HARDING UNIVERSITY
(((•COMMUNICATION
SCIENCES & DISORDERS

CSD 3800-Clinical Methods and Procedures: Diagnostics
Harding University
of Allied Health
Credit hours: 3
Tuesday/Thursday 1:00-2:15 pm
**Swaid 214**
Fall 2024 Syllabus

Instructor: Jan Traughber, Ed.D., CCC-SLP
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Email: jtraughb@harding.edu

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.
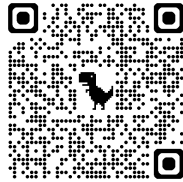
Course Information

Course description: This is an undergraduate course that addresses the introductory components of the knowledge and skills of diagnostics as delineated in the ASHA Standards for the Certificate of Clinical Competence. The discussion and activities of this course introduces the screening and assessment methods for the disorders of hearing, oral motor skills, speech sound disorders, and language. Successful completion of the course will allow students to engage in learning about professional topics such as the HIPAA policies and procedures, ethical standards and conduct, psychometrics, multi-cultural considerations, interviewing, counseling, and reporting. Students will participate in practical experiences by administering, scoring, and reporting assessment instruments. This course will use clinical observations, individual case studies, diagnostic demonstrations, simulated learning experiences, and hands-on practice to enhance critical thinking skills and clinical writing. **The requirements for this course meet or exceed the credit hour requirements of the university, the Higher Learning Commission,**

and the federal government, and adhere to university guidelines regarding workload requirements per credit hour.

Prerequisites: CSD 1240, 2900, 3250 and 3260 with a grade of a "C" or higher.

Course Rationale: Grounded in evidence-based practices, this course offers an exploration of the frameworks, methodologies, and practical skills necessary for the evaluation and diagnosis of communication disorders. Through a combination of discussions, hands-on training, case studies, and clinical simulations, the course will expose students to the critical thinking abilities required to provide a diagnosis and collaborate with an interdisciplinary team to provide competent and compassionate clinical practice in CSD.

<u>**Required Materials**</u>
1) Shipley, K.G, & McAfee, J.G. (2025). *Assessment in Speech-Language Pathology: A resource manual. (*7th 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. Please refer to the instructions in canvas about the digital text. DO NOT DOWNLOAD! Paper copies of this text are available if students wish to purchase that format. The HU library also has a 6th edition of this text. You MAY download from the 6th edition.

2) HUSC Handbook and Forms----Available on the Harding University CSD website

3) Students must have one penlight and one otoscope available for assignments. The HUSC offers access to these pieces of equipment during select days/times. If students desire to acquire their own equipment, recommended resources include:
   a. [Pen Light](#)
   b. [Relialight](#)
   c. [Throat Scope Starter Pack](#)
   d. [Wireless Video Otoscope](#)

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.

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. 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: This content of this course contributes to the university's learning outcomes (ULOs) by exposing the students to a broad range of knowledge and skills. At the end of the semester:

ULO 1: Students will demonstrate understanding of Biblical content and interpretation and their applications in ethical decision-making by making ethical decisions in clinical activities.

ULO 2: Students will demonstrate effective communication (e.g., written, non-written, spoken) by creating clinical reports with appropriate consideration for the context and audience.

ULO 3: Students will examine issues, ideas, artifacts, and/or events in order to formulate or assess an opinion or conclusion by completing diagnostic assessments, analyzing and interpreting data, forming a conclusion, and making appropriate recommendations.

Relationship to ASHA Standards: ASHA upholds specified standards related to academic and clinical training. This course introduces the knowledge and skills of the ASHA standards and *contributes* to the following standards:

<u>CFCC</u>
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 areas of articulation, language, hearing and orofacial myology.
Standard IV-D- The applicant must have demonstrated current knowledge of the principles and methods of prevention and assessment for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates.
Standard IV-E- The applicant demonstrate knowledge of the standards of ethical conduct.
Standard V-A- The applicant must have demonstrated skills in oral and written or other forms of communication sufficient for entry into professional practice.
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 in evaluation and interaction/personal qualities.

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.

<u>CAA</u>
3.1B: Students will acquire an emergence of the knowledge and skills in the areas of psychometrics, screenings, and methods of assessment, in the areas of oral-peripheral examinations, hearing screenings, articulation, and language. Students will obtain the basic knowledge and skills pertaining to the diagnosis of various communication disorders with

individuals across the lifespan by obtaining a minimum of two hours of observation in diagnostic practices, and gaining practice in test administration, scoring, interpretation and documentation of clinical findings. This course affords each student with opportunities to meet the expectations of the program that are consistent with the program's mission and goals.

3.1.1B: Students will gain basic knowledge in the professional code of ethics, the scope of practice for SLP, and adhere to the federal and state regulations for SLPs, including HIPAA, OSHA, and aspects of billing requirements. Students will gain experience in the use of EBP for diagnostics and in their ability to express their clinical reasoning in written form.

3.1.2B: Students will gain basic knowledge of basic human communication processes and integrate learning of normal and abnormal human development for speech, and language across the lifespan, but with an emphasis on the pediatric population.

3.1.3B: Students will gain a basic understanding of the methods of identifying communication differences.

3.1.4B: Students will demonstrate a basic understanding of the assessment process for speech and language in the pediatric population.

3.1.6B: Students will demonstrate a basic understanding of professionalism and the importance of interaction skills including counseling and collaboration.

Program Learning Outcomes (PLOs). The skills in this course contribute to the department's learning outcomes by measuring the student's skills on the following objectives.

1) When given specific, teacher selected questions on the final exam, the students will demonstrate the ability to differentiate between assessment methods with 75% accuracy.

2) Given data on speech, language, and hearing assessments, students will demonstrate the ability to score the assessment, provide a basic interpretation, and create clinical documentation of the results with 70% accuracy on each of the three assignments using a teacher-created rubric.

Course learning objectives: Upon completion of this course, the student will demonstrate a basic knowledge of the following objectives by achieving a passing grade at the end of the term. 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. Identifying and explaining the methods of assessment used in CSD.
2. Comparing/contrasting psychometric properties of testing instruments.
3. Evaluating assessment instruments in the field of SLP by comparing psychometric properties and the influence these may have on the results.
4. Selecting appropriate assessment instruments to measure speech and language skills.
5. Demonstrating the ability to accurately use ICD-10 and CPT codes.
6. Collecting and examining pre-assessment information to form a diagnostic hypothesis and assessment plan.
7. Accurately administering, scoring, and reporting qualitative and quantitative methods to screen and evaluate individuals with communication differences/disorders.

8. Interpreting qualitative and quantitative methods of assessment by considering the anatomical, physiological, psychological, developmental, linguistic, and cultural correlates to determine a diagnosis.
9. Demonstrating the emergence of professional communication for the written report of diagnostic findings.
10. Describing the main principles of the Health Insurance Portability & Accountability Act (HIPAA) policies and procedures as they relate to the diagnostic process.

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

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

Course Requirements: For the successful completion of the course, students must complete ALL of the assignments that are measured in the PLOs and required for observations, regardless of credit earned towards the final grade. The Clinical Observations and the completion of the Calipso Portfolio are **departmental requirements** for the course.

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 will document the total value and the due date of each assignment in canvas, but students may use the following estimate depending on the course schedule. 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 will use the following scale: A=90-100%, B=80-89%, C=70-79%, D=60-69%, F=0-59%

Major Assignments	Points Possible
Class activities/homework/quizzes	up to 100
DX 1 DX Scavenger Hunt	50
DX 2 Basals and Ceiling Project	24
Mid-Term Exam	100
DX 3.1 Hearing & Report	15
DX 3.2 Oral Facial Exam & Report	15
DX 4 SSD Assessment & Report	45

DX 5 Language Assessment & Report   40
DX 6 Observations (must be in DX)   30
DX 7 Calipso Portfolio/files   5
Comprehensive final exam   150

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

Date	Topic/Activity	Homework
Week 1: Aug 20	Syllabus, Intro to DX, Thinking differently, DX brainstorm	Complete modules 1-4; Read 36-41, DX #6, &#7 assigned
Aug 22	Chapter 2: Overview of Assessment	Read 42-51 Review 69-73 Get HUSC schedule for DX appointments
Week 2: Aug 27	Chapter 2: Overview of Assessment	Read 3-17 (stop at methods) DX #1
Aug 29	Chapter 1: Foundational Information for Assessment in SLP	Read 17 – 27 Read/Answer Psychometric Primer & Factors influencing testing DX #1, #6
Week 3: Sept 3	Chapter 1: Foundational Information for Assessment in SLP	Test Review S & S application DX #1
Sept 5	Chapter 1: Psychometric Puzzles & N.D.	Chapter 1& 2 Quiz
Week 4: Sept 10	Chapter 1: Normal Distribution Practice	N.D. Worksheet
Sept 12	Chapter 1: Basals & Ceilings Lab with #1	Norm Dist. Quiz
Week 5: Sept 17	Chapter 1: Basals & Ceilings Lab with #2	DX #2, #6 DX project with GS—Pt 1

Sept 19	Chapter 2: Class Lab---Interviewing & Prioritizing Info. Clinical Writing---Review Scripts for project UG/G project	Read 82-91 DX Project with GS—pt 1 Watch ECHO on writing
Week 6: Sept 24	Chapter 2 & 3: Overview of a Complete Assessment & Multicultural Considerations Class Lab—Interviewing, writing reports/soap notes	DX project with GS—pt 2
Sept 26	Chapter 2 & 3: Overview of a Complete Assessment & Multicultural Considerations Class Lab—Writing Reports/soap notes	Chapter 2 & 3 Quiz Read 120-129 (allergies pg 133, otitis media pg 144, Usher syndrome pg 148) DX project with GS—pt 2
Week 7: Oct 1	Chapter 4: Hearing Considerations	
Oct 3	Chapter 4—Hearing Considerations Lab: Otoscopy, Hearing Screenings/CI simulation	DX #3.1 clin. exp. Chapter 4 Quiz
Week 8: Oct 8	**Mid-Term Week** Chapter 4—Hearing Considerations	DX #3.1 clin. exp. Study for Exam--- Review of notes, powerpoints, textbook, labs, projects
Oct 10	Mid-Term Exam: CHAP 1, 2, 3, 4-- Bring laptop computers/chargers	DX #3.1 Report Read 154-166
Week 9 Oct 15	Chapter 5 & 6—Common Assessment Procedures for Most Communication Disorders—60 sec obs	Test Review-schedule appt
Oct 17	Chapter 5 & 6—Common Assessment Procedures for Most Communication Disorders	Read 132-141
Week 10: Oct 22	Chapter 5 & 6—Common Assessment Procedures for Most Communication Disorders	Read 141-150
Oct 24	Chapter 6—Common Assessment Procedures for Most Communication Disorders	DX 3.2
Week 11: Oct 29	Chapter 6— Common Assessment Procedures for Most Communication Disorders	DX 3.2, Chapter 6 Quiz Read 208-227
Oct 31	Chapter 7—Assessment of Speech Sound Disorders	AR Medicaid Regs., DX #6

Week 12:	Club Week	
Nov 5	Chapter 7—Assessment of Speech Sound Disorders	Test Reviews
Nov 7	Chapter 7—Assessment of Speech Sound Disorders	Test Reviews
Week 13:		
Nov 12	Chapter 7—Assessment of Speech Sound Disorders	DX #4, DX #6
Nov 14	Chapter 8 Assessment of Spoken Language in Children	DX #4, Chap 7 Quiz, Read 238-248
Week 14:		
Nov 19	Chapter 8 Assessment of Spoken Language in Children	Read 249-269, Test Review
Nov 21	Chapter 8 Assessment of Spoken Language in Children	Form, content, use activity, DX #6
Week 15:	Thanksgiving Break	
Nov 26		
Nov 28		
Week 16:	Dead Week	
Dec 3	Chapter 8 Assessment of Spoken Language in Children	DX #5, DX #7
Dec 5	Review for final	DX #5, DX #7 Review of text, lecture notes, labs, projects, & homework
Week 17:	FINAL EXAM	
Dec 11	8:00-10:00 a.m.---Bring laptop computers/chargers	

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 the instructor will communicate these changes through 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 this class, students are required to use Microsoft word or submit assignments as a .pdf. Other platforms (ex: Pages) does not integrate well with Canvas. For video assignments, students should attempt to load them to canvas, but a google drive link is appropriate for larger files.

Late Work Policy: To demonstrate the desired dispositions of the profession, the instructor requires that students submit work on time. ll homework assignments are due on the date/time noted in canvas (typically at the beginning of class). Assignments are due regardless of

attendance. Assignments submitted after the date/time will receive a zero; however, the instructor will provide feedback to assist with understanding/mastery of the course content.

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 and punctual attendance in the synchronous and asynchronous (ECHO 360) meetings, and demonstrate active, and focused, participation in all activities.

- For asynchronous lectures, the instructor will take attendance via the course analytics in ECHO 360.
- The instructor allows students **two unexcused absences** (for face-to-face and/or online learning) during the semester.
- For each additional unexcused absence (3+), the student will receive a 10-point deduction from their current grade.
- If a student exceeds four unexcused absences, the instructor may drop the student from the class with a grade of "F."
- The instructor will excuse absences with documentation from the Provost's Office, Student Health Services, or a physician. If students communicate prior to an absence, the instructor may excuse the absence. Students who experience an emergent situation, may receive an excused absence by speaking with the instructor as soon as possible, or upon return.

- In the case of illness, students should communicate with the instructor via email 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 that do not provide the documentation (as defined by the instructor) for an excused absence will have an unexcused absence recorded.
- Students who miss class (excused or unexcused) are responsible for the content presented and/or assigned. In-class activities such as observations, labs, group activities, quizzes, or activities affiliated with guest speakers may not be made up regardless of the reason/cause of the absence. Students should make arrangement to get notes from a peer following these activities.
- 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 are expected to actively participate in class discussions and activities. Students are to demonstrate active listening skills, critical questioning to extend a thought/topic, respectful debate, and the ability to respect other's opinions. Off-task behaviors during class (texting, surfing, talking, sleeping etc.) will result in an unexcused absence. **To maximize discussion, students must read the material (textbook and slides) and complete homework activities <u>before</u> 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.

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.

- Use laptops/tablets/phones for the purpose of note taking only (proof may be required). The use of cell phones or other audio/video equipment during class is prohibited without permission from the instructor. The instructor reserves the right to mark a student absent if he/she is using a cell phone or a computer/tablet for anything other than indicated above. The instructor considers any use of electronics during a graded assessment as cheating and a zero will be entered for the assignment. All of the information presented in class, regardless of the medium used, is considered the intellectual property of the instructor and may not be downloaded, stored, shared, or copied in any other format.

Click here for Instructure Canvas Accessibility and Privacy Policies.

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

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.

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 6/21/2023 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.

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.

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.
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Inclement Weather: If inclement weather prohibits your participation in any element of this course, please communicate with me promptly. 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

Dress Code: The university expects all members of the Harding community to maintain standards of modesty and decency in dress appropriate to the Christian lifestyle and consistent with professional employment expectations. For these reasons, students must 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 should follow the dress code policies established within the HU student handbook. The instructor may ask a student to leave class or other activities (as an absence) if they are not in keeping with these expectations.

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. The department will offer information on IPE requirements and soon.