



Department of Communication Sciences and Disorders
CSD 6110: Preventing, Diagnosing & Treating Communication Disorders
with the Birth-to-Five population
Fall 2022 Syllabus
Credit Hours: 5

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Department Mission Statement

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.

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

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

Class location: Swaid 103 (Face to face), Google Meet (synchronous) ECHO 360 (asynchronous). The instructor will provide a link to the Google Meet and ECHO 360 platforms in canvas.

Class time: **Tuesday/Thursday 8:00-10:30a.m.** (face-to-face/synchronous meeting times). The instructor may provide online synchronous meeting times via Google Meets and asynchronous learning opportunities via ECHO 360 lectures

Time Zone: Harding University is in Searcy, AR, which is in the Central Standard time zone. Therefore, class times, and assignment due dates will be based in accordance with the Central Standard Time.

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

Course Communication: I am here to help you. I will communicate with you via in-class announcements, Canvas announcements, and your HU e-mail (for small groups and/or individual messages). I prefer for you to contact me via email (jtraughb@harding.edu). I will respond to emails within 24 hours, five days a week, Monday-Friday and, as available, on the weekends.

Required Materials:

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

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

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

Subscription to SimuCase (activate in Sept).

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

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

Subscription to the Calipso clinical software (obtained in orientation)

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

Recommended Materials:

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

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

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

1. Explaining the early intervention process, including the laws, child find process, funding/reimbursement, types of service delivery, and documentation requirements.
2. Discussing misconceptions of disorders common to the birth-to-five population, and potential blockades to their identification.
3. Demonstrating the ability to educate others about the prevention and recognition of communication disorders in the birth-to-five population
4. Understanding and using common medical terminology (including abbreviations) common in the birth-to-five population.
5. Differentiating between normal from abnormal development in language, speech, voice, and cognition.
6. Demonstrating knowledge of cognitive and communication disorders common in the birth to five population including etiologies, characteristics, and anatomical/physiological correlates of each disorder.
7. Demonstrating the ability to select, administer, and score (normed and criterion referenced) assessment instruments for language, speech, voice, and cognition.
8. Analyzing and interpreting assessment findings to diagnose specific disorders of language, speech, voice, and cognition.
9. Developing evidence-based assessment plans using at least two methods of assessment to obtain a culturally relevant differential diagnosis using case scenarios from the birth-to-five population.
10. Designing evidence-based treatment plans for individuals in the birth-to-five population, including functional goals and measurable objectives.
11. Educating and training family, and relevant others, to implement intervention strategies within the child's daily events using the coaching model.
12. Design evidence-based treatment plans, including specific techniques, for individuals in the birth-to-five population using clinician directed, client directed, and hybrid models.
13. Recognize their role on the interdisciplinary team and utilize their skills to manage the care of individuals receiving services to optimize interprofessional, team-based collaborative practice
14. Exhibiting cultural knowledge, communicative and interpersonal skills, and other-centered dispositions for professional interactions with clients and relevant others during the assessment and intervention process.
15. Discussing practice-based scenarios and demonstrating practices that adhere to the Code of Ethics.
16. Designing developmentally appropriate and culturally relevant literacy activities to promote language enrichment/intervention.

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

Council for Academic Accreditation (CAA) Standards:

3.1.1B Professional Practice Competencies: The program must provide content and opportunities for students to learn and demonstrate attributes and abilities in: Accountability, Integrity, Effective Communication Skills, Clinical Reasoning, Evidence-Based Practice, Concern for

Individuals Served, Cultural Competence, Professional Duty, and Collaborative Practice

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

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

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

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

3.1.6B Professional Knowledge for 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.

Council for Clinical Certification (CFCC) Standards:

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

Standard IV-C: Demonstrate the ability to analyze, synthesize and evaluate knowledge of communication disorders and differences, including the appropriate etiologies, characteristics,

anatomical/physiological, acoustic, psychological, developmental, linguistic, and cultural correlates in the areas of speech sound production, voice and resonance, receptive and expressive language, literacy, hearing, cognition, and social aspects of communication.

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

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

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

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

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

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

Course Expectations/Professional Conduct: The nature and depth of academic study at the master's level requires an internal motivation to engage with the course material to achieve competency. Therefore, each student's participation is critical for the true exchange and application of thoughts and ideas. To maximize the learning opportunities for all students, it is imperative that student's demonstrate independent learning, ethical work habits, and professionalism. Therefore, the instructor will expect the students to:

1. Have consistent access to an appropriate digital device to interact with the course content. The Canvas interface was optimized for desktop displays; therefore, a laptop or desktop is the recommended device.
 - Canvas performs best when using the Chrome browser.
 - Canvas does not interface well with the pages software. If you use this software, please upload your documents as a word document or a .pdf
2. Maintain a reliable Internet connection to support online learning. Students must have consistent access to broadband connectivity, as many classes incorporate rich media content.
3. Demonstrate consistent and punctual attendance.
 - The instructor expects students to attend all class meetings. With approval, synchronous attendance (using google meet) is available using the link in the canvas course. For synchronous meetings, the instructor will take attendance based on your log in and participation. **Students must have their video camera ON and their microphones muted (unless speaking) for the duration of the class period.** When needed, the instructor may schedule asynchronous meetings

using ECHO 360. For asynchronous lectures, the instructor will take attendance via the course analytics in ECHO 360.

- Students should notify the instructor (via HU e-mail) before class begins if you are going to be late or absent for a class period. When approved by the instructor ahead of time, you may use Google Meets in lieu of your physical attendance. In the case of illness, students should communicate with the instructor via email and copy studenthealth@harding.edu as soon as possible. Illnesses necessitating an absence of more than two consecutive class sessions will require physician/provider documentation.
 - Students who miss class (excused or unexcused) are responsible for the content presented and/or assigned. Students may not make up activities (observations, labs, assignments, quizzes, or activities affiliated with guest speakers) conducted during class on the day of an absence.
 - Students who miss an exam must notify the instructor prior to the exam and provide documentation of an excused absence to make up the exam on a mutually agreed upon date. Make-up exams will of point equal value and will assess similar content, but may be in a different format. Students that miss an exam with an unexcused absence will receive a zero.
4. Engage in active participation in face-to-face and synchronous class activities. Students are to demonstrate active listening skills, critical questioning to extend a thought/topic, respectful debate, and the ability to respect other's opinions. Off-task behaviors during class (texting, surfing, talking, sleeping etc.) may result in an unexcused absence. To accommodate remote learning when synchronous meetings are not available, the instructor will record class lectures/activities. The instructor assumes that students enrolled in the class have consented to these recordings.
 5. **To maximize discussion, students must read the material (textbook and slides) and complete homework activities before class begins.**
 6. Submit work on time. All assignments are due at the beginning of class on the expected due date, regardless of attendance. The instructor does not accept late work.
 7. Submit professional work. All written work should be reasonably correct in mechanics (ex: spelling, grammar, punctuation) with appropriate formatting and citations, if needed. Students should submit work typed in Times New Roman 12-point font with 1" margins. Refer to materials from your Research & Writing course as well as your APA Manual (7th Edition) for clarification and examples of good writing. Students may use the HU writing center for assistance in editing their work or gaining assistance with APA. Paper assignments must be stapled/paper clipped together with your name on the first paper. Loose assignments, or assignments without names, will receive a 5-point deduction in the total score.
 8. Use professional communication skills. The instructor will communicate through in-class announcements, Canvas messages, and HU email. Students are responsible for the disbursement of information (including attachments) through these sources. As servants

of Christ, we must know how to address each other via all methods of communication - whether online or on-ground. When communicating with teachers or classmates, please remain professional and courteous. Review the guidelines for Netiquette found on the Canvas homepage for this course.

9. Respect intellectual property, HUs Academic Integrity Policies, and HIPAA. The material presented in class is the intellectual property of the instructor. As such, students may not record, share, or distribute the information in any form without the express permission from the instructor. To uphold academic integrity, students are to complete their own work. As such, the instructor will consider the use of any external information during an assignment, quiz, or exam as cheating. Submitting work taken directly from another source will be considered plagiarism and no credit will be given on the assignment. Cheating in all its forms is inconsistent with the Christian faith. Students who violate this expectation will receive a grade of “zero” points and the consequences outlined in the department/university handbooks. To uphold confidentiality of personal information, students must adhere the HIPAA and HUSC policies for clinical observations, clinical information, and use of dx/tx materials (see HUSC handbook posted online).

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

The written plan will be shared with the student's graduate advisor and department chair. A copy of the plan will be placed in the student's Calipso account and the course will be marked as “in remediation” on their KASA. Upon successful completion of the remediation plan the instructor, student, and advisor will sign the form acknowledging the completion of the remediation plan and then digitally file the form in the student's KASA in Calipso. The course and associated learning objectives can then be marked as completed. If the remediation of skills is not completed successfully, the student will repeat the course. If the remediation is ongoing at the end of the semester, the student will receive a grade of Incomplete for the course.

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

Weighted Categories

Assignments

Percent of Final Grade

40%

Quizzes	10%
Exams*	50%

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

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

Course Organization

Date	Topic/Activity	Homework
Week 1: Aug 23	Syllabus & Introduction— Child Dev & Activity; Acronyms in EI	Modules 1-4; Academic Integrity, Bookmark textbooks, Sign up for Speechpathology.com, Literacy Kits, Acronyms in EI (in Examsoft). Read Hudson chap 17
Aug 25	Laws & Leg. in E.I. Service Delivery in Early Intervention, ICF	Review Normal Development, SP.com #9386, #9449 (Play part 1 & 2), Scavenger Hunt, prepare for quiz
Week 2: Aug 30	Presentation, Chap. 17 Quiz, What's your lens of development?	Read Paul et al. 1-24, SP.com #9468, #9482(Play part 3 & 4)
Sept 1	Chapter 1: Models of Child Language Disorders	DB, Read 25-62, SP.com #10257 (tests part 1), prepare for quiz
Week 3: Sept 6	Quiz over chapter 2— Chapter 2: Evaluation & Assessment	SP.com #10258 (tests part 2)
Sept. 8	Chapter 2: Evaluation & Assessment	Prepare for EXAM, Read 63-82
Week 4: Sept 13	EXAM over EI, Chapter 1 & 2 Chapter 3: Principles of Intervention	Read 83-101, SimuCase, shopping for literacy kits
Sept 15	Debrief; Chapter 3: Principles of Intervention	Quiz chapter 3; Read 181-185 (stop at NICU),188 (start at hearing)-193 (stop at feeding), 194 (start at vocal)-196 (stop at

		feeding), 197 (start at vocal) -207 (stop at feeding), 208 (start at hearing)-216
Week 5: Sept 20	Quiz: Chapter 6: Assessment & Intervention with Prelinguistic Period	Read 232-283
Sept 22	Quiz; Chapter 7: Assessment & Intervention for Emerging Language	
Week 6: Sept 27	Chapter 7: Assessment & Intervention for Emerging Language	Read 289-336, SimuCase
Sept 29	Quiz; Chapter 8: Assessment of Developing Language	Read 323-335, Language Sample
Week 7: Oct 4	Chapter 8: Assessment of Developing Language	Read 351-394
Oct 6	Quiz: Chapter 9: Intervention for Developing Language	Review for Mid-Term, BRING COMPUTER & CHARGER
Week 8: Oct 11	Mid-Term Exam	Schedule exam review
Oct 13	No class--- ArkSHA Convention	Read Pena 1-18, 19-50 (as needed), SimuCase, prepare for quiz
Week 9: Oct 18	Quiz chapter 1 & 2 Chapter 1: Speech Sound Disorders in All of their Names Chapter 2: Anatomy & Physiology of Speech Production	Read Pena 61-105, prepare for quiz
Oct 20	Quiz chapter 3 Chapter 3: Phonetics, Phonology & Speech Sound Disorders	Pena 137-190, Instrument Reviews, Article Summary
Week 10: Oct 25	Chapter 4: Typical Learning of Speech Sounds, Norms, Patterns & Theories	Prepare for exam; Read Pena 261-278
Oct 27	EXAM Chapter 1-4 Chapter 6: Assessment & Differential DX of Speech Sound Disorders; puzzle	Read Pena 278-304, KLPA Case Study from SimuCase (DX/TX)
Week 11:		

Nov 1	Chapter 6: Assessment & Differential DX of Speech Sound Disorders	Read Pena 333-388, prepare for quiz
Nov 3	Quiz chapter 7 Chapter 7: A Comprehensive and Evidenced Based Treatment Program for Speech Sound Disorders	Read Pena 419-428, case study, pick presentation topics
Week 12: Nov 8	Chapter 8: Specific Speech Sound Treatment Approaches	Read 429-448, Prepare presentation
Nov 10	Chapter 8: SSD Case Presentations	Read 453-473, article summary
Week 13: Nov 15	Chapter 9	Study for Exam---Bring Computer & Charger
Nov 17	EXAM (Speech 5-9)	
Week 14: Nov 22 Nov 24	Thanksgiving Break—No classes	
Week 15: Nov 29	Assessment of voice/resonance	SpeechPathology.Com Course
Dec 1	Treatment of voice/resonance	Simulation
Week 16: Dec 6	Dead Week DX/TX of voice/resonance	
Dec 8	Review	Prepare for final
Week 17: Dec 16	Final Exam—8:00-10:00 (plus accommodations, if needed)	

This schedule is a tentative outline of the semester and is subject to change at the discretion of the instructors.

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

Academic Integrity Policy: Honesty and integrity are characteristics that should describe each one of us as servants of Jesus Christ. As your instructor, I pledge that I will strive for honesty and integrity in how I handle the content of this course and in how I interact with each of you. I ask that you join me in pledging to do the same. Academic dishonesty will result in penalties up

to and including dismissal from the class with a failing grade and will be reported to the Associate Provost. All instances of dishonesty will be handled according to the procedures delineated in the Harding University catalog.

Students with disabilities: It is the policy for Harding University to accommodate students with disabilities, pursuant to federal and state law. Therefore, any student with a *documented disability* condition (e.g. physical, learning, or psychological) who needs to arrange reasonable accommodations must contact the instructor and the Disabilities Office at the *beginning* of each semester. (If the diagnosis of the disability occurs during the academic year, the student must self-identify with the Disabilities Office *as soon as possible* in order to get academic accommodations in place for the remainder of the semester.) If the student qualifies for classroom accommodations, the student must initiate a meeting with the teacher to discuss the needs and build a plan for the semester. Additional information is available on the powerpoint hosted in the class documents section of Canvas. **The Disabilities Office is located in Room 226 of the Student Center and may be reached at (501) 279-4019 or bdsmith@harding.edu.**

Assessment: Harding University, since its charter in 1924, has been strongly committed to providing the best resources and environment for the teaching-learning process. The board, administration, faculty, and staff are wholeheartedly committed to full compliance with all criteria of the Higher Learning Commission. The university values continuous, rigorous assessment at every level for its potential to improve student learning and achievement and for its centrality in fulfilling the stated mission of Harding. Thus, a comprehensive assessment program has been developed that includes both the Academic units and the Administrative and Educational Support (AES) units. Specifically, all academic units will be assessed in reference to the following Expanded Statement of Institutional Purpose: **The University provides programs that enable students to acquire essential knowledge, skills, and dispositions in their academic disciplines for successful careers, advanced studies, and servant leadership.**

Dress Code: All members of the Harding community are expected to maintain standards of modesty and decency in dress appropriate to the Christian lifestyle and consistent with professional employment expectations. For these reasons, students are expected to adhere to a professional dress code for all outside activities (professional events/conferences) and the Harding University Speech Clinic for clinical activities and observations. During class, students are expected to adhere to the dress code policies established within the HU student handbook. To protect fellow classmates, the university requires that students wear a face-mask while in the Swaid building (classrooms and common areas) and adhere to social distancing regulations of maintaining 6-feet between one another. A student may be asked to leave class or other activities if they are not in keeping with these expectations.

Technology: This course requires that students have access to a computer that has internet capabilities and Microsoft Office (or something similar). Laptops/tablets may be used during class for the purpose of note taking only (proof may be required). The use of cell phones or other audio/video equipment during class is prohibited without permission from the instructor. The instructor reserves the right to mark a student absent if he/she is observed to be using a cell phone or if a computer/tablet is used for anything other than indicated above. Any use of electronics during a graded assessment will be considered cheating and a zero will be entered for

the assignment. All of the information presented in class, regardless of the medium used, is considered the intellectual property of the instructor and may not be downloaded, stored, shared, or copied in any other format. For technical support, please contact the e-learning help desk M-F 8:00 am-5:00 pm at 501-279-5201 or elearning@harding.edu.

COVID-19 Statement: My goal is to provide a safe and positive learning environment for all students. As a faith-based university, we have a responsibility to care for one another. The current COVID-19 pandemic gives us a good opportunity to do so, by following the guidelines to minimize transmission of the coronavirus. Students are to take very precaution to be sure that class is conducted in a way that is safe and in compliance with state and university guidelines. If you feel a situation needs to be addressed in the classroom environment, please speak with me as soon as possible so that the situation can be improved.

Due to the uncertain and unusual climate during which this course is being offered, certain adjustments may have to be made including changes to meeting times, modalities, and work assignments. Every effort will be made to notify students of any change as soon as possible. Because this course may be meeting using video conferencing, students are expected to find a safe, secure and reliable internet connection in order to participate in virtual meetings at the required level. Students exhibiting symptoms of covid, or who have been in close contact with an individual with Covid, should contact studenthealth@harding.edu and studentlife@harding.edu for assistance.

Personal Mission Statement: It is my goal to introduce you to the joys of CSD and inspire you to obtain the tools to integrate faith and learning in your daily life as a student and in the professional career that you have selected. It is my prayer that through class discussions and assignments you will learn to strengthen your knowledge and skills in order to incorporate Christian values into the profession. The profession of speech-language pathology requires a sincere interest in helping people become effective communicators. In addition to academic coursework and clinical experience, qualities such as unyielding personal ethics, sensitivity, patience, resourcefulness, tact, and perseverance are essential components of a skilled therapist. I hope that you will discover these qualities within yourself, and that someday you will be able to improve them in each of your clients. As we journey through this semester, I pray that you will join with me to *“clothe yourselves with compassion, kindness, humility, gentleness, and patience. Bear with each other and forgive whatever grievances you may have against one another. Forgive as the Lord forgave you. And over all these virtues, put on love, which binds them all together in perfect unity. And whatever you do, whether in word or deed, do it all in the name of the Lord Jesus, giving thanks to God the Father through him.* *Colossians 3:12-14; 17*