



**CSD 6510 Professional Issues and Business Practices
Spring 2024 Tuesdays 12:00-2:00
Swaid 103**

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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 emails accounts, especially for individual communication. I prefer you use my Harding email and 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 your 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 (ie, role and importance of professional organizations, supervision of students and support personnel, Interprofessional practice, and "top of the license" practice) will be studied.

Course Objectives:

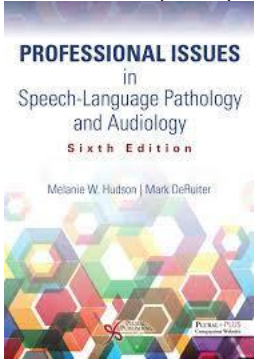
1. Demonstrate knowledge about scope of practice, ethics, guidelines and position statements, and certification and licensure issues as determined by the American Speech Language and Hearing Association. (CAA Standard 3.1.6B)
2. Demonstrate understanding of variables related to professional practice in various clinical settings. (CAA Standard 3.1.6B)
3. Create a professional resume and demonstrate ability to successfully participate in a job interview. (CAA Standard 3.1.1B)
4. Understand the roles and importance of professional organizations in advocating for rights to access speech-language pathology services. (CAA Standard 3.1.1B)
5. Understand the role of clinical teaching and supervision of students and other support personnel. (CAA Standard 3.1.1B)
6. 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:

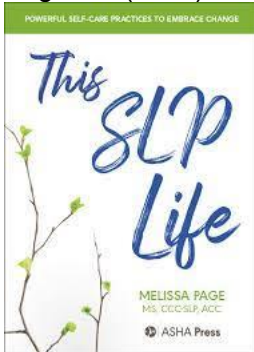
1. Each student will complete the appropriate licensure paperwork for their desired state. Students must choose the state they intend to live and seek employment in.
2. Each student will complete the certification paperwork required by the American Speech-Language-Hearing Association.
3. Each student will create a professional resume.
4. Each student will create a requisition request and advocacy plan to include all elements provided in class.

Required materials:

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



Page, M. (2020). This SLP Life. ASHA Press.

**Classroom Code of Conduct**

1. Cell phone policy: No cell phones or electronic devices during quizzes and exams – violations of this policy will earn a “0” on the quiz/exam. Do not use cell phone as a watch. Please do not text or check your social media during class.
2. If you use your laptop during class time, keep it relevant to what we’re doing in class.
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 unexcused absence for this class. As stated in the Student Handbook, excessive absences can result in being dropped from the course with the 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.
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. Utilize the Writing Lab on the 3rd floor of the American Studies Building.
7. Late work on daily assignments will not be accepted and earns a grade of zero.
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.

Grades:

The value of each assignment is listed below. Assignments will always be due by Friday at midnight of the week assigned. Please use Canvas for submitting 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 with an email to me.

Assignment	Points
Requisition Project	100
Advocacy Strategic Plan	100
Reflection 1	10
Reflection 2	10
Reflection 3	10
Reflection 4	10
Reflection 5	10
Licensure Paperwork	10
Resume Final Draft	10
Resume Peer Review	10
Total:	280

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

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.

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.

Students with Disabilities:

It is the policy for Harding University to accommodate students with disabilities, pursuant to federal and state law. Therefore, any student with a *documented disability* condition (e.g. physical, learning, or psychological) who needs to arrange reasonable accommodations must contact the instructor and the 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 226 in the Student Center, telephone, (501) 279-4019.

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.

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](#).

Some elements of this course are designed to be completed with a peer (case studies and presentations). Refrain from discussing exam content with any classmates, including students who have taken this course previously.

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.

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.

Changes to Syllabus Notice:

The instructors reserve 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 9	Introduction		Syllabus A letter to myself...	Syllabus/Schedule Review/Groups/ Class Topic Assignments
January 16	Resume Writing and Interviewing	CAA 3.1.1B	Turn in rough draft of resume	Cindi Ingram, Center for Professional Excellence
January 23	Continuing Education	CAA 3.1.1B	Chapter 1 in SLP Life Reflection 1 Complete peer review of resume	Janki Patel, Jump Ahead Pediatrics "Navigating the Path to your 1 st Job" Lecture/ Discussion
January 30	HIPAA	CAA 3.1.1B	Chapter 2 in SLP Life Turn in final draft of resume	Lecture/ Discussion
February 6	CF Year	CAA 3.1.1B	Chapter 3 in SLP Life Reflection 2	Ann Glaser, EBS Lecture/Discussion
February 13	Public Schools	CAA 3.1.6B	Chapter 4 in SLP Life Reflection 3	Candice Feivelson, Comprehensive Therapy Consultants Lecture/Discussion
February 20	Healthcare	CAA 3.1.6B	Chapter 5 in SLP Life	Lecture/Discussion
February 27	Clinical/Private Practice	CAA 3.1.1B	Chapter 6 in SLP Life Reflection 4 Strategic Plan for Advocacy Issue	Erin Clark, UAMS KidsFirst Lecture/Discussion
March 5	Spring Break			
March 12	Legislation and Practice Telepractice	CAA 3.1.1B	Chapter 7 in SLP Life Reflection 5	Heather Madsen, SSG Healthcare Lecture/Discussion
March 19	COMPS			
March 26	ASHA Governance and Certification	CFCC IV-G CAA 3.1.1B	Chapter 8 in SLP Life	Lecture/ Discussion
April 2	State Licensure and Associations	CAA 3.1.1B	Chapter 9 in SLP Life	Lecture/Discussion
April 9	Health Literacy	CFCC IV-G CAA 3.1.1B	Chapter 10 in SLP Life Requisition Project	Lecture/Discussion
April 16	Intro to SLP-A Practice and Supervision	CFCC IV-G CAA 3.1.1B	Chapter 11 in SLP Life	Lecture/Discussion
April 23	SLPs in the News	CFCC IV-G CAA 3.1.1B	Chapter 12 in SLP Life	Lecture/Discussion
April 30			Completed State Licensure	