



**CSD 6510 Professional Issues and Business Practices
Spring 2025 Tuesdays 10:00-12:00
Swaid 103**

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Office Hours by Appointment
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Course Communication Protocols:

I will use Canvas as my primary means of communication with you as a group. I may also send emails to your Harding email accounts, especially for individual communication. I prefer you use my Harding email, and you can expect a reply within 24 hours during the week. Students are expected to check emails/announcements daily and a timely response from you is appreciated. I am available each week for office hours and am happy to schedule times to meet with you individually or in a small group. Please email to request a meeting.

Catalog Description:

Seminar designed as a comprehensive integration and analysis of the discipline of speech-language pathology. Issues related to licensure, certification, and employment opportunities and settings will be discussed. In addition, topics regarding professional duties (i.e., role and importance of professional organizations, supervision of students and support personnel, Interprofessional practice, and “top of the license” practice) will be studied.

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. New standards became effective on January 1, 2020. The revised Standards are available in your departmental handbook, and students are encouraged to review them. This course contributes to the completion of the standards outlined below as they relate to the middle-aged to older adult population. Progress towards meeting the standards is tracked on the KASA form.

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

Standard IV-G The applicant must have demonstrated knowledge of contemporary professional issues; cultural competency and diversity, equity, and inclusion (DEI); and advocacy.

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

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

In addition, the current [Standards](#) for Accreditation of Graduate Education Programs in Audiology and Speech-Language Pathology

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

- Accountability
 - Adhere to the professional codes of ethics, the speech-language pathology scope of practice documents, professional fiduciary responsibility for each client/patient/student served, and federal state, and institutional regulations and policies related to the profession of speech-language pathology and its services, including compliance with confidentiality issues related to the Health Insurance Portability and Accountability Act (HIPAA) and the Family Educational Rights and Privacy Act (FERPA).
 - Differentiate service delivery models based on practice sties (e.g., hospital, school, private practice).
 - Demonstrate an understanding of the effects of their actions and make appropriate changes as needed.
 - Explain the healthcare and education landscapes and how to facilitate access to services in both sectors.
- Effective Communication Skills
 - Demonstrate the ability to communicate in a responsive and responsible manner with clients/patients/students, communities, and interprofessional team colleagues and other professionals.
- Evidence-Based Practice
 - Access and critically evaluate information sources, apply information to appropriate populations, and integrate evidence in provision of speech-language pathology services.
- Professional Duty
 - Demonstrate knowledge of one's own role and those of other professions to appropriately assess and address the needs of the individuals and populations served.
 - Demonstrate knowledge of the roles and importance of interdisciplinary/ interprofessional assessment and intervention and be able to interact and coordinate care effectively with other disciplines and community resources.
 - Demonstrate knowledge of the roles and importance of individual and collective (e.g., local, national organizations) advocacy for clients/patients/students' right to care.
 - Demonstrate knowledge of the role of clinical teaching and clinical modeling as well as supervision of students and other support personnel.

Standard 3.1.6B The program must include content and opportunities to learn so that each student acquires knowledge and skills in working with individuals with communication and swallowing disorders across the lifespan and by demonstration of

- ethical conduct;
- integration and application of knowledge of the interdependence of speech, language, and hearing;
- engagement in contemporary professional issues and advocacy;

- engagement in self-assessment over the duration of the program to improve effectiveness in the delivery of clinical services;
- clinical education and supervision;
- clinical counseling skills appropriate to the individual, family members, caregivers, and others involved in care;
- professionalism and professional behavior that is reflective of cultural and linguistic differences;
- interaction skills and interpersonal qualities, including counseling and collaboration;
- ability to work effectively as a member of an interprofessional team.

Course Objectives:

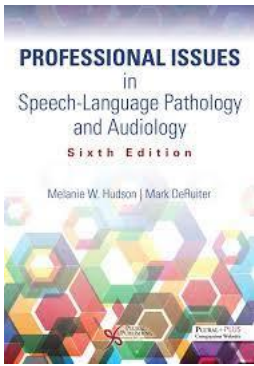
1. Demonstrate knowledge about scope of practice, ethics, guidelines and position statements, and certification and licensure issues as determined by the American Speech Language and Hearing Association. (CAA Standard 3.1.6B)
2. Demonstrate understanding of variables related to professional practice in various clinical settings. (CAA Standard 3.1.1B)
3. Understand the roles and importance of professional organizations in advocating for rights to access speech-language pathology services. (CAA Standard 3.1.6 B)
4. Understand the role of clinical teaching and supervision of students and other support personnel. (CAA Standard 3.1.1B)
5. Understand and use the knowledge of one's own role and those of other professions to appropriately assess and address the needs of the individuals and populations served. (CAA Standard 3.1.1B)

Course Requirements:

1. Each student will complete the appropriate licensure paperwork for their desired state. Students must choose the state they intend to live and seek employment (CAA Standard 3.1.6B).
2. Each student will create a professional resume (CAA Standard 3.1.6B).
3. Each student will create an advocacy plan to include all elements provided in class (CAA Standard 3.1.6B, CFCC IV-F, CFCC-V).
 - a. You should decide on a PROFESSIONAL advocacy issue that is of interest to you. You will complete a detailed advocacy plan to address your chosen topic. A complete advocacy plan should be 2-3 pages in length and cover a description of the issue and a strategic plan to address the issue. Your plan should be written in standard APA format and include references. In addition to the advocacy plan, draft a letter to your local, state, or national government to inform them about this issue.
4. Students will complete a professional practice group project to include elements provided in class (CAA Standard 3.1.1B, CFCC IV-F, CFCC-V).
 - a. Your group will be tasked with creating a business model for a private practice in a city of your choice. You must include a rationale for your business, financial viability, and quality of services provided.
5. Complete all reflections, discussions, and quizzes covering the topics listed on the syllabus (CAA Standard 3.1.1B).

Required materials:

Hudson, M., & DeRuiter, M. (Eds). (2025). *Professional Issues in Speech-Language Pathology and Audiology (6th Ed.)*. Plural Publishing.



Classroom Code of Conduct

1. Cell phone policy: Do not text or check your social media during class.
2. No laptops are to be used in class. Notes should be taken by hand or with the use of an electric pen on a tablet. Computers may be used during specific class assignments and the instructor will notify you ahead of class time should you need your computer for any reason.
3. Come to class on time to minimize distractions and be considerate of the rest of the class. Remain until the class is dismissed.
4. You are expected to attend ALL classes. If you need to miss a class period, please inform me via email prior to the class period. Any work due remains due on that day. You have 1 absence for this class. As stated in the Student Handbook, excessive absences can result in being dropped from the course with a grade of “F.”
5. Students are expected to read assigned material prior to class and be prepared to participate in class discussions. Students who miss class are responsible for content. Additional reading materials will be linked in or canvas course.
6. Written work must be reasonably correct in mechanics (e.g. spelling, grammar, punctuation, etc.). All work should be submitted in Times New Roman 12-point font. Refer to the APA Manual (7th Edition) for clarification and examples of good writing.
7. Late work of any kind will not be accepted and will earn a grade of zero. All course requirements must be completed, or you will earn a grade of “F” and not earn credit for the course.
8. Cheating in all its forms is inconsistent with the Christian faith and practice and will result in sanctions up to and including dismissal from the class with a failing grade.
9. Students who share assignments with students taking the course in a subsequent or previous semester may be subject to having an academic integrity sanction added to their college record.
10. No audio/video recordings of class may be made without the instructor’s consent.

University Mission Statement:

With Christ as Lord, Harding University transforms learners for global impact by engaging minds and nurturing faith within a deeply connected community.

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.

Integration of Faith and Learning Statement:

Faith and learning are not separate endeavors but complementary pursuits that enhance understanding and purpose. My faith serves as the foundation of my worldview, shaping how I approach knowledge, relationships,

and challenges. This integration manifests through my commitment to truth, compassion, and the pursuit of excellence, all of which are deeply rooted in my spiritual convictions.

Grading and Assignment Details

Grades:

The value of each assignment is listed below. Assignments are always due by Friday at midnight of the week assigned. Please use Canvas to submit assignments; each assignment has a correlating spot for submission. If your file is too large to upload to Canvas, use our classes' Google Drive and follow up on your submission by emailing me.

| Assignment | Points |
|----------------------------------|------------|
| Professional Practice Project | 100 |
| Advocacy Issue w/ Strategic Plan | 100 |
| Reflection 1 | 10 |
| Reflection 2 | 10 |
| Reflection 3 | 10 |
| Reflection 4 | 10 |
| Reflection 5 | 10 |
| Quiz 1 | 10 |
| Quiz 2 | 10 |
| Quiz 3 | 10 |
| Quiz 4 | 10 |
| Quiz 5 | 10 |
| Licensure Paperwork | 10 |
| Resume Final Draft | 10 |
| Resume Peer Review | 10 |
| Total: | 330 |

- A 90%-100%
- B 80%-89%
- C 70%-79%
- D 60%-69%
- F below 60%

Assignments:

Professional Practice Project

Your team is tasked with creating a private practice in a city of your choice. Your plan should be developed in such a way that you are communicating the rationale for a new business, the financial viability of the business, and quality of service provided. In other words, why should the bank loan you the money? Each item must have a citation/reference. Sources can include but are not limited to the ASHA website, articles, interviews, guest lectures (information from each guest speaker MUST be cited in the portfolio), books (I have a few good ones), Medicaid/Medicare policies, etc.

Advocacy Issue and Strategic Plan

You should decide on a **PROFESSIONAL** advocacy issue that is of interest to you. You will complete a detailed advocacy plan to address your chosen topic. A complete advocacy plan should be 2-3 pages in length and cover a description of the issue and a strategic plan to address the issue. Your plan should be written in standard APA format and include references. In addition to the advocacy plan, draft a letter to your local, state, or national government to inform them about this issue.

This will be an individual project.

Late work Policy:

Late work of any kind will not be accepted and will earn a grade of zero. All course requirements must be completed, or you will earn a grade of “F” and not earn credit for the course.

Remediation:

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

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

Time Zone:

Harding University is located in Searcy, AR, in the Central Standard time zone; therefore, the due dates and times will be based on Central Standard Time.

Attendance & Participation:

Consistent and punctual attendance is expected at the graduate level. One absence is allowed. Absences may occur for illness, appointments, interviews, and travel; however, missed work will receive a score of zero and opportunities for alternative assignments will not be given. Students are responsible for all class content. Every absence beyond one will result in the final course grade being lowered by a letter. Exceptions to this policy will be rare and considered on a case-by-case basis. For asynchronous lectures, the course instructor will take attendance via course analytics in Echo360.

Technology Details

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](#).

For ExamSoft/Examplify assistance: search [ExamTaker Support](#), call 1-866-429-8889 ext 1, or email at support@examsoft.com.

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 [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 **January 13** and the last day to add this class is **January 17**. The course will end on **May 9** and the last day to drop is April 23. 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 239 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.

Course Recordings:

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.

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.

Generative AI:

The use of generative AI tools is not permitted for any assigned work in this class and constitutes a violation of Harding's Academic Integrity Policy.

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.

Distance Education:

For any element of a course conducted via teleconference (Zoom, GoogleMeet, etc) the student must turn on their camera. Student faces must be visible but the backgrounds can be blurred.

Course Policies

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.

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.

Tentative Schedule:

| Date | Topic | Standard | Assignments | Activity |
|-------------|---|--|--|--|
| January 14 | Introduction | | Syllabus PI pgs. 3-7 A letter to myself... | Syllabus/Schedule Review/Groups |
| January 21 | Resume Writing, Job Selection, and Interviewing | CFCC IV-G CAA 3.1.1B CAA 3.1.6B | Professional Issues (PI), pages 127 (The Future)-144 Reflection 1 Turn in rough draft of resume | Sydney Elliott, Searcy SD Lecture/Discussion |
| January 28 | Continuing Education | CFCC IV-H CAA 3.1.1B CAA 3.1.6 B | PI pgs. 27-28 (Summary of Evolution) and 162-163 (Continuing and Advanced Education) Quiz 1 Complete peer review of resume | Lecture/ Discussion |
| February 4 | Health Literacy and Advocacy | CFCC IV-G CAA 3.1.6 B | PI pgs. 162 (Advocacy), 227-228 (Multicultural Issues to Health Literacy), and 509-514 Turn in final draft of resume | Lecture/ Discussion |
| February 11 | CF Year | CFCC IV-G CAA 3.1.1B | PI pgs. 36 (ASHA), 152-160 (Career Path- Profession Engagement), and 454-455 (CF) Quiz 2 Reflection 2 | Ann Glaser, EBS Lecture/Discussion |
| February 18 | Public Schools | CFCC IV-G CAA 3.1.1B | PI pgs 237-250 (School Based Settings) and 385-409 (Child Abuse) | Shanna Fisher, White County Central SD Lecture/Discussion |

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|-------------|---|--------------------------|--|---|
| | | | Reflection 3 | |
| February 25 | Healthcare/Rehab | CFCC IV-G CAA 3.1.1B | PI pgs. 213-232 (Health Care Setting) Quiz 3 Reflection 4 | Ashley Whaley, Spring Creek Rehabilitation and Nursing Lecture/Discussion |
| March 4 | Intro to SLP-A Practice and Supervision | CFCC IV-G CAA 3.1.1B | PI pgs. 179- 185 (Supervision of Assistants) 445-462 (Supervision and Mentoring) Advocacy Paper Due | Lecture/Discussion |
| March 11 | COMPS | | | |
| March 18 | Early Intervention/Private Practice | CFCC IV-G CAA 3.1.1B | PI pgs. 255-278 (Early Intervention) Reflection 5 | Erin Clark, UAMS KidsFirst Lecture/Discussion |
| March 25 | Spring Break | | | |
| April 1 | Legislation and Practice Telepractice | CFCC IV-G CAA 3.1.6 B | PI pgs. Quiz 4 | Lecture/Discussion |
| April 8 | State Licensure and State Associations | CFCC IV-H CAA 3.1.6 B | PI pgs. 20-23 (Professional Associations- International) and 37-38 (State licensure) | Lecture/Discussion |
| April 15 | HIPAA, FERPA, Ethics | CFCC IV-G CAA 3.1.1B | PI pgs. 45-59 (Ethics, Accountability, and Liability) Quiz 5 | Lecture/Discussion |
| April 22 | ASHA Governance and Certification | CFCC IV-H CAA 3.1.6 B | PI pgs. 16-20 (Common Characteristics- National Office), 34-35 (Competent?), and 38-39 (Professional Development) | Lecture/Discussion |
| April 29 | SLPs in the News | CFCC IV-G CAA 3.1.6 B | PI pgs. 343-355 (Leadership) | Lecture/Discussion |
| May 6 | Final Exams | CFCC IV-G CAA 3.1.6 B | Private Practice Projects Due | |

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| | | | Completed State Licensure | |
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