CSD 1240: Introduction to the Professions in CSD
Harding University
College of Allied Health
Credit Hours: 3
Monday/Wednesday/Friday 1:00-1:50 pm
Swaid 214
**Spring 2025 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.
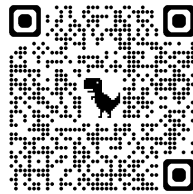
Course Information

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 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 he information from this course will be built upon in 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/ In lieu of a book, 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. Only purchase one account.

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.

4) A digital device that will support the Proctorio extension for quizzes and exams. Ipads and similar devices will not meet the requirement.

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. 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 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

Liberal Arts Learning Outcomes: The content of this course contributes to the university's liberal arts learning outcomes (LALOs) by exposing students to a broad range of knowledge and skills. Specifically, this course advances the student's abilities in the following objectives:

1) **Scripture, Truth, and Ethics**: Students will examine a variety of disciplines from a Christian perspective.
2) **Literacy and Expression**: Students will write and speak English with precision and clarity.
3) **Literacy and Expression**: Students will read and listen with fluency and comprehension.
4) **Aesthetics and the Creative Spirit**: Students will create work that demonstrates originality and elegance.

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. (LALO1).

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, Audiologists., and assistants
15) Complete 5+ hours of 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 module 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 has provided the total value and the due date of each assignment in canvas. 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%.

Assignments	Points Possible
In-Class Assignments & Homework	approx 200
Quizzes/mini-exams	approx 180
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/Activity	Homework
Before Class:	Prepare yourself for success.	Come to class with an attitude of learning, turn on notifications in Canvas, link canvas to your calendar.
Module 1: **Week 1**: Jan 13		

	Intro, Syllabus & Course Info	Read the syllabus, bookmark your textbook on the library website, complete pre-requisite modules 1-4. And your introduction.
Jan 15	HU & CSD & Hunt	Watch faculty video in ECHO 360, take faculty quiz, complete the HU CSD Hunt
Jan 17	The professions of CSD--ScOP	Which Profession? Quiz Read Chapter 1
Module 1: **Week 2**: Jan 20	<mark>MLK</mark>	NO CLASS
Jan 22	Chapter 1	Complete the Intro to CSD-Exploring ASHA, Answer chapter 1 questions.
Jan 24	Chapter 1	Chap 1 Quiz, Reading for Module 2
Module 2 **Week 3:** Jan 27	Chapters 2 & 8	Get supplies & build your brain ; join platform for video submissions.
Jan 29	Chapters 2 & 8	Build your brain ; video your brain
Jan 31	Chapters 2 & 8	Build your larynx
Module 2 **Week 4:** Feb 3	Chapters 2 & 8	Build your larynx : video your larynx
Feb 5	Chapters 2 & 8	Chap 1& 2 Exam—BRING COMPUTER
Feb 7	EXAM	Reading for Module 3 ; Online hearing test
Module 3 **Week 5**: Feb 10	Chapter 12	Reading for Module 3
Feb 12	Chapter 12	CSDN (due in April), Study Questions
Feb 14	Chapter 12	Chapter 12 Quiz, Reading for Module 4
Module 4 **Week 6:** Feb 17 (B&G)	<mark>ArkSHA</mark> Chapter 13	CSDN ; Create Master Clinician account
Feb 19	Chapter 13	Videos and Reflection

Feb 21	Chapter 13	Chapter 13 quiz; Register for Calipso
Module 5 **Week 7:** Feb 24	How to Observe in CSD	Calipso Portfolio
Feb 26	How to Observe in CSD	How to Obs Quiz ; Study for Cumulative Mid-Term (bring your computer)
Feb 28	How to Observe in CSD--VIDEO	Study for Cumulative Mid-Term (bring your computer)
Module 6 **Week 8:** March 3	**MID-TERM EXAM**	Observations, Reading for Module 6, schedule test review
March 5	Chapter 3	Observations
March 7	Chapter 3	Observations
Module 6 **Week 9:** March 10	Chapter 3	Observations
March 12	Chapter 3	Observations ; Categorizing lang tasks
March 14 (B&G)	Chapter 3	Chapter 3 quiz ; Reading for Module 7
Module 7 **Week 10:** March 17 (B&G)	Chapter 4	Observations
March 19	Chapter 4	Observations; Identify the Disorder
March 21	Chapter 4	Observations
Module 7 **Week 11:** March 24-28	<mark>Spring Break</mark> NO CLASS	
Module 7 **Week 12:** March 31 (B&G)	Chapter 4	Observations
April 2	Chapter 4	Observations: CSDN
April 4	Chapter 4	Chapter 4 Quiz, Read Chapter 5
Module 8 **Week 13:** April 7	<mark>Spring Sing Week</mark> Chapter 5	Observations; CSDN

April 9	Chapter 5	Observations; CSDN
April 11(B&G)	Chapter 5	Watch ECHO if needed; Chapter 5 quiz : Reach Chapter 7
Module 8 **Week 14:** April 14	Chapter 7	Observations; CSDN
April 16	Chapter 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.
April 18	Chapter 7	Watch ECHO (if needed); Chapter 7 quiz : Reading for Chapter 8
Module 9 **Week 15:** April 21	<mark>**Drop Week (23rd)**</mark> Chapter 8	Reading for Chapter 8
April 23	Chapter 8	Quiz over Neurogenics: Watch chapter 9 ECHO
April 25	Chapter 9	Complete dysphagia lab & Ethics ECHO
Module 10 **Week 16:** April 28	<mark>**Dead week**</mark> Ethics	Ethical Problem Solving: Download any remaining observation forms. Watch ECHO on observations, Read/complete observation instructions for merging observation documentation. Merge documentation
April 30	Ethics & Documentation questions	Upload merged documentation to canvas, Enter hours in Calipso.
May 2	Review for final	Complete Calipso Portfolio
Module 11 **Week 17:** May 7	<mark>**FINAL EXAM**</mark> Final Exam—Bring your computer	1:00-3:00 pm. Please bring computer and charger.

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 assignments in the assigned platform (canvas, master clinician, Calipso). For text documents, students should use Microsoft word or submit assignments as a .pdf.

Late Work Policy: To demonstrate the desired dispositions of the profession, the instructor requires that students submit work on time. Most homework assignments are due at the beginning of class on the assigned due date; however, some assignments will be due at 11:59pm. All due dates and times are noted in canvas. Assignments are due at the scheduled time, regardless of class attendance. The instructor considers assignments as late if submitted after the time/date noted in canvas. Work submitted after the due date/time will receive "zero" points. However, the instructor will provide feedback to assist with the 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 included. Without written permission from the instructor, content (written, audio, video) may not be downloaded or shared with anyone. Unless you have permission to download or share recordings or content, you should not do so. This includes taking pictures of the presentations. 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 as well as active participation in the course activities.

- The instructor expects students to attend face-to-face class meetings.
- For face-to-face meetings, the instructor will take attendance using Quickly Attendance (QA), a canvas application. For QA, the instructor will provide a randomized code at the beginning of class, and the students will sign-in with the code during the first three

minutes of class. The instructor can change the attendance status for students who arrive late, if the student communicates with the instructor **at the end of class**. The absence will remain if the student does not communicate at that time.

- When needed, online learning may be used. The instructor may arrange asynchronous classes using ECHO 360 or synchronous online (google meet) class meetings.
    - For asynchronous lectures, the instructor will take attendance via the course analytics in ECHO 360.
    - For synchronous online lectures, 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 class period.** To accommodate remote learning when synchronous meetings are not available, the instructor will record class lectures/activities, if possible. The instructor assumes that students enrolled in the class have consented to these recordings.
- The instructor allows students **three unexcused absences** during the semester (a week of material). The content presented in each ECHO is equivalent to a week of course content. Students who miss an ECHO lecture will be counted as having 3 unexcused absences.
- For each additional unexcused absence (4+), the student will receive a 10-point deduction from their current grade.
- If a student exceeds five 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.
- 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 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 <u>actively participate</u> in face to face and synchronous class 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**.
- Students are required to demonstrate respect for those around them by refraining from off-task behaviors (whispering, texting, e-mailing, social media, shopping, etc.). Students must refrain from attending to their phones, watches, tablets, computer etc. without the instructor's permission. Off-task behaviors during class (texting, surfing, talking,

sleeping etc.) will result in an unexcused absence.

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.

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.

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.

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](#)

Dress Code: All members of the Harding community are expected to maintain standards of modesty and decency in dress appropriate to the Christian lifestyle and consistent with professional employment expectations. For these reasons, students are expected to 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 are expected to adhere to the dress code policies established within the HU student handbook. A student may be asked to leave class or other activities 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. Participation in IPE events is voluntary for this class, but is strongly encouraged.