



CSD 6480

Special Topics

Table of Contents

[Course Information](#)

[Learning Objectives](#)

[Grading and Assignment Details](#)

[Course Assignment Details](#)

[Technology Details](#)

[Policies and Procedures](#)

[Student Declaration](#)

[Additional Information](#)

CSD 6480 Special Topics

Harding University
College of Allied Health
1 Credit Hour
Class Meetings Times – Tuesday – 3:45-4:45
Swaid 103

Instructor: Joni Day, M.C.D., CCC-SLP

Semester/Term: Fall 2022

Phone (office): (501) 279-5670

Office Hours: Office hours are posted outside my office door. Please email to set up a time.

Email: jday2@harding.edu

Course Information

Course Communication Protocols

I plan to utilize Canvas Announcements as my primary means of communication with you all as a class. I may also send emails to your Harding email account on occasions, especially for individual communication. I would prefer that you use my Harding email and you can expect a reply from me within 24 hours during the week. Don't expect emails to be answered during the weekend. I am happy to schedule times to meet with you individually to discuss the course, assignments, quiz, or review an exam. Bottom line, I am here for you. Please do not hesitate to reach out to me if I can be of assistance or service to you.

University Mission Statement

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

1. **Generally, the integration of faith, learning, and living** - developing the whole person through a commitment to Christ and to the Bible as the Word of God, an emphasis on lifelong intellectual growth, and the encouragement of Christian service and world missions through a servant-leadership lifestyle.
2. **Specifically, the development of Christian scholarship** - while acknowledging dependence on God, stressing Christian commitment to intellectual excellence through a strong liberal arts foundation and effective professional preparation.
3. **The promotion of Christian ethics** - creating an atmosphere that emphasizes integrity and purity of thought and action.
4. **The development of lasting relationships** - fostering personal and social relationships through interaction among faculty, staff, and students; and stressing a lifelong commitment to marriage and the Christian family.
5. **The promotion of wellness** - emphasizing that the body is the temple of the Holy Spirit and that lifetime health habits contribute to a better quality of life.

6. **The promotion of citizenship within a global perspective** - developing a Christian understanding of and respect for other cultures through an emphasis on liberty and justice.

Department Mission Statement

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

Course Description

Advanced topics in specialized areas of speech pathology. Specific topics to be assigned each semester.

Integration of Faith and Learning Statement

This course is designed to provide you with special topics that will enhance your professional skills in the field of speech pathology. My desire is that you will learn through this class how to show Christ in your actions with a team of professionals, future clients, and their caregivers. It is my hope that you will not be quick to make judgements in our field. We all need to realize that everyone we encounter has a soul where God desires to dwell. We might not be able to change someone quickly, but we do have the ability to choose to be kind. Kindness changes people.

The following scriptures set the tone for our profession:

“And now these three remain: faith, hope, and love. But the greatest of these is love.”

I Corinthians 13:13 (NIV) “For we are God’s handiwork, created in Christ Jesus to do good works, which God prepared in advance for us to do.” Ephesians 2:10 (NIV) “Therefore, as God’s chosen people, holy and dearly loved, clothe yourselves with compassion, kindness, humility, gentleness and patience.” Colossians 3:12 (NIV) “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 3:17 (NIV)

Course Materials

Required materials:

- The instructor may supply readings for this course in a Canvas module.
- Notebook paper and writing utensil
- No computer use in class

Learning Objectives

Relationship to ASHA standards:

ASHA upholds eight [standards](#) related to academic and clinical training as well as continuing education, acquisition and maintenance of your CCCs. These Standards have been recently

revised and new standards became effective on January 1, 2020. The revised Standards are available in your departmental handbook and students are encouraged to review them. Upon successful completion of the course the student will demonstrate knowledge of the following objectives and the skills to integrate them into the framework of clinical practice in the field of speech-language pathology:

Standard IV-G Knowledge of contemporary professional issues.

- The student will demonstrate knowledge of contemporary issues via written work following oral seminars.

Standard V-B-3.A Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others.

- Students will communicate effectively with the speakers and each other during each seminar, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of others relevant to the topic.

Standard V-B-3.B Manage the care of individuals receiving services to ensure an interprofessional, team-based collaborative practice.

- Students will collaborate with speakers from other disciplines during each seminar.

Standard V-B-3.D Adhere to the ASHA Code of Ethics and behave professionally.

- Students will adhere to the ASHA Code of Ethics during discussions and behave professionally.

Grading and Assignment Details

Grading Information

You will be given feedback during the duration of this course. Feedback will be in the form of a rubric to grade your reflection papers and/or questions. The intent of this feedback is to inform you of how well you met the expectations to components and help you identify strategies for mastering the course material.

Assessment of the knowledge, skills, and proficiency of each student for the purpose of assigning a letter grade at the completion of this course components:

BREAKDOWN OF GRADING

60 points for each assignment

Grade schedule:	A- 90-100
	B- 80-89
	C- 70-79
	D- 60-69
	F- 59% and below

Late work Policy

All assignments given are due according to the assigned time posted on Canvas. Late work will be given a score of zero, but must be submitted.

Course Assignment Details

Course Requirements - *All requirements must be completed to earn credit in the course*

1. Attendance to each special topic seminar is required. If you have an emergency and cannot attend, please let me know as soon as possible, and we will make alternative arrangements.
2. Computers are not to be used in class. Please take handwritten notes.
3. Please be courteous and respectful to all speakers.
4. Out of courtesy for all those participating in the learning process, all cell phones must be muted and not out on the table during class. Do not text, email, or use social media sites during class. The instructor reserves the right to mark a student absent if phone is being used during class without permission.
5. Following each seminar, you will submit a two-page reflection or answer questions asked by the instructor based on what you learned. A rubric will be used to grade the submissions.
6. This course may utilize discussion forums. Please participate fully in the discussion forum to receive credit for the assignment.
7. For you final, you must complete a course evaluation (via Google forms) at the end of the semester to receive credit for the course.

Attendance & Participation

Participation/Attendance: The very nature and depth of graduate studies mandate students participate in all course activities. Each student's participation is essential for the success of the entire class as well as the success of the student. True exchange of graduate level academic ideas and thoughts can only be achieved with everyone actively participating. Attendance of each in person is expected and will be recorded. I truly want you to be successful in knowing this course material but cannot answer questions, that you do not ask.

Attendance policy: [Harding University Attendance Policy](#)

Submitting Assignments

Assignments will be submitted via Canvas.

Technology Details

Technology Requirements

Technology Requirements: For a list of Canvas supported browsers, visit the [Canvas community](#) website. This course requires that you have access to a computer that has internet capabilities in order to submit your assignments. You are responsible for having a reliable computer and internet connection throughout the course.

Technical Support

For technical assistance from 8:00 a.m. - 5:00 p.m., M-F, please contact the e-Learning Help Desk at

Phone: 501-279-5201

Email: elearning@harding.edu

Web: [E-Learning Web Address](#)

For Canvas assistance, search [Canvas Guides](#).

Technical Skills

The following foundational skills are expected of all students who access Canvas. This list represents a minimum expectation of your ability to function effectively in a technical Environment.

1. Access Harding's Canvas and navigate course content
2. Written communication skills, email, attachments, uploading, and downloading Capabilities
3. Online etiquette (netiquette), including privacy and security awareness
4. How to change browser / refresh a page / other basic computer tasks
5. Navigate the Internet for scholarly research
6. Utilize basic software/app programs needed for word processing, data analysis, and presentations

Learning Management System

Canvas is the Learning Management System (LMS) used in this course. Canvas sends an email confirmation to your Harding University email once an assignment is graded or an announcement is posted. Canvas can be accessed using [Harding's Canvas Login](#). For additional information relating to Canvas, including tutorials, and supported web browsers, please visit [Harding's IST Canvas page](#) or [Instructure Canvas Help Center](#).

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

Policies and Procedures

University Policies

Drop and Add Dates

The official start date is August 22nd and the last day to add this class is August 26th. The course will end on December 16th and the last day to drop is November 30th. Please refer to the University's [policy regarding drop/add](#) if you have specific questions.

University Assessment

Harding University, since its charter in 1924, has been strongly committed to providing the best resources and environment for the teaching-learning process. The board, administration, faculty, and staff are wholeheartedly committed to full compliance with all Criteria of Accreditation of the Higher Learning Commission as well as standards of many discipline-specific specialty accrediting agencies. The university values continuous, rigorous

assessment at every level for its potential to improve student learning and achievement and for its centrality in fulfilling the stated mission of Harding. Thus, a comprehensive assessment program has been developed that includes both the academic units and the administrative and educational support units. Course-specific student learning outcomes contribute to student achievement of program-specific learning outcomes that support student achievement of holistic university learning outcomes. All academic units design annual assessment plans centered on measuring student achievement of program learning outcomes used to sequentially improve teaching and learning processes. Additionally, a holistic assessment of student achievement of university learning outcomes is coordinated by the University Director of Assessment used to spur continuous improvement of teaching and learning.

Students with Disabilities Accommodations

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 Office of Disability Services and Educational Access at the *beginning* of each semester. If the diagnosis of the disability occurs during the academic year, the student must self-identify with the Director of Disability Services and Educational Access *as soon as possible* in order to put academic accommodations in place for the remainder of the semester.

The Office of Disability Services and Educational Access is located in Room 226 in the Student Center on the Harding University Searcy campus. Since some graduate courses are taught at different sites and students will not have access to the Office of Disability Services and Educational Access located on the Searcy campus, the student must self-identify with the instructor of the course and submit documentation by fax (501-279-5702) or mail (915 E. Market Ave., Box 12268, Searcy, AR 72149-5615) to the Office of Disability Services and Educational Access on the Searcy campus. The necessary forms are available at <https://www.harding.edu/student-life/disabilityservices>. Upon receiving the appropriate documentation approved by ADA guidelines, academic accommodations may be set up by the instructor via a telephone conference with the Director of Disability Services and Educational Access. If you have questions, please contact the Office of Disability Services and Educational Access at DisabilityServices@harding.edu or (501) 279-4019.

Code of Academic Conduct

Students of Harding University are expected to be honorable and to observe standards of academic conduct appropriate to a community of Christian scholars. Harding University expects from its students a higher standard of conduct than the minimum required to avoid discipline. Harding expects its students to conduct themselves as responsible citizens in a Christian community. Enrollment at the University is viewed as a privilege that brings the attendant responsibilities and accountability. In order to encourage Christian living and growth, the University administers a student Code of Conduct. This code is provided to every student upon enrollment. Upon registration to the University, students acknowledge and agree to abide by this code. Harding University reserves the right to refuse admission or dismiss students whose lifestyle is not consistent with the Christian principles for which Harding stands; and when the general welfare of the institution requires such action. Students suspended for disciplinary reasons during a semester may receive a grade of "F" in all courses for that semester. Please visit the appropriate Harding University Student Handbook (undergraduate or

graduate/professional) for further details.

Academic Integrity Policy

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

Academic dishonesty will result in penalties up to and including dismissal from the class with a failing grade and will be reported to the Director of Academic Affairs. All instances of dishonesty will be handled according to the procedures delineated in the Harding University catalog.

Referencing Information

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

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

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

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

Turnitin

During this course, the originality of various assignments submitted by students will be checked via Turnitin, an organization leading the way in both plagiarism detection and student learning. Turnitin provides institutions, faculty, and students with a variety of academic tools, including originality checks, online grading capabilities, and even peer-reviewed feedback. Turnitin is integrated with the assignment settings used by the instructor when preparing assignments in Canvas.

Student Declaration

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

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

Academic Grievance Policy

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

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

Time Management Expectations

For every course credit hour, the typical student should expect to spend at least three clock hours per week of concentrated attention on course-related work, including but not limited to time attending class, as well as out-of-class time spent reading, problem-solving, reviewing, organizing notes, preparing for upcoming quizzes/exams, developing and completing projects, and other activities that enhance learning. Thus, for a three-hour course, a typical student should expect to spend at least nine hours per week dedicated to the course.

Dress Code

All members of the Harding community must dress with modesty and decency appropriate to the Christian lifestyle and consistent with professional employment standards. For these reasons, students are expected to adhere to a dress code described in the Student Handbook, which faculty, staff, and administration will enforce.

Course Policies

Course Academic Conduct

All acts of dishonesty in any academic work constitute academic misconduct. As a student of Harding University, you should avoid all cases that will be construed as academic misconduct. This includes, but is not

necessarily limited to, the following:

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

Canvas or Internet Outage Policy

As a learner, you must be able to manage technical difficulties such as power outages, connection problems, and other technical issues. Technology will sometimes fail. For this reason, it is advisable to complete your assigned work prior to the due date.

Inclement Weather

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

Academic Support Services

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

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

Student Support Services

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

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

Changes to Syllabus Notice

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

References

American Psychological Association Website. (2014). Retrieved from <https://www.apa.org/about/apa/archives/apa-history.aspx>