised clinical experiences should be distributed throughout the program of study.
• 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. Typically, the achievement of these outcomes requires the completion of 2 years of graduate education or the equivalent.
• Establish a clear set of program goals and objectives that must be met for students to acquire the knowledge and skills needed for entry into professional practice.
• Establish a clear process to evaluate student achievement of the program’s established objectives.
• Offer opportunities for each student to acquire the knowledge and skills needed for entry into professional practice, consistent with the scope of practice for speech-language pathology, and across the range of practice settings.
• Offer a plan of study that encompasses the following domains:
  o professional practice competencies;
  o foundations of speech-language pathology practice;
  o identification and prevention of speech, language, and swallowing disorders and differences;
  o assessment of speech, language, and swallowing disorders and differences;
• Intervention to minimize the impact for speech, language, and swallowing disorders and differences.
  • Offer high quality learning environments that are learner centered, knowledge and skill centered, and assessment centered.
  • Offer the academic and clinical program on a regular basis so that students are able to satisfy degree and other requirements within the program’s published time frame.
  • Offer opportunities for students to qualify for state and national credentials that are required for entry into professional practice, consistent with the program’s mission and goals (e.g., state license, state teacher certification, national credential).

3.1.1B Professional Practice Competencies
The program must provide content and opportunities for students to learn so that each student can demonstrate the following attributes and abilities and demonstrate those attributes and abilities in the manners identified.

Accountability
  • Practice in a manner that is consistent with the professional code of ethics and the scope of practice documents for the profession of speech-language pathology.
  • Adhere to federal, state, and institutional regulations and policies that are related to services provided by speech-language pathologists.
  • Understand the fiduciary responsibility for each individual served.
  • Understand the various models of delivery of speech-language pathology services (e.g., hospital, private practice, education, etc.).
  • Use self-reflection to understand the effects of his or her actions and makes changes accordingly.
  • Understand the health care and education landscape and how to facilitate access to services.
  • Understand how to work on interprofessional teams to maintain a climate of mutual respect and shared values.

Integrity
  • Use the highest level of clinical integrity with each individual served, family members, caregivers, other service providers, students, other consumers, and payers; and
  • Understand and use best professional practices related to maintenance of confidentiality for all individuals in accordance with HIPAA and FERPA requirements.

Effective Communication Skills
  • Use all forms of expressive communication - including written, spoken, and non-verbal communication - with individuals served, family members, caregivers, and any others involved in the interaction to ensure the highest quality of care that is delivered in a culturally competent manner.
  • Communicate - with patients, families, communities, and interprofessional team colleagues and other professionals caring for individuals in a responsive and responsible manner that supports a team approach to maximize care outcomes.

Clinical Reasoning
  • Use valid scientific and clinical evidence in decision-making regarding assessment and intervention.
  • Apply current knowledge, theory, and sound professional judgment in approaches to intervention and management of individuals served.
  • Use clinical judgment and self-reflection to enhance clinical reasoning.

Evidence-Based Practice
  • Access sources of information to support clinical decisions regarding assessment and intervention/management,
• Critically evaluate information sources and applies that information to appropriate populations, and
• Integrate evidence in provision of speech-language pathology services.

Concern for Individuals Served
• Show evidence of care, compassion, and appropriate empathy during interactions with each individual served, family members, caregivers, and any others involved in care; and
• Encourage active involvement of the individual served in his or her own care.

Cultural Competence
• Understand the impact of his or her own set of cultural and linguistic variables on delivery of effective care. These include, but are not limited to, variables such as age, ethnicity, linguistic background, national origin, race, religion, gender, and sexual orientation.
• Understand the impact of the cultural and linguistic variables of the individuals served on delivery of care. These include but are not limited to variables such as age, ethnicity, linguistic background, national origin, race, religion, gender, and sexual orientation.
• Understand the interaction of cultural and linguistic variables between the caregivers and the individuals served in order to maximize service delivery.
• Understand the characteristics of the individuals served (e.g., age, demographics, cultural and linguistic diversity, educational history and status, medical history and status, cognitive status, and physical and sensory abilities) and how these characteristics relate to clinical services.

Professional Duty
• Engage in self-assessment to improve his or her effectiveness in the delivery of services.
• Understand the roles and importance of professional organizations in advocating for rights to access to speech-language pathology services.
• Understand the role of clinical teaching and clinical modeling as well as supervision of students and other support personnel.
• Understand the roles and importance of interdisciplinary/interprofessional assessment and intervention and be able to interact and coordinate care effectively with other disciplines and community resources.
• Understand and practice the principles of universal precautions to prevent the spread of infectious and contagious diseases.
• Understand and use the knowledge of one’s own role and those of other professions to appropriately assess and address the needs of the individuals and populations served.

Collaborative Practice
• Understand how to apply values and principles of interprofessional team dynamics.
• Understand how to perform effectively in different interprofessional team roles to plan and deliver care centered on the individual served that is safe, timely, efficient, effective, and equitable.

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, and linguistic and cultural bases;
• ability to integrate information pertaining to normal and abnormal human development across the life span;
• nature of communication and swallowing processes
  o elements
    • articulation;
• fluency;
• voice and resonance, including respiration and phonation;
• receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) 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 myology);
• 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);
• augmentative and alternative communication.

   - knowledge of the above elements includes each of the following:
     • etiology of the disorders or differences,
     • characteristics of the disorders or differences,
     • underlying anatomical and physiological characteristics of the disorders or differences,
     • acoustic characteristics of the disorders or differences (where applicable),
     • psychological characteristics associated with the disorders or differences,
     • developmental nature of the disorders or differences,
     • linguistic characteristics of the disorders or differences (where applicable),
     • cultural characteristics of the disorders or differences.

### 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:

- principles and methods of identification of communication and swallowing disorders and differences,
- 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 and resonance, including respiration and phonation;
- receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) 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 myology);
- 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); 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.
• intervention for disorders and differences of
  o articulation;
  o fluency;
  o voice and resonance, including respiration and phonation;
  o receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading, writing, and manual modalities;
  o hearing, including the impact on speech and language;
  o swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding; or facial myology);
  o cognitive aspects of communication (e.g., attention, memory, sequencing, problem solving, executive functioning);
  o social aspects of communication (e.g., behavioral and social skills affecting communication);
  o augmentative and alternative communication needs.

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 the aforementioned 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 professional issues and advocacy;
• processes of clinical education and supervision;
• professionalism and professional behavior in keeping with the expectations for a speech-language pathologist;
• interaction skills and personal qualities, including counseling and collaboration;
• self-evaluation of effectiveness of practice.

3.2B An effective speech-language pathology program is characterized by planning and organization, is reviewed systematically and on a regular basis, and is consistent with current knowledge and practice guidelines of the profession.

Requirement for Review:
• The program must demonstrate that the
  o curriculum is planned and based on current standards of speech-language pathology practice;
  o curriculum is based on current literature and other current documents related to professional practice and education in speech-language pathology;
  o curriculum is delivered using sound pedagogical methods;
  o curriculum is reviewed systematically and on a regular basis;
  o review of the curriculum is conducted by comparing existing plans with current standards of speech-language pathology practice, current literature, and other documents related to professional practice and education in speech-language pathology.

3.3B An effective speech-language pathology program is planned and delivered in an organized, sequential, and integrated manner to allow each student to meet the program’s established learning goals and objectives and develop into a competent speech-language pathologist.

Requirement for Review:
• The program must demonstrate how the courses and clinical experiences are organized and sequenced and allow for integration across all elements of the program.
3.4B An effective speech-language pathology program is organized and delivered in such a manner that the diversity of society is reflected in the program.

Requirement for Review:
• The program must provide evidence that issues related to diversity are infused throughout the academic and clinical program.

3.5B An effective speech-language pathology program is organized so that the scientific and research foundations of the profession are evident.

Requirement for Review:
• The program must demonstrate the procedures used to verify that students obtain knowledge in
  o the basic sciences and statistics;
  o basic science skills (e.g., scientific methods, critical thinking);
  o the basics of communication sciences (e.g., acoustics, linguistics, and neurological processes of speech, language, and hearing).
• The program must demonstrate how the curriculum provides opportunities for students to
  o understand and apply the scientific bases of the profession,
  o understand and apply research methodology,
  o become knowledgeable consumers of research literature,
  o become knowledgeable about the fundamentals of evidence-based practice,
  o apply the scientific bases and research principles to clinical populations.

The program must include research and scholarship participation opportunities that are consistent with the mission and goals of the program.

3.6B The clinical education component of an effective entry-level speech-language pathology program is planned for each student so that there is access to a base of individuals who may be served that is sufficient to achieve the program’s stated mission and goals and includes a variety of clinical settings, populations, and age groups. The comprehensive clinical experiences must include direct contact with individuals seeking service, consultation, recordkeeping, and administrative duties relevant to professional service delivery in speech-language pathology.

Requirement for Review:
• The program must demonstrate that it has mechanisms to develop comprehensive plans of clinical educational experiences so that each student has an opportunity to
  o experience the breadth and depth of clinical practice,
  o obtain experiences with diverse populations,
  o obtain a variety of clinical experiences in different work settings,
  o obtain experiences with appropriate equipment and resources,
  o learn from experienced speech-language pathologists who will serve as effective clinical educators.

3.7B An effective speech-language pathology program ensures that clinical education is provided in a manner that supports student development so that each student is prepared to enter professional practice. The type and structure of the clinical education is commensurate with the development of knowledge and skills of each student.

Requirement for Review:
• The program must demonstrate that the procedures used in clinical education ensure that student development is supported and that each student acquires the independence needed to enter professional practice.
• The program must demonstrate that the clinical education component of the program is structured to be consistent with the knowledge and skills levels of each student.
3.8B Clinical education is provided in a manner that ensures that the welfare of each person served by a student and clinical educator team is protected and in accordance with recognized standards of ethical practice and relevant federal and state regulations.

Requirement for Review:
- The program must demonstrate that the supervision provided to each student is adjusted to ensure that the specific needs are met for each individual who is receiving services.
- The program must demonstrate that the procedures used in clinical education ensure that the welfare of each person being served by the student and clinical educator team is protected.
- The program must demonstrate that the services provided by the student and clinical educator team are in accordance with recognized standards of ethical practice and relevant federal and state regulations.

3.9B Clinical education obtained in external placements is governed by agreements between the program and the external facility and is monitored by program faculty.

Requirement for Review:
- The program must have written agreements with all active external facilities in which students are placed for clinical practicum experiences.
- The program must have written policies regarding the role of students in the selection of externship sites and the placement of students in the sites.
- The program must have written policies that describe the processes used by the program to select and place students in external facilities.
- The program must have written policies and procedures that describe the processes used to determine whether a clinical site has the appropriate clinical population and personnel to provide an appropriate clinical education experience for each student.
- The program must have processes to ensure that the clinical education in external facilities is monitored by the program to verify that educational objectives are met.

3.10B An effective entry-level speech-language pathology program ensures that its students know the expectations regarding their exercise of the highest level of academic and clinical integrity during all aspects of their education.

Requirement for Review:
- The program must have written policies and procedures that describe program expectations of student behavior with regard to academic and clinical conduct.
- The program must have policies and procedures that describe the processes used to address violations of academic and clinical conduct, including, but not limited to, plagiarism, dishonesty, and all aspects of cheating, and violations of ethical practice.

Standard 4.0 Students

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

Requirement for Review:
- The admission criteria must meet or exceed those of the institution and be appropriate for the degree being offered.
- 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.
**Requirement for Review:**
- The program must provide evidence that its curriculum and program policies and procedures for admission, internal and external clinical placements, and retention of students reflect a respect for and understanding of cultural, linguistic, and individual diversity.
- The program must have a policy regarding proficiency in spoken and written English and other languages of instruction and service delivery and all other performance expectations.
- The program must demonstrate that its language proficiency policy is applied consistently.
- The program must have a policy regarding the use of accommodations for students with reported disabilities.

4.3 The program has policies and procedures for identifying the need to provide intervention for each student who does not meet program expectations for the acquisition of knowledge and skills in the academic and clinical components of the program.

**Requirement for Review:**
- The program has policies and procedures for identifying students who need intervention to meet program expectations for the acquisition of knowledge and skills in the academic component of the curriculum.
- The program has policies and procedures for identifying students who need intervention to meet program expectations for the acquisition of knowledge and skills in the clinical component of the curriculum.
- The program has policies and procedures for implementing and documenting all forms of intervention used to facilitate each student’s success in meeting the program’s expectations.
- The program must demonstrate that the policies and procedures are applied consistently across all students who are identified as needing intervention.

4.4 Students are informed about the program’s policies and procedures, expectations regarding academic integrity and honesty, ethical practice, degree requirements, and requirements for professional credentialing.

**Requirement for Review:**
- The program must provide information regarding
  - program policies and procedures,
  - program expectations regarding academic integrity and honesty,
  - program expectations for ethical practice,
  - the degree requirements,
  - the requirements for professional credentialing.

4.5 Students are informed about the processes that are available to them for filing a complaint against the program.

**Requirement for Review:**
- The program must provide information regarding the process and mechanism to file a complaint against the program within the sponsoring institution.
- The program must maintain a record of student complaints filed against the program within the sponsoring institution.
- The program must maintain a record of student complaints regarding any of the program’s policies and procedures or regarding unlawful conduct and make these available to the CAA upon request.
- Students must be made aware of the process and mechanism, including contact information for the CAA, to file a complaint related to the program’s compliance with standards for accreditation.

4.6 Students receive advising on a regular basis that pertains to both academic and clinical performance and progress.
Requirement for Review:
- The program must maintain records of advisement for each of its students.
- The program must maintain records demonstrating that students are advised on a timely and continuing basis regarding their academic and clinical progress.
- The program must maintain records demonstrating that any concerns about a student’s performance in meeting the program requirements, including language proficiency, are addressed with the student.

4.7 The program documents student progress toward completion of the graduate degree and professional credentialing requirements.

Requirement for Review:
- The program must maintain complete and accurate records of all students’ progress during the entire time of their matriculation in the program.
- The records for each student must include documentation that can demonstrate that the student has met all the academic, clinical, and other requirements for the degree and the credential(s) that are identified by the program in its mission and goals.

4.8 The program makes the documentation of student progress toward completing the graduate degree and meeting professional credentialing requirements available to its students to assist them in qualifying for the credential(s).

Requirement for Review:
- The program must provide each student access to his or her own records upon request.
- The program must make records available to program graduates and those who attended the program, but did not graduate.
- The availability of records for program graduates and those who attended the program, but did not graduate, must be consistent with the institution’s and the program’s policies regarding retention of student records.

4.9 Students are provided information about student support services available within the program and institution.

Requirement for Review:
- The program must have a mechanism to inform students about the full range of student support services (beyond accommodations for disabilities addressed in Standard 4.2) available at the sponsoring institution.

4.10 The program must adhere to its institutional policies and procedures to verify that a student who registers for a distance education course or program is the same student who participates in and completes the program and receives the academic credit.

Requirement for Review:
- The program must document that the institutional policies regarding verification of a student's identity are followed and implemented and applied consistently.
- The program must make clear that the identities of students enrolled in a distance education course or program are protected.
- If there are fees associated with learning within a distance modality, the program must document how that information is provided to students.

Standard 5.0 Assessment

5.1 The program regularly assesses student learning.
Requirement for Review:
• The program must demonstrate that it assesses the achievement of student learning outcomes to determine student success in the acquisition of expected knowledge and skills.
• The program must demonstrate that it provides a learning environment that provides each student with consistent feedback.

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

Requirement for Review:
• The program must develop an assessment plan that is used throughout the program for each student. The plan must include the purpose of the assessments and use a variety of assessment techniques, including both formative and summative methods.
• Assessments must be administered by multiple academic and clinical faculty members.
• The program must demonstrate how it uses its assessments to evaluate and enhance student progress and acquisition of knowledge and skills.
• The program must demonstrate that student assessment is applied consistently and systematically.

5.3 The program administers regular and ongoing assessment protocols to evaluate the quality of the program and to facilitate continuous quality improvement.

Requirement for Review:
• The assessment protocols must be used to evaluate the academic and clinical aspects of the entire program.
• The program must collect data from multiple sources (e.g., alumni, faculty, employers, off-site clinical educators, community members, individuals receiving services) and allow evaluation of the program’s success in achieving its goals, objectives, and the extent to which student learning outcomes have been met.
• The program must systematically collect evaluations of the academic and clinical aspects of the program from students and use these to assess those aspects of the program.
• The program must use the results of its assessment protocols to improve and refine the program goals and objectives and ensure alignment between the program’s stated goals and objectives and the measured student learning outcomes.

5.4 The program uses the results of its ongoing programmatic assessments for continuous quality improvement and evaluates the improvements.

Requirement for Review:
• The program must describe how it uses programmatic assessment data to promote continuous quality improvement of the program.
• The program must describe the processes it uses to evaluate program improvements for congruence with its stated mission and goals.

5.5 The percentage of students who are enrolled on the first census date of the program and complete the program within the program’s published academic terms meets or exceeds the CAA’s established threshold.

Requirement for Review:
• The CAA’s established threshold requires that at least 80% of students must have completed the program within the program's published time frame (number of academic terms), as averaged over the 3 most recently completed academic years.
• If the program admits more than one cohort per year, the data must be analyzed and reported by cohort.
• If, when averaged over 3 academic years, the program’s completion rate does not meet or exceed the CAA’s established threshold, the program must provide an explanation and a plan for improving the results.

5.6 The percentage of test-takers who pass the Praxis® Subject Assessments in audiology or speech-language pathology meets or exceeds the CAA’s established threshold.

Requirement for Review:
• The CAA’s established threshold requires that at least 80% of test-takers from the program pass the Praxis® Subject Assessment examination, as averaged over the 3 most recently completed academic years; results should be reported only once for test-takers who took the exam multiple times in the same examination reporting period.
• If the program admits more than one cohort per year, the data must be analyzed and reported by cohort.
• If, when averaged over 3 academic years, the program’s Praxis® Subject Assessment exam pass rate does not meet or exceed the CAA’s established threshold, the program must provide an explanation and a plan for improving the results.

5.7 The percentage of program graduates who are employed in the profession or pursuing further education in the profession within 1 year of graduation meets or exceeds the CAA’s established threshold.

Requirement for Review:
• The CAA’s established threshold requires that at least 80% of program graduates must be employed in the profession or pursuing further education in the profession within 1 year of graduation, as averaged over the 3 most recently completed academic years.
• If the program admits more than one cohort per year, the data must be analyzed and reported by cohort.
• If, when averaged over 3 academic years, the program’s employment rate does not meet or exceed the CAA’s established threshold, the program must provide an explanation and a plan for improving the results.

5.8 The program demonstrates how it uses the results of its analyses of success in meeting the established CAA thresholds for program completion rate, Praxis® Subject Assessments pass rate, and employment rate or the rate of continuation of education in the field for continuous quality improvement at the programmatic level.

Requirement for Review:
• The program must demonstrate its analysis processes to determine whether the program is meeting or exceeding each established CAA threshold.
• The program must demonstrate how it uses the results of these analyses to ensure continuous quality improvement.

5.9 The program regularly evaluates and documents the results of the assessment of all faculty and staff to determine their effectiveness in delivering a thorough and current program.

Requirement for Review:
• The program must demonstrate the mechanisms that it uses to evaluate the effectiveness of the faculty and staff in delivering the program.
• The program must demonstrate that the evaluation takes place in a fair and systematic fashion that is consistent with institutional policy and procedures.
• The program faculty must be actively involved in these evaluations in a manner that is consistent with institutional policy and procedures.
5.10 The faculty and staff involved in delivering the program to students use the results of the evaluation of their performance to guide continuous professional development that facilitates the delivery of a high quality program.

Requirement for Review:
- The program must demonstrate how the faculty and staff use the results of evaluations of performance to guide continuous professional growth and development.
- The program must demonstrate how the growth and development of its faculty and staff facilitate the delivery of a high quality program.

5.11 The individual responsible for the program of professional education seeking accreditation effectively leads and administers the program.

Requirement for Review:
- The program director’s effectiveness in advancing the goals of the program and in leadership and administration of the program must be regularly evaluated.

Standard 6.0 Program Resources

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

Requirement for Review:
- The program must demonstrate
  - that its budgetary allocation is regular, appropriate, and sufficient to deliver a high-quality program that is consistent with its mission and goals;
  - that there is sufficient support, consistent with the program mission and goals, for personnel, equipment, educational and clinical materials, and research activities;
  - consistency of sources of funds that are received outside the usual university budgeting processes, if the program is dependent on them.

6.2 The institution provides adequate support to the program so that its faculty and staff have the opportunities to maintain continuing competence.

Requirement for Review:
- The program must demonstrate that support, incentives, and resources are available for the continued professional development of the faculty.

6.3 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.

Requirement for Review:
- The program must demonstrate that its facilities are adequate to deliver a program that is consistent with its mission and goals.
- The program must demonstrate that the facility has been evaluated and that the program includes access and accommodations for the needs of individuals with disabilities, in accordance with federal regulations.

6.4 The program’s equipment and educational and clinical materials are appropriate and sufficient to achieve the program’s mission and goals.

Requirement for Review:
- The program must demonstrate that the quantity, quality, currency, and accessibility of materials and equipment are sufficient to meet the mission and goals of the program.
• The program must demonstrate that it has a process for reviewing and updating materials and equipment to determine whether the quantity, quality, and currency are sufficient to meet the mission and goals of the program.
• The program must demonstrate that the equipment is maintained in good working order.
• The program must demonstrate that any equipment for which there are ANSI or other standards-setting body requirements meets the expectations of the standard(s).

6.5 The program has access to an adequate technical infrastructure to support the work of the students, faculty, and staff. The technical infrastructure includes access to the Internet, the online and physical resources of the library, and any streaming or videoconferencing facilities needed for the program to meet its mission and goals.

Requirement for Review:
• The program must demonstrate adequate access to a technical infrastructure that supports the work of the students, faculty, and staff.
• The program must demonstrate how access to this infrastructure helps the program meet its mission and goals.

6.6 The program has access to clerical and technical staff that is appropriate and sufficient to support the work of the students, faculty, and staff. The access is appropriate and sufficient for the program to meet its mission and goals.

Requirement for Review:
• The program must demonstrate adequate access to clerical and technical staff to support the work of the students, faculty, and staff.
• The program must demonstrate how access to the clerical and technical staff helps the program meet its mission and goals.

ADMINISTRATION

McLarty, Bruce, D.Min., President, Harding University
Marty Spears, Ph.D., Provost
Weaver, Rebecca O., Ph.D., CCC-SLP, Dean of the College of Allied Health
Tullos, Daniel C., Ph.D., CCC-SLP, Chair and Program Director
Traughber, Jan, M.S., CCC-SLP, Clinical Director
Fisher, Jennifer, M.S., CCC-SLP, Externship Director
CSD Program Contact Information

Director's Office
104 Swaid
(501) 279-4633
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Box 10872
Searcy, AR 72149-0872

CSD Clinic Director's Office
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Searcy, AR 72149-0872

CSD Externship Director's Office
211 Swaid
(501) 279-4666
Jennifer Fisher, M.S., CCC-SLP
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Clinical Administrative Assistant's Office
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Shawna Cullins
Box 10872
Searcy, AR 72149-0872
**DEGREE PROGRAMS**

*Bachelor of Arts (B.A.) in Communication Sciences and Disorders - Clinical*

Liberal Arts-53 hours (prescribed from the Harding liberal arts offerings)

CSD Major Specific Courses: - 44 hours

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Hours</th>
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<tbody>
<tr>
<td>CSD 215</td>
<td>Normal Language Development</td>
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<tr>
<td>CSD 230</td>
<td>Intro. to the Professions</td>
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</tr>
<tr>
<td>CSD 250</td>
<td>Survey of Communication Disorders</td>
<td>3</td>
</tr>
<tr>
<td>CSD 276</td>
<td>Global Communication Perspectives</td>
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<tr>
<td>CSD 290</td>
<td>Phonetics</td>
<td>3</td>
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<tr>
<td>CSD 325</td>
<td>Phonological and Articulation Disorders</td>
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</tr>
<tr>
<td>CSD 326</td>
<td>Language Disorders</td>
<td>3</td>
</tr>
<tr>
<td>CSD 380</td>
<td>Clinical Methods, Diagnostics</td>
<td>3</td>
</tr>
<tr>
<td>CSD 381</td>
<td>Clinical Methods, Treatment</td>
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<tr>
<td>CSD 385</td>
<td>Initial Fundamentals of Clinic and Prac.</td>
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</tr>
<tr>
<td>CSD 386</td>
<td>Continued Fundamentals of Clinic and Prac.</td>
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<tr>
<td>CSD 400</td>
<td>Anatomy and Physiology of Sp. &amp; Lang.</td>
<td>3</td>
</tr>
<tr>
<td>CSD 401</td>
<td>Speech and Voice Science</td>
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<tr>
<td>CSD 402</td>
<td>Audiology</td>
<td>3</td>
</tr>
<tr>
<td>CSD 404</td>
<td>Aural Rehabilitation</td>
<td>3</td>
</tr>
<tr>
<td>CSD 421</td>
<td>Offsite Fundamentals of Clinic and Prac.</td>
<td>4</td>
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</table>

Selected Minor-18 Hours (minimum)

Remaining Required Bible-8 Hours

Electives-5 Hours (minimum)

Total-128 Hours

*Bachelor of Arts (B.A.) in Communication Sciences and Disorders - Non-Clinical*

To earn a degree with this major, students will need to replace CSD 385, 386 and 421 with at least six additional hours of electives. This option is designed for students who do not need or want the clinical practicum experiences (such as those planning to continue education in audiology, speech and hearing science, or have transferred into the program and do not want to delay graduation in order to complete the at least five semester clinical practicum sequence. All other aspects of this major remain the same. Students choosing this option may **not** enroll in CSD 385, 386 and 421 as these are not offered as electives.
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.)

<table>
<thead>
<tr>
<th>Freshman 1st Semester (15 hrs)</th>
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<tr>
<td><strong>BNEW 111</strong></td>
<td><strong>BNEW 113</strong></td>
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<td>CSD 215*</td>
<td>CSD 250</td>
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<tr>
<td>CSD 230*</td>
<td>CSD 290</td>
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<tr>
<td>COMO 101*</td>
<td>HIST 110 or 111*</td>
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<tr>
<td>ENG 111* or 113*</td>
<td>KINS ACTIVITY*</td>
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<td>KINS 101*</td>
<td>MUS 101*, ART 101*, or COMT 101*</td>
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<th>Sophomore 1st Semester (17 hrs)</th>
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<tr>
<td><strong>BIBLE 203</strong></td>
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<td>BIOL 111 or 113*</td>
<td>CSD 326</td>
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<td>CSD 325</td>
<td>PSY 201*</td>
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<tr>
<td>HIST 101* or 102*</td>
<td>ENG 201* or 202*</td>
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<tr>
<td>ENG 211*</td>
<td>PHS 116*, CHEM 114*, or PHYS 201*</td>
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<tr>
<td>MATH 200*</td>
<td>POLS 205*, SOC 203*, or ECON 201*</td>
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<th>Junior 1st Semester (17 hrs)</th>
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<tr>
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<tr>
<td>CSD 381</td>
<td>CSD 276</td>
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<td>ELECTIVE</td>
<td>CSD 380</td>
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<td>GLOBAL/LANG***</td>
<td>CSD 385*** or ELECTIVE</td>
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<td>GLOBAL/LANG*</td>
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<td><strong>BIBLE</strong></td>
<td><strong>BIBLE</strong></td>
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<tr>
<td>CSD 386*** or ELECTIVE</td>
<td>CSD 401</td>
</tr>
<tr>
<td>Elective</td>
<td>CSD 421*** or ELECTIVE</td>
</tr>
<tr>
<td>CSD 400</td>
<td>CSD 404</td>
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<tr>
<td>CSD 402</td>
<td>ELECTIVE</td>
</tr>
<tr>
<td>MINOR**</td>
<td>MINOR**</td>
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*Liberal Arts requirements may be rearranged throughout  
**Minor requirements – select from the 18 hours most minors require  
***Delete CSD 385, 386, and 421 for the Non-Clinical Track
CSD UNDERGRADUATE COURSE DESCRIPITIONS

**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. Fee: See course fee schedule.

**CSD 230. INTRODUCTION TO THE PROFESSIONS IN CSD.** (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 communication sciences and disorders. Observation of clinical activity is required. Fee: See course fee schedule.

**CSD 250. SURVEY OF COMMUNICATION DISORDERS.** (3) Fall, Spring. Common speech, language, and hearing disorders with emphasis on causation. Observation of clinical activity is required. Fee: See course fee schedule.

**CSD 275. AMERICAN SIGN LANGUAGE.** (3) Fall, Spring. An elementary course in American Sign Language (ASL) using a natural approach to introduce culturally appropriate signed concepts related to the immediate environment. Included development of appropriate linguistic/cultural behaviors and awareness of/respect for Deaf Culture. Fee: See course fee schedule.

**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.

**CSD 277. AMERICAN SIGN LANGUAGE II.** (3) Fall, Spring. A continuation of ASL I in the development of receptive and expressive skills with increased complexity, building on the foundation previously learned by strengthening vocabulary and conceptual accuracy by highlighting the use of ASL grammar as it is used within the Deaf community. Emphasis is placed on conveying meaning rather than individual signs during a conversation, targeting the whole rather than the parts of the message. Fingerspelling will be more in depth to increase fluency. This is a no-voice class. Prerequisite: CSD 275. 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. Prerequisites: CSD 230, CSD 250, and 290.

**CSD 326. LANGUAGE DISORDERS.** (3) Fall, Spring. Identification and remediation of language disorders. Delayed and disordered language, environmental deprivation, intellectual disability, and brain injury. Prerequisites: CSD 215, CSD 230, and CSD 250.

**CSD 327. American Sign Language III.** (3) Fall, Spring. A continuation of ASL I and II in the development of receptive and expressive skills with a deeper awareness and appreciation of the Deaf cultural norms, behaviors, and cross-cultural adjustment skills. Emphasis is placed on the increasingly complex language functions and grammatical structures of the Deaf culture by focusing on the concrete concepts, vocabulary, grammatical principles and idiomatic expressions of the foundation previously learned.
Fingerspelling will be more in depth to increase fluency. This is a no-voice class. Prerequisites: CSD 275 and CSD 277. Fee: See course fee schedule.

**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 325 and CSD 326.

**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 325 and CSD 326.

**CSD 385. INITIAL FUNDAMENTALS OF CLINIC AND PRACTICUM.** (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. Prerequisites: Acceptance in to the clinical track. Passing with a grade of A or B is required to advance to CSD 386. Additionally, student must purchase professional liability insurance from Harding University. Fee: see course fee schedule.

**CSD 386. CONTINUED FUNDAMENTALS OF CLINIC AND PRACTICUM.** (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. Prerequisites: CSD 385. Passing with a grade of A or B is required to advance to CSD 421. 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. OFFSITE FUNDAMENTALS OF CLINIC AND PRACTICUM.** (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 (students entering in 2015)
(This tentative plan is to be used with the assistance of your advisor.)

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<thead>
<tr>
<th>Fall – Semester I (15 hrs)</th>
<th>Spring – Semester II (13 hrs)</th>
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<tbody>
<tr>
<td>Course</td>
<td>Credit</td>
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<tr>
<td>CSD 611 Birth to 5</td>
<td>5</td>
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<tr>
<td>CSD 615 Res. &amp; Writing</td>
<td>3</td>
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<tr>
<td>CSD 619 Clinical I</td>
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<tr>
<td>CSD 642 Neurology</td>
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<td>CSD 648 Counseling</td>
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<th>Summer II – Semester IIIb (5 hrs)</th>
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<td>CSD 632 Multicultural</td>
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<tr>
<td>CSD 639 Clinical III</td>
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<th>Fall – Semester IV (11 hrs)</th>
<th>Spring – Semester V (12 hrs)</th>
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<td>Course</td>
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<td>CSD 614 Adult</td>
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<td>CSD 649 Clinical IV</td>
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<tr>
<td>CSD 658 Special Topics</td>
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Program Total Hours-60
CSD 611. Preventing, Diagnosing and Treating Communication Disorders with the Birth to 5 Population. (5) Fall. 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) Fall. 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 615. Research and Writing. (3) Fall. This course will present specific aspects of technical writings and oral presentations, as well as an introduction to evidence-based practice, applied clinical research, and interpretation of research data in the field of speech-language pathology.

CSD 618. Phonetic Transcription. (1) Fall. Offered on sufficient demand. Detailed transcription of normal and disordered speech using the International Phonetic Alphabet.

CSD 619. Clinical Practicum I. (3) Fall. 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. Completion of this course with a B or higher is required to progress to CSD 629. Additionally, student must purchase professional liability insurance from Harding University.

CSD 622. Preventing, Diagnosing and Treating Communication Disorders with the School-Aged Population. (5) Spring. 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. 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. 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. This course may be taken twice. This course must be completed with a B or higher to progress to CSD 639. Additionally, student must purchase professional liability insurance from Harding University.

CSD 632. Seminar: Multicultural Aspects of Communication Sciences and Disorders. (1) Summer. Examination of the verbal and nonverbal cultural differences within a clinical setting.
CSD 635. Alternative Modes of Communication. (2) Summer. An introduction to various communication modalities including oral, manual, augmentative/alternative communication techniques, and assistive technologies.

CSD 638. Special Populations. (3) Summer. Strategies for diagnosis and intervention of communication disorders found in low-incidence populations (such as craniofacial anomalies, hearing disorders, genetic and metabolic disorders, and syndromes).

CSD 639. Clinical Practicum III. (3-5) Summer. 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. This course may be taken twice. This course must be completed with a B or higher to progress to CSD 649. Additionally, student must purchase professional liability insurance from Harding University.

CSD 642. Neurology of Speech, Language and Hearing. (3) Fall. Neuroanatomy and neurophysiology with a concentration on neurological mechanisms related to speech, language and hearing.


CSD 646. Fluency. (2) Fall. 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. 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. 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. This course must be completed with a B or higher to progress to CSD 659. Additionally, student must purchase professional liability insurance from Harding University.

CSD 651. Professional Issues and Business Practices. (2) Spring. 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. National certification, state licensure, billing, professional advocacy, interviewing, and exit interviews will be included.

CSD 657. Personal and Professional Ethics. (2) Spring. 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) Fall. 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.* 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. This course must be completed with a B or higher. Additionally, student must purchase professional liability insurance from Harding University.
Checklist for Graduate Application Materials

Master's Program Speech Pathology
Harding University
Deadline: must be received by February 1st

ALL APPLICATIONS MUST BE SUBMITTED THROUGH CSDCAS

Application Deadlines

Our deadline for applications is **February 1** of the spring semester prior to fall enrollment.
To be considered complete and eligible for review, a CSDCAS application must be **verified** with required letters of recommendation, transcripts, and all applicable documents (test scores, etc.) and must be submitted in the directed manner **and received by our** (Harding University CSD) **office** by the program deadline date (February 1).

Please note that the CSDCAS verification process can take 4-6 weeks. It is important to keep this information in mind when determining if you will meet the deadline.

Admission Requirements (CSDCAS)

The minimal admission requirements for the Master of Science program in speech-language pathology are as follows:

- completed application form (see CSDCAS)
- academic transcripts from all universities attended including one that indicates an earned bachelor's degree from a regionally accredited institution (see CSDCAS)
- evidence of successful completion of academic coursework in ALL of the following: normal language development, phonetics, anatomy and physiology of communication, speech science, phonological and articulation disorders, audiology, aural rehabilitation, statistics, biological science, physical science (physics or chemistry), and social/behavioral science. (as documented through CSDCAS)
- competitive GPA on undergraduate academic courses (the average overall GPA for our 2017 admissions was 3.60 and the average GPA in the major was 3.79)
- competitive GRE score
- three letters of recommendation (see CSDCAS)
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/Certification/2014-Speech-Language-Pathology-Certification-Standards.

2014 Standards and Implementation Procedures for the Certificate of Clinical Competence in Speech-Language Pathology
Effective Date: September 1, 2014, Revised Date: March 1, 2016

Introduction

The Council for Clinical Certification in Audiology and Speech-Language Pathology (CFCC) is a semi-autonomous credentialing body of the American Speech-Language-Hearing Association. The charges to the CFCC are: to define the standards for clinical certification; to apply those standards in granting certification to individuals; to have final authority to withdraw certification in cases where certification has been granted on the basis of inaccurate information; and to administer the certification maintenance program.

A Practice and Curriculum Analysis of the Profession of Speech-Language Pathology was conducted in 2009 under the auspices of the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) and the CFCC. The survey analysis was reviewed by the CFCC, and the following standards were developed to better fit current practice models.

The 2014 standards and implementation procedures for the Certificate of Clinical Competence in Speech-Language Pathology are now in effect as of September 1, 2014. View the SLP Standards Crosswalk [PDF] for more specific information on how the standards have changed.

Citation

2016 Revisions

Revision 1: Implementation Language to Standard V-B (new paragraphs 3 and 4) – Expanded definition of supervised clinical experiences:
These experiences should allow students to:
- interpret, integrate, and synthesize core concepts and knowledge;
- demonstrate appropriate professional and clinical skills; and
- incorporate critical thinking and decision-making skills while engaged in identification, evaluation, diagnosis, planning, implementation, and/or intervention.

Alternative clinical experiences may include the use of standardized patients and simulation technologies (e.g., standardized patients, virtual patients, digitized mannequins, immersive reality, task trainers, computer-based interactive).
Revision 2: Implementation Language to Standard V-C (additions to paragraph 2) – Acceptance of Alternative Clinical Education for up to 20% (75 hours) of direct client hours:
Up to 20% (i.e., 75 hours) of direct contact hours may be obtained through alternative clinical education (ACE) methods. Only the time spent in active engagement with the ACE may be counted. ACE may include the use of standardized patients and simulation technologies (e.g., standardized patients, virtual patients, digitized mannequins, immersive reality, task trainers, computer-based interactive). Debriefing activities may not be included.

Revision 3: Implementation Language to Standard VII (addition to paragraph 1) – Clinical Fellowship report due date:
Applicants whose Clinical Fellowship report is not reported to ASHA within 90 days after the 48-month timeframe will have their application closed. The Standards for the Certificate of Clinical Competence in Speech-Language Pathology are shown in bold. The Council for Clinical Certification implementation procedures follow each standard.

Standard I: Degree

The applicant for certification must have a master's, doctoral, or other recognized post-baccalaureate degree.

Implementation: The Council for Clinical Certification in Audiology and Speech-Language Pathology (CFCC) has the authority to determine eligibility of all applicants for certification.

Standard II: Education Program

All graduate course work and graduate clinical experience required in speech-language pathology must have been initiated and completed in a speech-language pathology program accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA).

Implementation: If the graduate program of study is initiated and completed in a CAA-accredited program or in a program that held candidacy status for CAA accreditation, and if the program director or official designee verifies that all knowledge and skills required at the time of application have been met, approval of academic course work and practicum is automatic. Applicants eligible for automatic approval must submit an official graduate transcript or a letter from the registrar that verifies the date the graduate degree was awarded. The official graduate transcript or letter from the registrar must be received by the National Office no later than 1 year from the date the application was received. Verification of the graduate degree is required of the applicant before the certificate is awarded.

Individuals educated outside the United States or its territories 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 outside the United States or its territories must meet each of the standards that follow.

Standard III: Program of Study

The applicant for certification must have completed a program of study (a minimum of 36 semester credit hours at the graduate level) that includes academic course work and supervised clinical experience sufficient in depth and breadth to achieve the specified knowledge and skills outcomes stipulated in Standard IV-A through IV-G and Standard V-A through V-C.

Implementation: The minimum of 36 graduate semester credit hours must have been earned in a program that addresses the knowledge and skills pertinent to the ASHA Scope of Practice in Speech-Language Pathology.
Standard IV: Knowledge Outcomes

Standard IV-A

The applicant must have demonstrated knowledge of the biological sciences, physical sciences, statistics, and the social/behavioral sciences.

Implementation: Acceptable courses in biological sciences should emphasize a content area related to human or animal sciences (e.g., biology, human anatomy and physiology, neuroanatomy and neurophysiology, human genetics, veterinary science). Acceptable courses in physical sciences should include physics or chemistry. Acceptable courses in social/behavioral sciences should include psychology, sociology, anthropology, or public health. A stand-alone course in statistics is required. Research methodology courses in communication sciences and disorders (CSD) may not be used to satisfy the statistics requirement. A course in biological and physical sciences specifically related to CSD may not be applied for certification purposes to this category unless the course fulfills a university requirement in one of these areas.

Academic advisors are strongly encouraged to enroll students in courses in the biological, physical, and the social/behavioral sciences in content areas that will assist students in acquiring the basic principles in social, cultural, cognitive, behavioral, physical, physiological, and anatomical areas useful to understanding the communication/linguistic sciences and disorders.

Standard IV-B

The applicant must have demonstrated knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. The applicant must have demonstrated the ability to integrate information pertaining to normal and abnormal human development across the life span.

Standard IV-C

The applicant must have demonstrated knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in the following areas:

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

Implementation: It is expected that course work addressing the professional knowledge specified in Standard IV-C will occur primarily at the graduate level.
Standard IV-D

For each of the areas specified in Standard IV-C, the applicant must have demonstrated current 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.

Standard IV-E

The applicant must have demonstrated knowledge of standards of ethical conduct.

Implementation: The applicant must have demonstrated knowledge of the principles and rules of the current ASHA Code of Ethics.

Standard IV-F

The applicant must have demonstrated knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice.

Implementation: The applicant must have demonstrated knowledge of the principles of basic and applied research and research design. In addition, the applicant must have demonstrated knowledge of how to access sources of research information and have demonstrated the ability to relate research to clinical practice.

Standard IV-G

The applicant must have demonstrated knowledge of contemporary professional issues.

Implementation: The applicant must have demonstrated knowledge of professional issues that affect speech-language pathology. Issues typically include trends in professional practice, academic program accreditation standards, ASHA practice policies and guidelines, and reimbursement procedures.

Standard IV-H

The applicant must have demonstrated knowledge of entry level and advanced certifications, licensure, and other relevant professional credentials, as well as local, state, and national regulations and policies relevant to professional practice.

Standard V: Skills Outcomes

Standard V-A

The applicant must have demonstrated skills in oral and written or other forms of communication sufficient for entry into professional practice.

Implementation: Individuals are eligible to apply for certification once they have completed all graduate-level academic course work and clinical practicum and been judged by the graduate program as having acquired all of the knowledge and skills mandated by the current standards.

The applicant must have demonstrated communication skills sufficient to achieve effective clinical and professional interaction with clients/patients and relevant others. For oral communication, the applicant must have demonstrated speech and language skills in English, which, at a minimum, are consistent with ASHA’s current position statement on students and professionals who speak English with accents and nonstandard dialects. In addition, the applicant must have demonstrated
the ability to write and comprehend technical reports, diagnostic and treatment reports, treatment plans, and professional correspondence in English.

Standard V-B

The applicant for certification must have completed a program of study that included 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, and relevant others, including 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 clients'/patients' 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 have acquired the skills referred to in this standard applicable across the nine major areas listed in Standard IV-C. Skills may be developed and demonstrated by direct client/patient contact in clinical experiences, academic course work, labs, simulations, examinations, and completion of independent projects.

The applicant must have obtained a sufficient variety of supervised clinical experiences in different work settings and with different populations so that he or she can demonstrate skills across the ASHA Scope of Practice in Speech-Language Pathology. Supervised clinical experience is defined as clinical services (i.e., assessment/diagnosis/evaluation, screening, treatment, report writing, family/client consultation, and/or counselling) related to the management of populations that fit within the ASHA Scope of Practice in Speech-Language Pathology.
These experiences should allow students to:
- interpret, integrate, and synthesize core concepts and knowledge;
- demonstrate appropriate professional and clinical skills; and
- incorporate critical thinking and decision-making skills while engaged in identification, evaluation, diagnosis, planning, implementation, and/or intervention.

Alternative clinical experiences may include the use of standardized patients and simulation technologies (e.g., standardized patients, virtual patients, digitized mannequins, immersive reality, task trainers, computer-based interactive).

Supervisors of clinical experiences must hold a current ASHA Certificate of Clinical Competence in the appropriate area of practice during the time of supervision. The supervised activities must be within the ASHA Scope of Practice in Speech-Language Pathology to count toward certification.

**Standard V-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: Guided observation hours generally precede direct contact with clients/patients. The observation and direct client/patient contact hours must be within the ASHA Scope of Practice in Speech-Language Pathology and must be under the supervision of a qualified professional who holds current ASHA certification in the appropriate practice area. Such supervision may occur simultaneously with the student's observation or afterwards through review and approval of written reports or summaries submitted by the student. Students may use video recordings of client services for observation purposes.

Applicants should be assigned practicum only after they have acquired sufficient knowledge bases to qualify for such experience. Only direct contact with the client or the client's family in assessment, intervention, and/or counseling can be counted toward practicum. Up to 20% (i.e., 75 hours) of direct contact hours may be obtained through alternative clinical education (ACE) methods. Only the time spent in active engagement with the ACE may be counted. ACE may include the use of standardized patients and simulation technologies (e.g., standardized patients, virtual patients, digitized mannequins, immersive reality, task trainers, computer-based interactive). Debriefing activities may not be included. 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 at a time in order to count the practicum hours. 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 student A works with the client for 30 minutes and student B works with the client for the next 45 minutes, each student receives credit for only the time he/she actually provided services—that is, 30 minutes for student A and 45 minutes for student B. The applicant must maintain documentation of time spent in supervised practicum, verified by the program in accordance with Standards III and IV.
Standard V-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. At the discretion of the graduate program, hours obtained at the undergraduate level may be used to satisfy the remainder of the requirement.

Standard V-E

Supervision must be provided by individuals who hold the Certificate of Clinical Competence in the appropriate profession. The amount of direct supervision must be commensurate with the student's knowledge, skills, and experience, must not be less than 25% of the student's total contact with each client/patient, and must take place periodically throughout the practicum. Supervision must be sufficient to ensure the welfare of the client/patient.

Implementation: Direct supervision must be in real time. A supervisor must be available to consult with a student providing clinical services to the supervisor's client. Supervision of clinical practicum is intended to provide guidance and feedback and to facilitate the student's acquisition of essential clinical skills. The amount of direct supervision must be commensurate with the student's knowledge, skills, and experience, must not be less than 25% of the student's total contact with each client/patient, and must take place periodically throughout the practicum. Supervision must be sufficient to ensure the welfare of the client/patient.

Standard V-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 assessment and intervention with both children and adults from the range of disorders and differences named in Standard IV-C.

Standard VI: Assessment

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

Implementation: Results of the Praxis Examination in Speech-Language Pathology must be submitted directly to ASHA from ETS. The certification standards require that a passing exam score must be earned no earlier than 5 years prior to the submission of the application and no later than 2 years following receipt of the application. If the exam is not successfully passed and reported within the 2-year application period, the applicant's certification file will be closed. If the exam is passed or reported at a later date, the individual will be required to reapply for certification under the standards in effect at that time.

Standard VII: Speech-Language Pathology Clinical Fellowship

The applicant must successfully complete a Speech-Language Pathology Clinical Fellowship (CF).
Implementation: The Clinical Fellowship may be initiated only after completion of all academic coursework and clinical experiences required to meet the knowledge and skills delineated in Standards IV and V. The CF experience must be initiated within 24 months of the date the application is received. Once the CF has been initiated, it must be completed within 48 months. For applicants completing multiple CFs, all CF experiences related to the application must be completed within 48 months of the date the first CF was initiated. Applications will be closed for a CF/CFs that is/are not completed within the 48-month timeframe or that is/are not reported to ASHA within 90 days after the 48-month timeframe. The Clinical Fellow will be required to reapply for certification and must meet the Standards in effect at the time of re-application. CF experiences older than 5 years at the time of application will not be accepted.

The CF must have been completed under the mentorship of an individual who held the ASHA Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP) throughout the duration of the fellowship. It is the Clinical Fellow's responsibility to identify a mentoring speech-language pathologist (SLP) who holds an active Certificate of Clinical Competence in Speech-Language Pathology. Should the certification status of the mentoring SLP change during the CF experience, the Clinical Fellow will be awarded credit only for that portion of time during which the mentoring SLP held certification. It, therefore, is incumbent on the CF to verify the mentoring SLP's status periodically throughout the Clinical Fellowship experience. A family member or individual related in any way to the Clinical Fellow may not serve as a mentoring SLP.

**Standard VII-A: Clinical Fellowship Experience**

The Clinical Fellowship must have consisted of clinical service activities that foster the continued growth and integration of knowledge, skills, and tasks of clinical practice in speech-language pathology consistent with ASHA's current Scope of Practice in Speech-Language Pathology. The Clinical Fellowship must have consisted of no less than 36 weeks of full-time professional experience or its part-time equivalent.

Implementation: No less than 80% of the Fellow's major responsibilities during the CF experience must have been in direct client/patient contact (e.g., assessment, diagnosis, evaluation, screening, treatment, clinical research activities, family/client consultations, recordkeeping, report writing, and/or counseling) related to the management process for individuals who exhibit communication and/or swallowing disabilities.

Full-time professional experience is defined as 35 hours per week, culminating in a minimum of 1,260 hours. Part-time experience of less than 5 hours per week will not meet the CF requirement and may not be counted toward completion of the experience. Similarly, work in excess of the 35 hours per week cannot be used to shorten the CF to less than 36 weeks.

**Standard VII-B: Clinical Fellowship Mentorship**

The Clinical Fellow must have received ongoing mentoring and formal evaluations by the CF mentor.

Implementation: Mentoring must have included on-site observations and other monitoring activities. These activities may have been executed by correspondence, review of video and/or audio recordings, evaluation of written reports, telephone conferences with the Fellow, and evaluations by professional colleagues with whom the Fellow works. The CF mentor and Clinical Fellow must have participated in regularly scheduled formal evaluations of the Fellow's progress during the CF experience. The Clinical Fellow must receive ongoing mentoring and formal evaluations by the CF Mentor.

The mentoring SLP must engage in no fewer than 36 supervisory activities during the clinical fellowship experience. This supervision must include 18 on-site observations of direct client contact at the Clinical Fellow's work site (1 hour = 1 on-site observation; a maximum of six on-site
observations may be accrued in 1 day). At least six on-site observations must be conducted during each third of the CF experience. On-site observations must consist of the Clinical Fellow engaged in screening, evaluation, assessment, and/or habilitation/rehabilitation activities. Use of real-time, interactive video and audio conferencing technology is permitted as a form of on-site observation, for which pre-approval must be obtained.

Additionally, supervision must also include 18 other monitoring activities. At least six other monitoring activities must be conducted during each third of the CF experience. Other monitoring activities are defined as evaluation of reports written by the Clinical Fellow, conferences between the mentoring SLP and the Clinical Fellow, discussions with professional colleagues of the Fellow, etc., and may be executed by correspondence, telephone, or reviewing of video and/or audio tapes.

On rare occasions, the CFCC may allow the supervisory process to be conducted in other ways. However, a request for other supervisory mechanisms must be submitted in written form to the CFCC, and co-signed by the CF mentor, before the CF is initiated. The request must include the reason for the alternative supervision and a description of the supervision that would be provided. At a minimum, such a request must outline the type, length, and frequency of the supervision that would be provided.

A CF mentor intending to supervise a Clinical Fellow located in another state may be required to also hold licensure in that state; it is up to the CF mentor and the Clinical Fellow to make this determination before proceeding with a supervision arrangement.

Standard VII-C: Clinical Fellowship Outcomes

The Clinical Fellow must have demonstrated knowledge and skills consistent with the ability to practice independently.

Implementation: At the completion of the CF experience, the applicant will have acquired and demonstrated the ability to
- integrate and apply theoretical knowledge,
- evaluate his or her strengths and identify his or her limitations,
- refine clinical skills within the Scope of Practice in Speech-Language Pathology,
- apply the ASHA Code of Ethics to independent professional practice.

In addition, upon completion of the CF, the applicant must have demonstrated the ability to perform clinical activities accurately, consistently, and independently and to seek guidance as necessary.

The CF mentor must submit the Clinical Fellowship Report and Rating Form, which includes the Clinical Fellowship Skills Inventory (CFSI), as soon as the CF successfully completes the CF experience. This report must be signed by both the Clinical Fellow and mentoring SLP.

Standard VIII: Maintenance of Certification

Certificate holders must demonstrate continued professional development for maintenance of the Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP).

Implementation: Individuals who hold the Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP) must accumulate 30 certification maintenance hours of professional development during every 3-year maintenance interval. Intervals are continuous and begin January 1 of the year following award of initial certification or reinstatement of certification. A random audit of compliance will be conducted.
Accrual of professional development hours, adherence to the ASHA Code of Ethics, submission of certification maintenance compliance documentation, and payment of annual dues and/or certification fees are required for maintenance of certification.

If renewal of certification is not accomplished within the 3-year period, certification will expire. Individuals wishing to regain certification must submit a reinstatement application and meet the standards in effect at the time the reinstatement application is submitted.

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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 deportment 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 five days of classes in the fall and spring semesters, students may make changes to their schedules with no fee charged; after the first five days of classes, no class may be added. Classes in part-of-term may be added through the first day of class. In order to drop a class, a student must obtain the instructor’s signature on a drop form, pay the drop fee, and submit the drop form to the registrar (see “Special Fees” section). The grade for any course not completed and not officially dropped will be an “F” and will count in the student’s GPA. Full-term courses dropped by the 11th day of class for fall and spring semesters do not appear on the transcript. Classes dropped after the 11th class day are assigned a grade of “W” (withdrew); the grade point average is not affected. For additional information regarding the assignment of a “W” for parts-of-term, email registrar@harding.edu. The last day to drop a class is Wednesday of the 14th week for fall and spring terms; Thursday of the second week for two-week terms; Wednesday of the fourth week for four-week terms; Tuesday of the sixth week for six-week terms; Monday of the eighth week for eight week terms; Friday of the tenth week of an eleven-week term; and Thursday of the 11th week of a twelve-week term.

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 undergraduate students are expected to carry a full time load of at least 12 semester hours of credit and graduate students are expected to carry the number of hours scheduled for that semester (at least 8). 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 at the graduate level.

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.

Deferred Admission
Once a student has applied and been accepted into the graduate program, it may be possible to defer entering for one year. This could be granted based on extenuating circumstances such as a mission trip to Africa, or a teaching experience in China, etc. A student would need to send a letter requesting such a deferment to the Chair by the end of May. The Chair will assemble the Admissions Committee and the request for deferment will be considered. The student will be informed of the result. The student with
deferred admission must be prepared to enter the Harding graduate program by the August following the year of deferment. This deferred admission will be considered for a single year only.

**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. An undergraduate student may withdraw from an academic 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 and the graduate 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 graduate 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 readmission 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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90%-100%</td>
</tr>
<tr>
<td>B</td>
<td>80%-89%</td>
</tr>
<tr>
<td>C</td>
<td>70%-79%</td>
</tr>
<tr>
<td>D</td>
<td>60%-69%</td>
</tr>
<tr>
<td>F</td>
<td>&lt;59%</td>
</tr>
</tbody>
</table>

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 graduate credit hour is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>4.0</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>3.0</td>
</tr>
<tr>
<td>C</td>
<td>Problematic*</td>
<td>2.0</td>
</tr>
<tr>
<td>D</td>
<td>Unsatisfactory</td>
<td>1.0</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>0.0</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td>0.0</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawn</td>
<td>0.0</td>
</tr>
<tr>
<td>NC</td>
<td>No Credit</td>
<td>0.0</td>
</tr>
</tbody>
</table>

*A grade of “C” in a clinical practicum experience is considered both problematic and unsatisfactory. Undergraduate students earning a “C” in CSD 385 and 386 will not be allowed to count clinical practicum hours earned and must retake these classes. Students earning a “C” in CSD 386 will not be allowed to enroll in CSD 421 and participate in an off-campus practicum experience until they have successfully completed (earned a grade of “A” or “B”) CSD 385 and 386. Graduate students must earn a grade of at least a “B” in order to progress to the next clinical experience. As in the undergraduate experience, a “C” will be considered both problematic and unsatisfactory and clinical hours earned during that experience will not be entered into the clinical hour record. Graduate students must earn an “A” or “B” in CSD 619 and 629 before they will be allowed to enroll in an off-campus clinical experience (CSD 639, 649, and 659). A possible exception may be made for students applying for the Zambia practicum experience as a part of HIZ-Path.*

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 Harding policies must always be followed. 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 and “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 60 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 graduate course be repeated due to a previous failing grade (considered to be a “D” in academic coursework and a “C” in clinical courses), the initial grade remains on the transcript but the grade earned when the course is repeated will be used when determining acceptable performance. (See notation under Academic Probation and Dismissal.) Should an undergraduate 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 may 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.

Non-degree Students
Students who have earned an undergraduate degree in communication sciences and disorders and/or who are enrolled in a graduate program in speech-language pathology may request permission to enroll in CSD 639 – Clinical Practicum III, and/or CSD 632 - Seminar: Multicultural Aspects of Communication and Disorders during the Summer I term. This will only apply to the HIZ-Path international practicum experience. Students may not enroll in these courses unless they are accompanying the Harding University students and faculty to Zambia. Students must submit a completed CSD graduate program application (available from the CSD Program office), a HIZ-Path Transfer Student Registration Form, copies of all academic transcripts, and a letter of good standing from the Chair of the transferring student's permanent program. When all of this information has been received, the student's eligibility to enroll in CSD 639 and CSD 632 will be determined. This decision will then be forwarded to the HIZ-Path Selection Committee (including the Chair of Communication Sciences and Disorders, Clinic Director, and Externship Director) for a decision regarding participation in HIZ-Path.

All other CSD courses (both academic and clinical) must be considered on an individual basis. As a general rule, non-degree students will not be allowed to enroll in any CSD graduate course except CSD 639 and/or CSD 632.

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, the applicant must submit foreign transcripts to a degree evaluation service such as World Education Services (WES). The degree evaluation report must then 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. This may be accomplished if the international student applies to an undergraduate program for completion of prerequisite course work. 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) and all semester clinical work (grade of “B” or better) is required for continued progression in the CSD graduate program.

**Graduate Academic Probation and Dismissal**
The purpose for placing a student on Academic Probation is to allow the graduate 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,
- a grade of “D” or “F” is earned in any academic course, or
- a grade of "C", "D", or "F" is earned in any clinical 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 may be dismissed from the Program. A student may not earn enough academic hours and/or may not complete a clinical experience during the Summer term. In this case, the student may be allowed to enroll the following Fall term while remaining on Academic Probation. 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.

**Graduate 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, 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. Appeals should be discussed (in person or via telephone) with the faculty member teaching the class. If no resolution is reached, then a formal appeal must be initiated.
2. A formal appeal must be initiated within 5 days following the date that grades are posted on-line. The appeal should be completed within 45 days following the initiation of the process.
3. The student must initiate the process by presenting the appeal in writing to the faculty member serving as instructor of the course (with a copy to the Department Chair). The faculty member will render a decision in writing with a copy to the Department Chair.
4. If the faculty member denies the appeal, the student may present it in writing (within 5 days of the denial) to the Department Chair with a copy to the Dean of the College of Allied Health. The Chair will render a decision in writing.
5. If the Chair denies the appeal, the student may present it in writing to the Dean of the College of Allied Health within 5 days of the denial. The Dean will consider the merits of the appeal, based on criteria specified in the Center for Health Sciences Academic Appeal Policies and Procedures. If appropriate, the Dean will convene the Health Sciences Academic Performance and Standards Committee to review the case.
6. The committee will review the submitted documentation and may meet with the student or faculty member (in person or via telephone) to obtain additional information. The student may request to meet with the committee but may not bring other individuals to the meeting. If the student wants to meet with the committee, he or she must make that request when sending the appeal to the dean. The committee will send a copy of its appeal decision in writing to the student and the Provost. If the committee does not render a decision within ten business days after the student appeals to the dean, the appeal will be deemed denied as of the tenth business day.
7. If the appeal is denied by the committee or is deemed denied, further appeal rights are limited. The student may present the appeal in writing to the Provost within ten business days of the denial. The appeal must specify the grounds, as well as supporting facts and rationale. Disagreement with the substance of the committee's decision is not a ground for appeal at this level. The Provost will limit review to alleged failure to adhere to appeal policies and procedures or new information that was unavailable to the student or the faculty member when the committee made its decision. The Provost will render a final decision in writing within five business days after the student appeals to the Provost.
8. Upon final decision of the Provost, the student will have exhausted his or her right of appeal within the University.

Graduate Academic Advising
All students in the Department of Communication Sciences and Disorders will be assigned to faculty advisors. The Graduate 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 each 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 30 hours of clinical practicum at the Harding University Speech Clinic and approximately 50 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 to attend such meetings. 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 students 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. Students must also be able to meet the Essential Skills necessary to perform as a speech-language pathologist or audiologist.

**Application for Graduation**
Graduate 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 60 semester hours) with a 3.0 cumulative grade point average, no academic class grade less than a "C" and no clinical class grade less than a "B" (see Academic Progression, and Academic Probation and Dismissal sections for additional details).
2. Completion of 400 clinical clock hours (no more than 50 may be accepted from undergraduate clinical experiences) including 25 hours of observation with satisfactory ratings from all clinical supervisors.
3. Completion of the Knowledge and Skills Acquisition (KASA) form with each competency marked as acquired and certified by the program director.
4. Satisfactory evidence of good interpersonal relations and ethical professional conduct.
5. Passing score on the comprehensive examination.
6. Evidence of having taken the PRAXIS.

**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.
Additional 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 (March 1, 2016)

PREAMBLE
The American Speech-Language-Hearing Association (ASHA; hereafter, also known as “The Association”) has been committed to a framework of common principles and standards of practice since ASHA’s inception in 1925. This commitment was formalized in 1952 as the Association’s first Code of Ethics. This Code has been modified and adapted as society and the professions have changed. The Code of Ethics reflects what we value as professionals and establishes expectations for our scientific and clinical practice based on principles of duty, accountability, fairness, and responsibility. The ASHA Code of Ethics is intended to ensure the welfare of the consumer and to protect the reputation and integrity of the professions.

The ASHA Code of Ethics is a framework and focused guide for professionals in support of day-to-day decision making related to professional conduct. The Code is partly obligatory and disciplinary and partly aspirational and descriptive in that it defines the professional’s role. The Code educates professionals in the discipline, as well as students, other professionals, and the public, regarding ethical principles and standards that direct professional conduct.

The preservation of the highest standards of integrity and ethical principles is vital to the responsible discharge of obligations by audiologists, speech-language pathologists, and speech, language, and hearing scientists who serve as clinicians, educators, mentors, researchers, supervisors, and administrators. This Code of Ethics sets forth the fundamental principles and rules considered essential to this purpose and is applicable to the following individuals:

- a member of the American Speech-Language-Hearing Association holding the Certificate of Clinical Competence (CCC)
- a member of the Association not holding the Certificate of Clinical Competence (CCC)
- a nonmember of the Association holding the Certificate of Clinical Competence (CCC)
- an applicant for certification, or for membership and certification

By holding ASHA certification or membership, or through application for such, all individuals are automatically subject to the jurisdiction of the Board of Ethics for ethics complaint adjudication. Individuals who provide clinical services and who also desire membership in the Association must hold the CCC.

The fundamentals of ethical conduct are described by Principles of Ethics and by Rules of Ethics. The four Principles of Ethics form the underlying philosophical basis for the Code of Ethics and are reflected in
the following areas:

(I) responsibility to persons served professionally and to research participants, both human and animal;
(II) responsibility for one’s professional competence;
(III) responsibility to the public; and
(IV) responsibility for professional relationships.

Individuals shall honor and abide by these Principles as affirmative obligations under all conditions of applicable professional activity. Rules of Ethics are specific statements of minimally acceptable as well as unacceptable professional conduct.

The Code is designed to provide guidance to members, applicants, and certified individuals as they make professional decisions. Because the Code is not intended to address specific situations and is not inclusive of all possible ethical dilemmas, professionals are expected to follow the written provisions and to uphold the spirit and purpose of the Code. Adherence to the Code of Ethics and its enforcement results in respect for the professions and positive outcomes for individuals who benefit from the work of audiologists, speech-language pathologists, and speech, language, and hearing scientists.

TERMINOLOGY

**advertising** – Any form of communication with the public about services, therapies, products, or publications.

**conflict of interest** – An opposition between the private interests and the official or professional responsibilities of a person in a position of trust, power, and/or authority.

**crime** – Any felony; or any misdemeanor involving dishonesty, physical harm to the person or property of another, or a threat of physical harm to the person or property of another. For more details, see the “Disclosure Information” section of applications for ASHA certification found on www.asha.org/certification/AudCertification/ and www.asha.org/certification/SLPCertification/.

**diminished decision-making ability** – Any condition that renders a person unable to form the specific intent necessary to determine a reasonable course of action.

**fraud** – Any act, expression, omission, or concealment—the intent of which is either actual or constructive—calculated to deceive others to their disadvantage.

**impaired practitioner** – An individual whose professional practice is adversely affected by addiction, substance abuse, or health-related and/or mental health–related conditions.

**individuals** – Members and/or certificate holders, including applicants for certification.

**informed consent** – May be verbal, unless written consent is required; constitutes consent by persons served, research participants engaged, or parents and/or guardians of persons served to a proposed course of action after the communication of adequate information regarding expected outcomes and potential risks.

**jurisdiction** – The “personal jurisdiction” and authority of the ASHA Board of Ethics over an individual holding ASHA certification and/or membership, regardless of the individual’s geographic location.

**know, known, or knowingly** – Having or reflecting knowledge.

**may vs. shall** – May denotes an allowance for discretion; shall denotes no discretion.

**misrepresentation** – Any statement by words or other conduct that, under the circumstances, amounts to an assertion that is false or erroneous (i.e., not in accordance with the facts); any statement made with conscious ignorance or a reckless disregard for the truth.

**negligence** – Breaching of a duty owed to another, which occurs because of a failure to conform to a requirement, and this failure has caused harm to another individual, which led to damages to this person(s); failure to exercise the care toward others that a reasonable or prudent person would take in the circumstances, or taking actions that such a reasonable person would not.

**nolo contendere** – No contest.

**plagiarism** – False representation of another person’s idea, research, presentation, result, or product as one's own through irresponsible citation, attribution, or paraphrasing; ethical misconduct does not include honest error or differences of opinion.
**publicly sanctioned** – A formal disciplinary action of public record, excluding actions due to insufficient continuing education, checks returned for insufficient funds, or late payment of fees not resulting in unlicensed practice.

**reasonable or reasonably** – Supported or justified by fact or circumstance and being in accordance with reason, fairness, duty, or prudence.

**self-report** – A professional obligation of self-disclosure that requires (a) notifying ASHA Standards and Ethics and (b) mailing a hard copy of a certified document to ASHA Standards and Ethics (see term above). All self-reports are subject to a separate ASHA Certification review process, which, depending on the seriousness of the self-reported information, takes additional processing time.

**shall vs. may** – Shall denotes no discretion; may denotes an allowance for discretion.

**support personnel** – Those providing support to audiologists, speech-language pathologists, or speech, language, and hearing scientists (e.g., technician, paraprofessional, aide, or assistant in audiology, speech-language pathology, or communication sciences and disorders).

**telepractice, teletherapy** – Application of telecommunications technology to the delivery of audiology and speech-language pathology professional services at a distance by linking clinician to client/patient or clinician to clinician for assessment, intervention, and/or consultation. The quality of the service should be equivalent to in-person service.

**written** – Encompasses both electronic and hard-copy writings or communications.

**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 clinical services and scientific activities competently.

B. Individuals shall use every resource, including referral and/or interprofessional collaboration when appropriate, to ensure that quality service is provided.

C. Individuals shall not discriminate in the delivery of professional services or in the conduct of research and scholarly activities on the basis of race, ethnicity, sex, gender identity/gender expression, sexual orientation, age, religion, national origin, disability, culture, language, or dialect.

D. Individuals shall not misrepresent the credentials of aides, assistants, technicians, support personnel, students, research interns, Clinical Fellows, or any others under their supervision, and they shall inform those they serve professionally of the name, role, and professional credentials of persons providing services.

E. Individuals who hold the Certificate of Clinical Competence may delegate tasks related to the provision of clinical services to aides, assistants, technicians, support personnel, or any other persons only if those persons are adequately prepared and are appropriately supervised. The responsibility for the welfare of those being served remains with the certified individual.

F. Individuals who hold the Certificate of Clinical Competence shall not delegate tasks that require the unique skills, knowledge, judgment, or credentials that are within the scope of their profession to aides, assistants, technicians, support personnel, or any nonprofessionals over whom they have supervisory responsibility.

G. Individuals who hold the Certificate of Clinical Competence may delegate to students tasks related to the provision of clinical services that require the unique skills, knowledge, and judgment that are within the scope of practice of their profession only if those students are adequately prepared and are appropriately supervised. The responsibility for the welfare of those being served remains with the certified individual.

H. Individuals shall obtain informed consent from the persons they serve about the nature and possible risks and effects of services provided, technology employed, and products dispensed. This obligation also includes informing persons served about possible effects of not engaging in treatment or not following clinical recommendations. If diminished decision-making ability of persons served is suspected, individuals should seek appropriate authorization for services, such
as authorization from a spouse, other family member, or legally authorized/appointed representative.

I. Individuals shall enroll and include persons as participants in research or teaching demonstrations only if participation is voluntary, without coercion, and with informed consent.

J. Individuals shall accurately represent the intended purpose of a service, product, or research endeavor and shall abide by established guidelines for clinical practice and the responsible conduct of research.

K. Individuals who hold the Certificate of Clinical Competence shall evaluate the effectiveness of services provided, technology employed, and products dispensed, and they shall provide services or dispense products only when benefit can reasonably be expected.

L. Individuals may make a reasonable statement of prognosis, but they shall not guarantee—directly or by implication—the results of any treatment or procedure.

M. Individuals who hold the Certificate of Clinical Competence shall use independent and evidence-based clinical judgment, keeping paramount the best interests of those being served.

N. Individuals who hold the Certificate of Clinical Competence shall not provide clinical services solely by correspondence, but may provide services via telepractice consistent with professional standards and state and federal regulations.

O. Individuals shall protect the confidentiality and security of records of professional services provided, research and scholarly activities conducted, and products dispensed. Access to these records shall be allowed only when doing so is necessary to protect the welfare of the person or of the community, is legally authorized, or is otherwise required by law.

P. Individuals shall protect the confidentiality of any professional or personal information about persons served professionally or participants involved in research and scholarly activities and may disclose confidential information only when doing so is necessary to protect the welfare of the person or of the community, is legally authorized, or is otherwise required by law.

Q. Individuals shall maintain timely records and accurately record and bill for services provided and products dispensed and shall not misrepresent services provided, products dispensed, or research and scholarly activities conducted.

R. Individuals whose professional practice is adversely affected by substance abuse, addiction, or other health-related conditions are impaired practitioners and shall seek professional assistance and, where appropriate, withdraw from the affected areas of practice.

S. Individuals who have knowledge that a colleague is unable to provide professional services with reasonable skill and safety shall report this information to the appropriate authority, internally if a mechanism exists and, otherwise, externally.

T. Individuals shall provide reasonable notice and information about alternatives for obtaining care in the event that they can no longer provide professional services.

**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 who hold the Certificate of Clinical Competence shall engage in only those aspects of the professions that are within the scope of their professional practice and competence, considering their certification status, education, training, and experience.

B. Members who do not hold the Certificate of Clinical Competence may not engage in the provision of clinical services; however, individuals who are in the certification application process may engage in the provision of clinical services consistent with current local and state laws and regulations and with ASHA certification requirements.

C. Individuals who engage in research shall comply with all institutional, state, and federal regulations that address any aspects of research, including those that involve human participants and animals.

D. Individuals shall enhance and refine their professional competence and expertise through engagement in lifelong learning applicable to their professional activities and skills.
E. Individuals in administrative or supervisory roles shall not require or permit their professional staff to provide services or conduct research activities that exceed the staff member’s certification status, competence, education, training, and experience.

F. Individuals in administrative or supervisory roles shall not require or permit their professional staff to provide services or conduct clinical activities that compromise the staff member’s independent and objective professional judgment.

G. Individuals shall make use of technology and instrumentation consistent with accepted professional guidelines in their areas of practice. When such technology is not available, an appropriate referral may be made.

H. Individuals shall ensure that all technology and instrumentation used to provide services or to conduct research and scholarly activities are in proper working order and are properly calibrated.

PRINCIPLE OF ETHICS III

Individuals shall honor their responsibility to the public when advocating for the unmet communication and swallowing needs of the public and shall provide accurate information involving any aspect of the professions.

RULES OF ETHICS

A. Individuals shall not misrepresent their credentials, competence, education, training, experience, and scholarly contributions.

B. Individuals shall avoid engaging in conflicts of interest whereby personal, financial, or other considerations have the potential to influence or compromise professional judgment and objectivity.

C. Individuals shall not misrepresented research and scholarly activities, diagnostic information, services provided, results of services provided, products dispensed, or the effects of products dispensed.

D. Individuals shall not defraud through intent, ignorance, or negligence or engage in any scheme to defraud in connection with obtaining payment, reimbursement, or grants and contracts for services provided, research conducted, or products dispensed.

E. Individuals’ statements to the public shall provide accurate and complete 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.

F. Individuals’ statements to the public shall adhere to prevailing professional norms and shall not contain misrepresentations when advertising, announcing, and promoting their professional services and products and when reporting research results.

G. Individuals shall not knowingly make false financial or nonfinancial statements and shall complete all materials honestly and without omission.

PRINCIPLE OF ETHICS IV

Individuals shall uphold the dignity and autonomy of the professions, maintain collaborative and harmonious interprofessional and intraprofessional relationships, and accept the professions’ self-imposed standards.

RULES OF ETHICS

A. Individuals shall work collaboratively, when appropriate, with members of one’s own profession and/or members of other professions to deliver the highest quality of care.

B. Individuals shall exercise independent professional judgment in recommending and providing professional services when an administrative mandate, referral source, or prescription prevents keeping the welfare of persons served paramount.

C. Individuals’ statements to colleagues about professional services, research results, and products shall adhere to prevailing professional standards and shall contain no misrepresentations.
D. Individuals shall not engage in any form of conduct that adversely reflects on the professions or on the individual’s fitness to serve persons professionally.

E. Individuals shall not engage in dishonesty, negligence, fraud, deceit, or misrepresentation.

F. Applicants for certification or membership, and individuals making disclosures, shall not knowingly make false statements and shall complete all application and disclosure materials honestly and without omission.

G. Individuals shall not engage in any form of harassment, power abuse, or sexual harassment.

H. Individuals shall not engage in sexual activities with individuals (other than a spouse or other individual with whom a prior consensual relationship exists) over whom they exercise professional authority or power, including persons receiving services, assistants, students, or research participants.

I. Individuals shall not knowingly allow anyone under their supervision to engage in any practice that violates the Code of Ethics.

J. Individuals shall assign credit only to those who have contributed to a publication, presentation, process, or product. Credit shall be assigned in proportion to the contribution and only with the contributor's consent.

K. Individuals shall reference the source when using other persons’ ideas, research, presentations, results, or products in written, oral, or any other media presentation or summary. To do otherwise constitutes plagiarism.

L. Individuals shall not discriminate in their relationships with colleagues, assistants, students, support personnel, and members of other professions and disciplines on the basis of race, ethnicity, sex, gender identity/gender expression, sexual orientation, age, religion, national origin, disability, culture, language, dialect, or socioeconomic status.

M. Individuals with evidence that the Code of Ethics may have been violated have the responsibility to work collaboratively to resolve the situation where possible or to inform the Board of Ethics through its established procedures.

N. Individuals shall report members of other professions who they know have violated standards of care to the appropriate professional licensing authority or board, other professional regulatory body, or professional association when such violation compromises the welfare of persons served and/or research participants.

O. Individuals shall not file or encourage others to file complaints that disregard or ignore facts that would disprove the allegation; the Code of Ethics shall not be used for personal reprisal, as a means of addressing personal animosity, or as a vehicle for retaliation.

P. Individuals making and responding to complaints shall comply fully with the policies of the Board of Ethics in its consideration, adjudication, and resolution of complaints of alleged violations of the Code of Ethics.

Q. Individuals involved in ethics complaints shall not knowingly make false statements of fact or withhold relevant facts necessary to fairly adjudicate the complaints.

R. Individuals shall comply with local, state, and federal laws and regulations applicable to professional practice, research ethics, and the responsible conduct of research.

S. Individuals who have been convicted; been found guilty; or entered a plea of guilty or nolo contendere to (1) any misdemeanor involving dishonesty, physical harm—or the threat of physical harm—to the person or property of another, or (2) any felony, shall self-report by notifying ASHA Standards and Ethics (see Terminology for mailing address) in writing within 30 days of the conviction, plea, or finding of guilt. Individuals shall also provide a certified copy of the conviction, plea, nolo contendere record, or docket entry to ASHA Standards and Ethics within 30 days of self-reporting.

T. Individuals who have been publicly sanctioned or denied a license or a professional credential by any professional association, professional licensing authority or board, or other professional regulatory body shall self-report by notifying ASHA Standards and Ethics (see Terminology for mailing address) in writing within 30 days of the final action or disposition. Individuals shall also provide a certified copy of the final action, sanction, or disposition to ASHA Standards and Ethics within 30 days of self-reporting.

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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 extend beyond the classroom and campus to hospitals, community clinical facilities, public and private schools, and various other practicum settings and locations 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. Specific requirements for the Harding University Speech Clinic are presented in the Speech Clinic Handbook and will be presented and discussed throughout clinical training. Failure to meet the professional appearance requirements (as specified in the Clinic Handbook or as requested by the externship placements) could result in a failing grade for that practicum experience, or a request to withdraw from the program.

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.

**Academic Progression Appeals**

1. The student may appeal within five business days after the date he or she is notified of dismissal from the Communication Sciences and Disorders program. The appeal should be completed within 45 business days following initiation of the process.

2. If the student appeals, he or she must do so in writing to the CSD Department Chair with a copy to the Dean of the College of Allied Health. The student must set forth reasons and grounds for the appeal. The Chair will send a copy of his or her appeal decision in writing to the student and the Dean if the Chair does not render a decision within five business days after the student appeals to the faculty member, the appeal will be deemed denied as of the fifth business day.

3. If the faculty member from whom notification of dismissal or other decision was received is the Dean, the student must skip Paragraph 4 and proceed to Paragraph 5 to continue the appeal.

4. If the appeal is denied by the Chair or is deemed denied, the student, within five business days of the denial, may appeal in writing to the Dean of the College of Allied Health with a copy to the Provost. The dean will send a copy of his or her decision in writing to the student and the Provost. If the dean does not render a decision within five business days after the student appeals to the dean, the appeal will be deemed denied as of the fifth business day.
5. If the appeal is denied by the dean or is deemed denied, the student may appeal in writing to the Provost within five business days of the denial. The Provost will not consider an appeal based on any of the following reasons:
   - Disagreement regarding the quality of academic work, adherence to technical standards, or professional performance
   - Disagreement with published college/program policies
   - Differences in classroom policies or grading schemes in different colleges/programs or between different programs of the same college
   - An academic progression issue’s impact on a student’s future earning potential, timeline for assuming professional practice, or eligibility for veteran’s benefits

6. The Provost will consider an appeal only when a student presents evidence of one or more of the following:
   - Terms of the student handbook or catalogue were violated
   - An error was made in calculating or recording a grade
   - A university policy was violated in an assignment, administered exam, technical standard, or assigned grade
   - An inconsistent grading standard was applied across students
   - A written agreement between the faculty member/program/college and student was violated

7. For appeals submitted to the Provost, the following supporting documentation is required (unless otherwise noted):
   - Explanation of what occurred and how the criteria above apply to the situation
   - Correspondence from the faculty member and dean indicating that the appeal has been denied at those levels, unless the appeal was deemed denied
   - College/program handbook section related to academic progression and technical standards
   - Timeline of events relevant to the appeal
   - Assignment or exam in question (if applicable)
   - Excerpt from online catalogue of university regulation (if applicable)
   - Correspondence with faculty member (if applicable)
   - Any other documentation supporting the appeal

8. If the appeal meets the criteria in paragraph 7, the Assistant/Associate Provost will convene the Health Sciences Academic Performance and Standards Committee to review the case.

9. The committee will review the submitted documentation and may meet with the student or faculty member/dean (in person or via telephone) to obtain additional information. The student may request to meet with the committee but may not bring other individuals to the meeting. If the student wants to meet with the committee, he or she must make that request when sending the appeal to the Provost. The committee will send a copy of its decision in writing to the student and the Provost. If the committee does not render a decision within ten business days after the student appeals to the Provost, the appeal will be deemed denied as of the tenth business day.

10. If the appeal is denied by the committee or is deemed denied, further appeal rights are limited. The student may appeal in writing to the Provost within ten business days of the committee’s decision. The appeal must specify the grounds, as well as supporting facts and rationale. Disagreement with the substance of the committee’s decision is not a ground for appeal at this level. The Provost will limit review to alleged failure to adhere to appeal policies and procedures or new information that was unavailable to the student or the faculty member when the committee made its decision. The Provost will render a final decision in writing within five business days after the student appeals to the Provost.

11. Upon final decision of the Provost, the student will have exhausted his or her right of appeal within the University.

Background Checks and Drug Screening
The Department of Communication Sciences and Disorders currently 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 Graduate Student Orientation Week),
fingerprinting, background checks as well as basic T.B. tests will be conducted. The Externship Director of the Chair of the Communication Sciences and Disorders Department 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 115 Dr. Jimmy Carr Drive, 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, 501-279-4346 (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 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 access to the International Phonetic Alphabet (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
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. See the Professional Attire and Appearance section of the Speech Clinic Handbook for additional requirements.

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 must meet professional expectations as presented in the Speech Clinic Handbook. 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 Speech Clinic and/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) 279-4380. 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, using 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 2795000.
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** within seven business days. 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 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 within seven business days. 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 20850
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 undergraduate catalog, the graduate catalog, the 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. Please also 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 Student Speech and Hearing Association (HUSSHA) 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 $4,000 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
The Harding University Communication Sciences and Disorders Program uses the undergraduate application in effect for all undergraduate students. The graduate program uses the CSDCAS process. All application fees are determined be CSDCAS.

Typical Expenses (please check with the Business Office and/or the Harding graduate catalog for details)

All students enrolled in clinical practicum experiences will be charged a liability insurance fee for each semester enrolled. The charge will vary from semester to semester depending on the number of students enrolled. Undergraduate students will cover this through their course fees. Graduate students will cover this through funds collected in the flat tuition. Other potential expenses include books/equipment; travel to practice sites, and a graduation fee.

Students who are accepted and who wish to live in on-campus housing must submit a housing/security deposit and 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 an apartment
reservation deposit and application fee. 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 service charge on all returned paper checks; and 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 schedule posted by Financial Aid Services.

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.

Harding University Calendar

For an official Harding University calendar, please go to http://www.harding.edu/calendar/. 