



CSD 1240: Introduction to the Professions in CSD (ONLINE)
Harding University
College of Allied Health
Credit Hours: 3
Online
Fall 2024 Syllabus

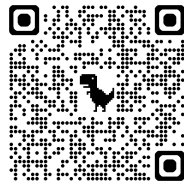
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Office hours: A minimum of 10+ hours per week are set aside to help the students with course material, professional questions, etc. Please use the code below to set up an appointment. I am available to meet students virtually (via Google Meet), or face-to-face. These meetings provide a wonderful opportunity for me to get to know you better and to help you succeed in the course.



Course Information

Course Description: This course will introduce the field of communication sciences and disorders and provide an introductory framework for recognizing and categorizing communication disorders. This course will provide a foundational understanding of the role of the American Speech Language and Hearing Association (ASHA), the steps required to obtain certification as a speech-language pathologist, audiologist, or an assistant in either field, and to expose students to professional writing using the standards of the American Psychological Association (APA). This is a required course in the CSD curriculum and requires observations of clinical activities; therefore, this class has an associated fee to cover the cost of Calipso (See course fee schedule). This is a pre-requisite course, which means that the information from this course will serve as the foundation of learning for the advanced courses within the CSD program. All students must earn a grade of a C or better to advance to other classes within the department. **The requirements for this course adhere to university guidelines regarding**

workload requirements per credit hour and meet or exceed the credit hour requirements of the university, the Higher Learning Commission, and the federal government.

Prerequisites: None

Course Rationale: This course sets the stage for students to delve deeper into the world of communication sciences, fostering a strong academic foundation, and an appreciation for the vital role communication plays in our personal and professional lives. Through interactive lectures, hands-on activities, case studies, and discussions, students will gain a holistic understanding of communication process and the impact that disorders have on one's life.

Course Materials:

- 1) Robb, M. P. (2020). *Intro: A Guide to Communication Sciences and Disorders* (3rd Ed.). Plural Publishing.*

*A free digital copy of this book is available from the Harding University Library. The instructor will provide a link to the text in Canvas. Printed copies of this text are available if students wish to purchase that format.

- 2) An individual subscription to Master Clinician Network (MCN) available at: <https://www.masterclinician.org/> The instructor requires all students to purchase this subscription. This an annual subscription, and instructors of other CSD courses at HU will use this platform.
- 3) Access to the Calipso clinical software. The CSD department pays for this subscription as a part of the required course fee. The instructor will provide information about this resource in class and in Canvas. Students will use this subscription in all CSD courses.

Class location: This is an online course. The instructor uses ECHO 360 (linked in the canvas course) to deliver asynchronous instruction and, when needed, Google Meet for synchronous meetings.

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 on the Central Standard Time.

Course communication protocol: I am here to help you. I will communicate with you via in-class announcements, Canvas announcements, and your HU e-mail (for small groups, individual messages). Students are responsible for the disbursement of information (including attachments) through these sources. Please contact me via email (jtraughb@harding.edu), instead of using text messages or the comment box within an assignment in Canvas. I will respond to emails within 24 hours during the typical workday (8am-5pm) Monday-Friday. Students are expected to check emails daily and a timely response from you is appreciated.

Netiquette: 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 other students can perceive in a negative way in the online world. Read posts for content and then read

posts for context. If others can perceive the message negatively in any way, re-word the post until you are sure that others will not take it 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 a profession or class of people
- Topics that demonstrate cultural assumptions or intrinsic
- Politics, no matter your personal leanings. Students should show respect in differences of opinions and ideas.

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. The 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.

Integration of Faith and Learning 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*

Learning Objectives

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

ULO1: Demonstrate understanding of Biblical content and interpretation and their applications in ethical decision-making.

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

ULO 3: Examine issues, ideas, artifacts, and/or events in order to formulate or assess an opinion or conclusion.

Program Learning Outcomes (PLOs): This knowledge and skills in the course will contribute to several of the department's PLOs, but the instructor will only measure the following:

PLO1: Demonstrate problem-solving skills using a Christian worldview and the ASHA Code of Ethics. (ULO1).

Course Learning Objectives: Upon completion of this course, the student will be able to:

- 1) Diagram and discuss the connections between academic programs in CSD, ASHA, the CAA and the CFCC.
- 2) Outline the required steps to becoming a licensed & certified SLP, AudD, or an assistant.
- 3) Identify and describe different types of therapy sites for clinical practice in SLPs & AudDs.
- 4) Describe the purpose of evaluations and therapy sessions.
- 5) Identify the segments of a therapy session and explain the purpose of each.
- 6) Differentiate skilled therapy techniques, therapy materials, feedback, and reinforcements.
- 7) Identify and describe the basic anatomical & physiological aspects of communication.
- 8) Identify and describe common developmental and acquired communication disorders.
- 9) Explain the difference between speech, language, voice, fluency.
- 10) Identify and describe the 5 components of language.
- 11) Discuss the differences between articulation and phonological disorders.
- 12) Discuss the general effects that a communication disorder may have on one's life and that of their family/caregiver.
- 13) Demonstrate the ability to identify and describe current events or research in CSD using APA formatting and citations.
- 14) Discuss the roles, responsibilities, and ethical principles for SLPs, AudDs., and assistants
- 15) Complete 5+ clinical observations in SLP.
- 16) Demonstrate the ability to complete documentation to describe an SLP observation session.
- 17) demonstrate the use of a Christian worldview and adherence to the ASHA Code of Ethics to influence solutions to clinical problems with 80% accuracy using a teacher designed rubric.

Each learning module in Canvas will outline specific objectives that contribute to the course learning objectives.

Grading and Assignment Details

Grading Information: 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 based on the percentage of points achieved out of the total points possible for the semester. 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 has provided the total value and the due date of each assignment in canvas, but students may use the following as an estimate. To be fair to all students, the instructor does not provide additional assignments or extra credit at the end of the semester. 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 instructor uses the following scale: A=90-100%, B=80-89%, C=70-79%, D=60-69%, F=0-59%.

<u>Assignments</u>	<u>Points Possible</u>
In-Class Assignments & Homework	approx. 200
Quizzes/mini-exams	approx. 200
Mid-Term Exam	100
Clinical Observations	approx. 70
Calipso Portfolio/Notebook	10
Final Exam	100

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

Date	Topic/Activities	Homework
Before Class:	Prepare yourself for success.	Enter the course with an attitude of learning, turn on notifications in Canvas, link canvas to your calendar.
Module 1 Wk 1 & 2: Aug 19-Aug 30	Intro, Syllabus, & Course Info The professions of CSD --ScOP Chapter 1	Introduction Video (ECHO 360) Read the syllabus, bookmark your textbook from the library website, complete pre-requisite modules 1-4. Complete introduction and academic integrity assignments. Reading & Lectures Which Profession? Quiz Complete the Intro to CSD-Exploring ASHA Answer chapter questions. Chap 1 Quiz
Module 2 Wk 3 & 4: Sept 2-13	Chapter 2 & 8 (anat only)	Reading & Lectures Build your brain video Build your larynx video Chap 1 & 2 Exam
Module 3 Wk 5: Sept 16-20	Chapter 12	Reading & Lectures Online Hearing Test Study Questions CSDN (due in Nov) Chapter 12 Quiz
Module 4 Wk 6: Sept 23-Sept 27	Chapter 13	Reading & Lectures Activate Master Clinician Videos and Reflection Chapter 13 Quiz
Module 5 Wk 7: Sept 30-Oct 4	How to Observe in CSD	Lectures Register for Calipso Set up Calipso Portfolio Observations in MC How to Obs quiz

Module 6 Wk 8 & 9 Oct 7-18	Chapters 3 & 8 MID-TERM EXAM	Reading & Lectures Observations categorizing lang tasks Chapter 3 quiz: Study for Mid-Term (Cumulative from beginning of the semester)
Module 7 Wk 10&11: Oct 21-Nov 1	Chapters 4 & 8	Reading & Lectures Observations Identify the Disorder Chapter 4 Quiz
Module 8 Wk 12 & 13: Nov 4-15	Chapter 5 & 7	Reading & Lectures Observation Chap 5 Quiz Chap 7 Observations; CSDN ; Make folder on computer for CSD 1240 observations. Download the <u>approved</u> MC paperwork for <u>this</u> class and put in the folder.
Module 9 Wk 14: Nov 18-22	Chapters 8 & 9	Readings & Lectures Quiz over 8 Dysphagia Lab & Ethics ECHO lecture
Module 10 Wk 15: Nov 25-Nov 29	Thanksgiving Break	Dysphagia Lab & Ethics ECHO lecture
Module 11 Wk 16 & 17: Dec 2-9	Ethics Obs Paperwork* Calipso Entries* Review FINAL EXAM	Ethical Problem Solving Download any remaining observation forms Watch ECHO for obs instructions Read/complete observation instructions for merging observation documentation. Merge documentation and upload to canvas Enter hours in Calipso (wait for approval) Upload signed/approved files (I will return this to you in Canvas) to the Calipso “portfolio” Review for Final Exam

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.

Submitting Assignments: The instructor expects students to submit all assignments in canvas. For text documents, students must use Microsoft word or submit assignments as a .pdf. Other platforms (ex: are not compatible with Canvas. For video assignments, students must use the platform set up by the instructor, or submit them in canvas. Please refrain from using google drive if possible.

Late Work Policy: To demonstrate the desired dispositions of the profession, the instructor requires that students submit work on time. All homework assignments have the due date and time noted in canvas. The instructor considers assignments as late if submitted after the time/date noted in canvas. Late work will receive a grade of “zero.” Although the instructor does not accept late work for points, feedback will be provided to assist in the understanding/mastery of the course content.

Course Requirements: The Ethical Problem-Solving assignment, Clinical Observations in Master Clinician, the merged documentation of observations, and the Calipso Portfolio are departmental requirement for the course. To pass this course, students must submit all portions of these assignments.

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

- The material presented in class is the intellectual property of the instructor or the work of those cited. As such, students may not record, share, or distribute the information in any form to individuals who are not enrolled in the course. Canvas content and class recordings (e.g., Echo360) are protected by copyright. Without written permission from the instructor, content (written, audio, video) may not be downloaded or shared with anyone. Most content and recordings will indicate copyright by the symbol ©. However, a symbol is not required to protect copyrights, so unless you have permission to download or share recordings or content, you should not do so. Doing so violates Academic Integrity Policies and may result in disciplinary actions.
- To uphold academic integrity, students are to complete their own work. As such, the instructor will consider the use of any external information, including another digital device, during an unauthorized assignment, quiz, or exam as cheating. Students who violate this expectation will receive a grade of “zero” points and the consequences outlined in the department/university handbooks.
- To uphold confidentiality of personal information, students must adhere the HIPAA and HUSC policies for clinical observations, clinical information, and use of dx/tx materials (see HUSC handbook posted online).

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

- Students are expected to watch/actively engage with all lectures.
 - For asynchronous lectures, the instructor will take attendance via the course analytics in ECHO 360.

- Students who do not engage with the asynchronous course lectures will be counted as “absent” for the week. After the first missed lecture, students will receive a 10-point deduction to their overall course grade for each missed lecture starting with the second missed lecture.
- When needed, synchronous class meetings may be scheduled. 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 meeting.** These meetings will be recorded. The instructor assumes that students enrolled in the class have consented to these recordings.
- If a student exceeds three absences (missed lectures), the instructor may drop the student from the class with a grade of “F.”
- Students who miss class are responsible for the content presented and/or assigned.
- Students who miss an exam must notify the instructor prior to the exam and provide documentation of an excused absence to make up the exam on a mutually agreed upon date. Make-up exams will be of point equal value and will assess similar content, but may be in a different format. Students that miss an exam with an unexcused absence will receive a zero.
- **Students must read the material (textbook and slides) and complete homework activities before class begins.**

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

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

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

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

The Harding University Writing Center is also available to provide help with planning, writing,

organizing, or revising an essay as well as with using MLA, Chicago, or APA formats. You can schedule an appointment with the Writing Center at harding.mywconline.com or ask questions via email at HardingUniversityWritingCenter@gmail.com.

Technology Details

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

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

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

Technology Requirements: The instructor will expect students to:

- Maintain a reliable Internet connection to support online learning. Students must have consistent access to broadband connectivity.
- Have consistent access to an appropriate digital device to interact with the course content. A laptop or desktop is the recommended device as the Canvas interface was optimized for desktop displays. Canvas performs best when using the Chrome browser.
- Install and use Proctorio during all assessments.
- Access and use Master Clinician, and Calipso.
- The instructor considers any use of electronics during a graded assessment as cheating and a zero will be entered for the assignment. All of the information presented in class, regardless of the medium used, is considered the intellectual property of the instructor and may not be downloaded, stored, shared, or copied in any other format.

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. Students should demonstrate the ability to:

1. Access Harding's Canvas and navigate course content
2. Use written communication skills, email, and attachments to interact with the material as well as the skills to upload, and download these documents.
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, and Harding's library databases to access scholarly research
6. Utilize basic software / app programs needed for word processing, data analysis, and presentations

Policies and Procedures

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

Students with Disabilities Accommodations: It is the policy for Harding University to accommodate students with 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 Office of Disability Services and Educational Access as soon as possible in order to get academic accommodations in place for the remainder of the semester. The Office of Disability Services and Educational Access is located in Room 239 in the Student Center, telephone, (501) 279- 4019.

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.

Course Academic Conduct: All acts of dishonesty in any academic work constitute academic misconduct. As a student at 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.

Artificial Intelligence: In this course, generative AI tools may only be used for assignments when the instructor provides explicit permission in the assignment details. When used with permission, students must provide an appropriate acknowledgment and citation. Contact your instructor if you are in doubt as to whether you are using generative AI tools appropriately in this course. When used, students are responsible for checking facts, finding reliable sources, citing appropriately, and making a careful, critical examination of any work that is submitted. Failure to acknowledge and cite the generative AI or using generative AI on assignments not approved for AI use is academically dishonest and constitutes a violation of Harding's Academic Integrity Policy. Please be responsible and ethical in your coursework, and please submit your own writing.

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: 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.

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](#)

Course Policies for online classes

Canvas or Internet Outage Policy: As a (potential online) 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.

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

Student: If you experience a power outage, Internet service outage, LMS (Canvas) or other technical issues, nonetheless you are held responsible for completing your assigned work in a timely manner. Harding University is not responsible for the student's access to a working computer or reliable Internet service. Internet outages or having computer issues is not an excuse

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

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

Interprofessional Education: The CSD program is a strong advocate for interprofessional education. To promote learning in this area, the department offers events throughout the semester. IPE is not required for this course, but it is strongly encouraged.