



# Baylor University

**ROBBINS COLLEGE OF HEALTH AND HUMAN SCIENCES**  
Communication Sciences and Disorders

# **RESIDENTIAL GRADUATE HANDBOOK**

The Master of Science (M.S.) education program in speech-language pathology (residential and distance education) at Baylor University is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association, 2200 Research Boulevard, #310, Rockville, MD 20850, 800-498-2071 or 301-296- 5700.



**Master of Science  
Communication Sciences and Disorders**

*Revised August 2023*

# Table of Contents

<b>TABLE OF CONTENTS</b> .....	<b>2</b>
<b>OVERVIEW</b> .....	<b>5</b>
WELCOME TO BAYLOR UNIVERSITY .....	6
GENERAL INFORMATION .....	8
<i>Graduate School</i> .....	8
<i>Baylor University’s Student Policies and Procedures</i> .....	8
MISSION STATEMENT .....	8
THE CSD GRADUATE PROGRAM .....	9
<i>Professional Licensure Disclosure</i> .....	9
<i>Accreditation</i> .....	9
<i>Baylor CSD Home</i> .....	9
<i>Faculty and Staff</i> .....	10
STUDENT RESOURCES .....	11
<b>PROGRAM REQUIREMENTS</b> .....	<b>12</b>
OVERVIEW.....	12
<i>Graduate Requirements</i> .....	12
<i>Plan of Study for Residential CSD Graduate Students</i> .....	12
<i>Leveling Requirements</i> .....	13
<i>Plan of Study for Residential Leveling Students</i> .....	13
<i>ASHA Requirements</i> .....	13
GRADUATION REQUIREMENTS.....	14
<i>Credit Requirements</i> .....	14
<i>Accreditation and Program Course Requirements</i> .....	14
<i>Comprehensive Examination</i> .....	15
<i>ETS Praxis Examination</i> .....	15
<i>ETS Praxis Examination Registration Guide</i> .....	15
<i>Certification (State Licensure and ASHA)</i> .....	16
<i>Graduate Program Exit Surveys</i> .....	17
<i>File for Graduation</i> .....	17
NEW STUDENT FIRST STEPS .....	17
<i>Parking Services</i> .....	18
<i>BearID and Baylor ID</i> .....	18
CHECKLIST FOR SUCCESS.....	18
PREPARING FOR LIFE AFTER GRADUATION .....	19
<i>Career Preparation</i> .....	19
<b>PRACTICUM AND INTERNSHIP POLICIES</b> .....	<b>20</b>
CLINICAL CLEARANCES.....	20
<i>General Information</i> .....	20
<i>Training</i> .....	20
<i>Vaccinations</i> .....	20
<i>Drug Screening</i> .....	21
<i>Criminal Background Check</i> .....	21
<i>CPR Training, TB Testing, and Immunizations</i> .....	21
<i>Calipso</i> .....	22
PRACTICUM PLACEMENT PROCESSES.....	22
<i>Speech Pathology Internship</i> .....	22
INTERNSHIP POLICIES .....	23

<i>Relocation</i> .....	24
<i>Attendance</i> .....	25
SCHEDULING .....	25
<i>Scheduling of Clients</i> .....	26
<i>Clinical Hours and Competencies</i> .....	26
SUPERVISION .....	26
<i>Diagnostic Evaluations</i> .....	27
<i>Paperwork</i> .....	27
<i>Therapy</i> .....	28
PROFESSIONAL ATTITUDE AND Demeanor .....	30
<i>Dress Code</i> .....	31
SAFETY PRECAUTIONS .....	31
<i>Gloves</i> .....	31
<i>Handwashing</i> .....	32
<i>Materials</i> .....	32
<i>Treatment Procedures</i> .....	32
<i>Working with Clients</i> .....	33
<i>HIPAA/Protected Health Information</i> .....	33
HIPAA DEPARTMENTAL POLICIES.....	33
<i>HIPAA Training</i> .....	34
<i>Health Information Communications</i> .....	34
<i>Health Information Storage</i> .....	34
<i>Security Access Controls</i> .....	34
<i>Physical Security</i> .....	35
<i>Incident Reporting</i> .....	35
<i>Outside Request for Health Information or PHI</i> .....	35
GRADING FOR PRACTICUM AND INTERNSHIP .....	36
<i>Current Evaluation Scale</i> .....	36
<i>Evaluations by Student</i> .....	37
CLINIC PERFORMANCE/PROBATION.....	38
<i>Breach of Handbook Policy</i> .....	38
CULTURAL AND LINGUISTIC DIVERSITY .....	39
<i>ASHA's Policy</i> .....	39
<i>Baylor's Policy</i> .....	39
<b>ACADEMIC COURSEWORK POLICIES.....</b>	<b>40</b>
CLASS PARTICIPATION AND ATTENDANCE.....	40
<i>Final Exam Policy</i> .....	40
GRADING FOR ACADEMIC COURSEWORK .....	40
<i>Graduate Coursework:</i> .....	40
<i>Leveling coursework:</i> .....	41
<i>Academic Performance/Probation</i> .....	41
PROBATION AND DISMISSAL .....	41
<i>Procedures for Dismissal</i> .....	41
CHANGE OF GRADE POLICY.....	42
INCOMPLETES .....	42
CANCELLATIONS, DROPS, AND UNIVERSITY WITHDRAWALS .....	42
<i>Cancellation</i> .....	42
<i>Drop</i> .....	43
<i>Break in Enrollment</i> .....	43
<i>University Withdrawal</i> .....	43
RIGHT TO WITHHOLD TRANSCRIPTS AND/OR BLOCK REGISTRATION .....	44
LENGTH OF PROGRAM COMPLETION .....	44
<i>Change of Address and Telephone Number</i> .....	45

STUDENT FINANCIAL AID .....	45
FINANCIAL OBLIGATIONS .....	46
STUDENTS CALLED FOR ACTIVE MILITARY DUTY .....	46
HEALTH INSURANCE .....	46
<b>UNIVERSITY POLICIES .....</b>	<b>47</b>
PROFESSIONAL CONDUCT .....	47
<i>Characteristics of Effective Speech Language Pathologists:</i> .....	47
<i>Characteristics of Successful Graduate Students:</i> .....	47
<i>Sanctions for Unprofessional Conduct</i> .....	48
ACADEMIC AND PROFESSIONAL HONESTY.....	50
CONSTITUTION OF THE BAYLOR UNIVERSITY HONOR SYSTEM .....	51
<i>Baylor University Honor Code Policy and Procedures</i> .....	51
<i>Addendum: Advice to Students Accused of Violating the Honor Code</i> .....	60
ACADEMIC APPEALS POLICY AND PROCEDURE .....	61
<i>Conference with a Faculty Member</i> .....	61
<i>Appeal to the Graduate Program Director</i> .....	61
<i>Appeal to the Department Chair</i> .....	61
<i>Appeal to the Provost and Vice President for Academic Affairs</i> .....	61
<i>Appeal to the Academic Appeals Committee</i> .....	61
CIVIL RIGHTS ISSUES RESOLUTION .....	62
TITLE IX.....	62
FAMILY EDUCATIONAL RIGHT AND PRIVACY ACT OF 1974 .....	62
COUNCIL OF ACADEMIC ACCREDITATION, ASHA PROCEDURES FOR COMPLAINTS AGAINST GRADUATE EDUCATION PROGRAMS.....	63
<i>Criteria for Complaints</i> .....	63
<b>ASHA CODE OF ETHICS.....</b>	<b>64</b>
PREAMBLE.....	65
TERMINOLOGY.....	66
PRINCIPLE OF ETHICS I .....	67
<i>Rules of Ethics</i> .....	67
PRINCIPLE OF ETHICS II.....	68
<i>Rules of Ethics</i> .....	68
PRINCIPLE OF ETHICS III.....	69
<i>Rules of Ethics</i> .....	69
PRINCIPLE OF ETHICS IV .....	70
<i>Rules of Ethics</i> .....	70
<b>BAYLOR UNIVERSITY PHOTO RELEASE FORM .....</b>	<b>72</b>

# Overview



*The CSD faculty is so pleased that you have chosen to study with us at Baylor University. We anticipate that the next few years will be the most exciting period of learning as a new beginning of a life-long commitment to your continued learning in the field of speech-language pathology. Please know that the CSD faculty is committed to the success of each graduate student. Best wishes for the most productive, rewarding, and enjoyable experiences as you deepen your academic knowledge and clinical skills in our graduate program and make new friends and colleagues. May God bless each one of you abundantly as you begin your new journey!*

**The CSD Graduate Handbook is designed to provide information essential to your successful completion of the residential program, so please take the time to read this handbook carefully and visit web links to become familiar with our program's organization and policies, college, and the graduate school. You are expected to know the essential information in the handbook sections that deal with graduation requirements, clinical practicum, and policies and procedures. When you have any questions or need clarification, don't hesitate to ask the Graduate Program Director or the Graduate Program Coordinator.**

*(\*Policies and procedures are subject to change at the discretion of Baylor University, the College of Health and Human Sciences, and the Department of Communication Sciences and Disorders).*

# WELCOME TO BAYLOR UNIVERSITY

## Department of Communication Sciences and Disorders

Welcome to Waco, Texas, and one of the finest residential and online graduate programs offered in Speech Language Pathology in the nation. The Department of Communication Sciences and Disorders (CSD) is in the College of Health and Human Sciences (CHHS). Both the residential and online graduate programs are accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association.

Our residential graduate program is nationally ranked and provides quality academic and clinical education. Students who complete the residential and online graduate programs of study at Baylor meet all academic and practicum requirements for the Certificate of Clinical Competence (CCC) through ASHA and for Texas licensure at graduate program level.

Graduate students in the program are offered a variety of practicum and internship sites. Sites may include but are not limited to several types of clinics at the university, public schools, private agencies, and/or medical settings both in Texas and across the nation. Clients served in these settings include preschoolers, school-age children, and adults. Practicum and internship experiences include various developmental or acquired disorders in the areas of language and literacy, voice, fluency, articulation, cognitive, aphasia, swallowing and feeding, alternative/augmentative, social, and aural habilitation/rehabilitation.



## Welcome to Texas



Texas, the second largest state in the United States, is home to approximately twenty-nine million people. Its borders stretch 800 miles north-to-south and another 800 miles east-to-west. The climate varies with the region, but sunshine covers most of the state for much of the year. Summer temperatures are usually in the nineties. Winter temperatures range from forty degrees in south Texas to the teens in the Panhandle. The state includes hundreds of miles of open range, mountains, deserts, shoreline, and three of the largest cities in the country (Houston, Dallas, and San Antonio). The state capitol is found in Austin. Former President George W. Bush's ranch is just a few miles from Baylor near Crawford, Texas. Visitors to Texas often enjoy the Stockyards in Fort Worth, the museums in Dallas, the Riverwalk and Alamo in San Antonio, the capital building in Austin, the space center in Houston, and the beaches of Corpus Christi and Padre Island. Tourists also can find theme parks in the Dallas-Fort Worth area, Houston, and San Antonio.

## Welcome to Waco



The city of Waco is in the "Heart of Texas" on the banks of the Brazos River with approximately 140,000 people. The major thoroughfare in Waco is Interstate 35 which travels north to south. Dallas and Fort Worth are to the north and Austin and San Antonio are to the south. The city of Waco has a mild climate with an annual temperature of 67.8 degrees, summer highs in the nineties, winter lows averaging 30-40 degrees, and an annual precipitation of 31.3 inches. Sunshine is frequent; snow is rare; and the last major tornado to hit the city was in 1953. Waco is home to a historic Suspension Bridge, the Texas Ranger Hall of Fame, Dr. Pepper Museum, Cameron Park Zoo, Texas Sports Hall of Fame, Fort Fisher, and many historic homes. Annual events include Christmas on the Brazos, Brazos River Festival, and the Cattle Baron's Ball.

## Welcome to Baylor University



Baylor University, the oldest university in Texas, is a Southern Baptist University with an enrollment of over 20,000 students. Campus events include musical and theatrical performances, lectures series, Diadeloso (Day of the Bear), and many sporting events.

Baylor University has achieved Research 1 status, from the Carnegie Classification of Institutions of Higher Education. Baylor joins the nation's top research institutions as a doctoral university with very high research activity and as a preeminent Christian research university. Our R1 aspirations represent an incredible opportunity – one given to us by God – to do what very few, if any, universities have achieved: maintaining our foundational Christian mission while reaching R1 status as a top-tier research university.

# General Information

The following websites provide a thorough overview of our college, the Baylor University's Graduate School, and Baylor University.

**College of Health and Human Sciences Website:** <https://robbins.baylor.edu/>

## Graduate School

- General Information: <http://www.baylor.edu/graduate/>
- Baylor Graduate Catalog: <https://www.baylor.edu/graduate/index.php?id=959244>
- Benefits and Financial Aid: <https://www.baylor.edu/graduate/index.php?id=958443>
- Graduate Student Association: <https://gsa.graduate.baylor.edu/>
- Student Services: <https://students.web.baylor.edu/>
  - Baylor Libraries
  - Academy for Teaching and Learning (ATL)
  - Counseling Center
  - Information Technology Services (ITS)
  - Office of Access and Learning Accommodation (OALA)

## Baylor University's Student Policies and Procedures

Baylor University rules, regulations, and policies applicable to students are available at <https://studentpolicies.web.baylor.edu/>. Since the Student Policies and Procedures and other student-related publications may be revised semester to semester, it is the responsibility of the student to view revisions online or to obtain revisions from the Judicial Affairs office. Copies of these publications and all revisions are available to all students through the Judicial Affairs office.

## Mission Statement

*The mission of the Baylor University Department of Communication Sciences and Disorders is to educate men and women for worldwide leadership and service in the areas of Speech Language Pathology, Audiology, and Deaf Education by integrating academic excellence, clinical experiences, and service to the community.*

The mission of the CSD Department strongly supports a Baylor Foundational Assumption that “we find the highest order of personal fulfillment in working constructively for the betterment of others, and that we have an obligation to do so.”

In addition, the CSD Program is one of the strongest examples of Baylor's Core Conviction to “promote the health of mind, body and spirit as these are understood in the Christian tradition and by the best of modern physical and psychological science.”

The department seeks to fully integrate academic and clinical experiences to enable students to learn current theories, principles, cutting edge technologies and practices to prepare students for success as a Speech-



Language Pathologist. The department creates an educational and work environment which inspires co-discovery through the dynamic interaction of teaching and learning. Students are equipped for the workplace challenges of today and tomorrow by experiencing a variety of academic, clinical, and service experiences within a culturally diverse society.

## The CSD Graduate Program

Members of the faculty are delighted that you decided to pursue graduate studies in the Department of Communication Sciences and Disorders at Baylor University. This is your final step toward becoming a practicing speech-language pathologist. We hope your graduate work will be both stimulating and challenging.

Your graduate program should lead to:

- A Master of Science in Communication Sciences & Disorders from Baylor University
- Fulfillment of Academic and Clinical Requirements for Certification from American Speech-Language Hearing Association (ASHA\*\*) except for the Clinical Fellowship Year (CFY for ASHA) experiences.
- Fulfillment of Academic and Clinical Requirements for Licensure by the State of Texas. To check other state's licensure requirements, see this link: <https://www.asha.org/advocacy/state/>

*\*\* It is expected that graduates of our program possess the knowledge and skills delineated in their respective states for the Certificate of Clinical Competence (CCC); however, completion of our program does not guarantee that a student will receive a Certificate of Clinical Competence (CCC) offered by ASHA or state licensure.*

## Professional Licensure Disclosure

This program is designed to prepare students to apply for licensure in Texas. If you plan to pursue licensure or certification in a state other than Texas, please review state educational requirements for licensure or certification and contact information for those state licensing boards at Baylor's website for professional licensure disclosure. [Baylor website for professional licensure disclosure](#).

## Accreditation

The Master of Science (M.S.) education program in speech-language pathology (residential and distance education) at Baylor University is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association, 2200 Research Boulevard, #310, Rockville, MD 20850, 800-498-2071 or 301-296- 5700.

Upon successful completion of our residential program, graduating students will be eligible to apply for the Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP) from the American Speech-Language-Hearing Association (ASHA). Students may also be eligible for licensure in speech-language pathology in the state of Texas and elsewhere.

In Spring 2020, the Master of Science program in Communication Sciences and Disorders was accredited for the 2020-2028 cycle.

## Baylor CSD Home

Our CSD website provides a thorough composite overview of our program, including the following information. Please visit each of these links to achieve maximum success during your graduate study.

9 [Table of Contents](#)

- CSD Homepage: <https://csd.robbins.baylor.edu/>
- CSD Student Resources: <https://csd.robbins.baylor.edu/current-students>
- CSD YouTube page: <https://www.youtube.com/@baylorcsd>

## Faculty and Staff

The Baylor CSD department has a growing team of full-time academic and clinical faculty members and several part-time faculty members. <https://csd.robbins.baylor.edu/about/faculty>

### Contact Information

CSD Graduate Program Coordinator

Mrs. Elizabeth Pearson

[Elizabeth.Pearson@baylor.edu](mailto:Elizabeth.Pearson@baylor.edu)

Phone: 254-710-4330

CSD Residential Associate Chair

Professor Deborah Rainer, MS, CCC-SLP

[Deborah.Rainer@baylor.edu](mailto:Deborah.Rainer@baylor.edu)

Phone: 254-710-6369

CSD Residential Graduate Program Director

Professor Susan Sherman, MS, CCC-SLP

[Susan.Sherman@baylor.edu](mailto:Susan.Sherman@baylor.edu)

Phone: 254-710-1243

CSD Department Chair

Dr. Michaela Ritter, Ed.D., CCC-SLP

[Michaela.Ritter@baylor.edu](mailto:Michaela.Ritter@baylor.edu)

Phone: 254-710-4745

CSD Residential Associate Chair

Professor Nadine Welch, MS, CCC-SLP

[Nadine.Welch@baylor.edu](mailto:Nadine.Welch@baylor.edu)

Phone: 254-710-1341

# Student Resources

## Student Resources

Baylor Department of Public Safety	254-710-2222
Baylor Operator	254-710-1011
Bear ID	254-710-2711x4603
BearTouch Touchtone System	215-714-6420
Cashier's Office	254-710-2311
Baylor Counseling Center	254-710-2467
Financial Aid	254-710-2611
Graduate School	254-710-3588
Health Center	254-710-2461
Office of the Registrar	254-710-8814
Academic Records	254-710-1181
Ordering Transcripts	254-710-1059
Office of Access and Learning Accommodation (OALA)	254-710-3605
University Ministries	254-710-3517

## For information regarding ...

Cap & Gown for Masters Students (Baylor Bookstore)	254-710-2161
Graduation Invitations (Baylor Bookstore)	254-710-2161
Filing for Graduation	254-710-3582
I-9 and W-4 Forms	254-710-3580
Student Health Insurance Eligibility	254-710-3588
Students with Disabilities (Office of Access and Learning Accommodation)	254-710-3605

# Program Requirements

## Overview

The Department of Communication Sciences and Disorders offers a Master of Science (MS) degree that leads to eligibility for the Certificate of Clinical Competence in Speech-Language Pathology.

## Graduate Requirements

Our graduate program is for the students who earned a bachelor's degree in Communication Sciences and Disorders. Students must complete 45 semester hours, pass the required comprehensive examination for the degree of Master of Science, complete 400 clinical hours (this includes the 25 observation hours), and take the National Praxis examination towards the end of the program. This program takes 4 semesters (approximately 16 months) for students to complete. Students will complete their practicum in their first 3 semesters and their externship during their 4th semester.

To meet graduate requirements, it is HIGHLY RECOMMENDED that no student be employed more than 10 hours a week during their program of study. During the internship semester, NO EMPLOYMENT is recommended for any student. These recommendations are made to help meet academic and clinical responsibilities.

## Plan of Study for Residential CSD Graduate Students

Semester	Courses
1	<b>CSD 5318</b> Methods in Graduate Study in CSD <b>CSD 5319</b> EBP Evaluations and Interprofessional Practice <b>CSD 5325</b> Speech Sound Disorders <b>CSD 5341</b> Birth to Five Language Disorders <b>CSD 5149</b> Clinical Practicum Speech Pathology
2	<b>CSD 5311</b> Aphasiology <b>CSD 5312</b> Fluency Disorders <b>CSD 5313</b> Augmentative Communication and Severe Populations <b>CSD 5314</b> Voice Pathology <b>CSD 5149</b> Clinical Practicum Speech Pathology
3	<b>CSD 5316</b> Motor Speech Disorders <b>CSD 5328</b> Dysphagia <b>CSD 5330</b> Cognitive Linguistic Communication Disorders <b>CSD 5149</b> Clinical Practicum Speech Pathology <b>CSD Elective</b>
4	<b>CSD 5649</b> Speech Pathology Internship

## Current Elective Offerings

- **CSD 5304** Advanced Aural Rehab (must be taken as the elective if not completed at another university)
- **CSD 5334** Multicultural Issues in Speech-Language Pathology (Kenya/Rwanda)
- **CSD 5V99** Thesis (With faculty mentor approval)
- **CSD 5354** Research Experience in CSD (With faculty mentor approval)
- **CSD 5337** School-Age Language and Literacy

## Leveling Requirements

A student who has been accepted to Baylor's CSD Graduate Program but does not have an undergraduate degree in CSD is considered a Graduate Student with Leveling Status. These students are required to complete specific leveling courses for state licensure and professional certification. These courses are required to be taken at Baylor CSD and will be offered as credit/no credit\*. A grade of 80 will be needed for credit. These courses will be taken the first two semesters at Baylor CSD and will be completed before beginning the Plan of Study for Residential CSD Graduate Students.

## Plan of Study for Residential Leveling Students

Semester	Courses
L 1	<b>CSD 5302 Leveling</b> – Anatomy and Physiology <b>CSD 5305 Leveling</b> – Survey of Speech Pathology and Audiology <b>CSD 5306 Leveling</b> – Language Development <b>CSD 5309 Leveling</b> – Introduction to Clinical Audiology <b>CSD 5101 Leveling</b> – Observation
L 2	<b>CSD 5201 Leveling</b> – Clinical Methods <b>CSD 5303 Leveling</b> – Speech Science <b>CSD 5304 Leveling</b> – Advanced Aural Rehabilitation <b>CSD 5307 Leveling</b> – Introduction to Phonological Science <b>CSD 5149</b> – Clinical Practicum Speech Pathology

## ASHA Requirements

ASHA standards for certification in Speech-Language Pathology require demonstrated knowledge of the biological sciences, physical sciences (physics or chemistry), statistics, and the social/behavioral sciences (Standard IV-A). Your basic sciences coursework will be reviewed prior to your admission to the program to determine fulfillment of the ASHA requirements: ASHA specifies that these courses must be taken from an accredited college or university. They must appear on your undergraduate transcripts. Classes taken at the high school level are not eligible to meet this requirement, except for advanced placement (AP) courses that appear for credit on your college/university transcript. Course descriptions, syllabi, and other materials may be required to demonstrate that a given course fulfills the requirement. It is recommended that students complete all basic science requirements **before** their master's level coursework begins. *\*Please see this link for more detailed information about the possible content areas for biological and physical sciences, social/behavioral sciences, and statistics* (source: <https://www.asha.org/Certification/2020-SLP-Certification-Standards/#2>).

# Graduation Requirements

## Credit Requirements

**Graduate Requirements Non-Thesis Track:** Students with an undergraduate major in Communication Sciences and Disorders must complete 45 semester hours, 400 clinical hours, pass the graduate comprehensive examination, and take and report the national Praxis results to CSD Baylor.

**Graduate Requirements Thesis Track:** A Thesis Track is available which requires written approval from a faculty member who is willing to act as the thesis committee chair and the graduate program director. Students choosing the thesis track must take all academic courses required for the non-thesis track and enroll in clinical practicum each semester. The Thesis Track students must enroll in the Thesis course (CSD 5V99) for at least 3 semesters beginning from as early as the second semester to the semester of completion of the research project. The Thesis Track also requires no less than 3 hours of enrollment in 5V99 and the completion of a minimum of 45 semester hours. Graduation requires the successful defense of the thesis, 400 clinical clock hours, passing the graduate comprehensive examination, and taking and reporting the national Praxis results to Baylor CSD.

## Accreditation and Program Course Requirements

All graduate students are required to have, maintain, and keep current their academic information (i.e., Graduate KASA-ASHA form) and clinical information on Calipso. As you progress through the program, you will be informed about the nature and type of information to be included.

- [KASA-ASHA Form](#) You are required to update your [KASA-ASHA Form](#) information throughout your graduate program to be sure that your ASHA sciences, pre-requisite coursework, and graduate coursework is listed along with the grade received and semester obtained. You will update this form on the CSD Canvas page.
- [Knowledge Acquisition and Skills Assessment \(KASA\) Summary](#) The KASA summary can be found on the My Clinical Education Checklist in Calipso. Once all coursework and grades are submitted, this form is available for you to review throughout your program.
- [Clinical Experience Record and Cumulative Evaluation](#) These summaries will be found on the My Clinical Education Checklist in Calipso and available to you for your review with completion at the end of the program. It is your responsibility to log all hours and be sure that all evaluations from supervisors are complete.
- [Learning Outcome Behavioral Observations \(LOBOs\)](#) Throughout your academic and clinical experiences, you will be required to achieve Learning Outcome Behavioral Observations. Achieving each of these learning outcomes brings you one step closer to demonstrating that you possess the knowledge and skills to graduate and enter the field of Speech Language Pathology. A probationary remediation plan will be established if you do not achieve a LOBO. The Graduate Director, the Clinical Director and/or supervisor and/or instructor will discuss the remediation plan with you if a remediation plan is developed. All LOBOs and/or remediation plans must be achieved prior to graduation. Please see the link for the Learning Outcome Behavioral Observations.

<https://csd.robbins.baylor.edu/graduate/residential-masters-program/learning-outcomes>.



## Comprehensive Examination

You are required to pass the Graduate Comprehensive Examination prior to graduation. The CSD comprehensive exam is designed by the CSD faculty to identify each students' strengths and weaknesses in both academic and clinical knowledge.

You will take the comprehensive examination during your internship semester of your graduate program. This will take place in the first week of your internship. This will give you time to study, prepare, reflect, and synthesize. This examination includes questions from all areas of the profession (e.g., anatomy and physiology of speech and hearing, speech sound disorders, adult language, aphasia, motor speech disorders, voice, fluency, child language, cleft palate, diagnostic audiology, auditory processing disorders, aural rehabilitation, research design and analysis, and so forth). There are 200 questions, and a passing score is 70% or higher. If the student fails, he or she must retake and pass the comprehensive examination prior to graduation.

## ETS Praxis Examination

All students are required to take the "ETS Praxis Exam for Speech-Language Pathology" **AFTER** the completion of the Graduate Comprehensive Examination, it is recommended to take the Praxis Exam the first month of your internship. Please visit the following websites to learn more about the Praxis exam.

- [http://www.asha.org/Certification/praxis/About-the-Speech-Language-Pathology-Praxis-Exam/http://www.asha.org/certification/praxis/praxis\\_scores.htm](http://www.asha.org/Certification/praxis/About-the-Speech-Language-Pathology-Praxis-Exam/http://www.asha.org/certification/praxis/praxis_scores.htm)
- [https://www.asha.org/certification/praxis/praxis\\_scores.htm](https://www.asha.org/certification/praxis/praxis_scores.htm)
- <https://www.ets.org/praxis/asha/requirements>
- [https://www.ets.org/s/praxis/pdf/praxis\\_state\\_agency\\_codes\\_list\\_d.pdf](https://www.ets.org/s/praxis/pdf/praxis_state_agency_codes_list_d.pdf)
- <https://www.asha.org/certification/2020-slp-certification-standards/>
- [http://www.asha.org/certification/praxis/praxis\\_registration/](http://www.asha.org/certification/praxis/praxis_registration/)

## ETS Praxis Examination Registration Guide

1. Go to the ETS Praxis Registration page <https://www.ets.org/praxis/register>
2. Follow the instructions by clicking on "Register for a Praxis Test", "Confirm Your Account", "Background Information".
3. Select Your Test (For this page, your "Certifying Agency is American Speech-Hearing Association", so click on that from the small drop-down window).
4. Select a Test. For this Choose **5331** for Speech-Language Pathology (see the following captured image)
5. Schedule the test. Click on "Schedule Computer Test"
6. If you want to take the exam in Waco, use zip code of 76710 and select Waco Test Center (Address: West Waco Drive, Waco, TX 76710, Center Code is APCN-0320). Otherwise, find the nearest exam location near you.
7. When asked about your "Attending Institution", use the small window on the RIGHT side of the box to select the Country (USA) and the state (TX) Find and select BAYLOR UNIV SLP/AUD for your attending institution.
8. Select score recipients. You can send your scores to four places without any charge. You **MUST** send your scores to these 2 places:
  - Baylor Residential Speech Pathology – **Code 0288**
  - ASHA – **Code 5031**

- You will also want to send your scores to your state licensing agency. For Texas residents, send to Texas State Board of Examination for SLP/A – **Code 8327**
- 9. Purchase test preparation materials (Strongly recommended!!)
- 10. Review order and payment information
- 11. After your test is complete, retain a copy of your Praxis test score sheet to uploaded to the canvas page prior to graduation.

## FOR TEST TAKERS

Schedule Tests
Score Recipients
Test Preparation
Review
Payment
Order Complete

### Select a Test

#### 1. Find Your Test

**State/Agency Required Tests**  
 Select a state or agency to see which tests are required for teacher licensure. If you are not sure which tests are required for your specific license or certificate, check the [State Requirements](#).

Certifying State or National Agency:

State Agency:

**College / University Required Tests:**  
 If your Educational Preparation Program (EPP) requires taking a Praxis test that your State Department of Education does not use for teacher licensure, please click on "EPP Test Requirements" below to search for the Praxis test you need.

#### 2. Select the Tests You Want to Take

Select up to four tests, then click "Continue".

- Most computer-delivered tests are offered during testing windows; some are offered year round by appointment.
- Reduced test fees are available when multiple Core tests are selected at the same time. The tests must be registered for at the same time, to be taken on the same test date. Three Core tests: \$150.
- Inclusion here does not guarantee seat availability at your chosen test center.

Search Results for "American Speech-Language-Hearing Association" 2 Result(s)

Select	Test Name	Code	Delivery	Duration	Price	2016–2017 Test Dates			
						9/17	11/12	3/18	6/17
<input type="checkbox"/>	Audiology	5342	Computer	150 minutes	\$120.00	Offered during testing windows based on test center availability			
<input checked="" type="checkbox"/>	Speech-Language Pathology	5331	Computer	180 minutes	\$120.00	Offered during testing windows based on test center availability			

## Certification (State Licensure and ASHA)

All students are required to complete online Certification during the last week of their final semester. Students will be asked to ensure their hours are complete in Calipso and that a grade for Internship has been posted. Students will submit their KASA Summary, the State of Texas Licensure Documentation or Other State Licensure Documentation, and a Transcript Request Form to the Baylor CSD Canvas page. The CSD Graduate Program Certification Documentation will be completed by the Graduate Program Director, the Graduate Clinical Director and the CSD Department Chair. Once all documentation is complete as well as exit surveys, a Certification Letter of degree completion will be sent to each student as well as the licensure document and approved KASA Summary. The Departmental Program Director approval to ASHA will be provided online when you submit your certification application to ASHA which can occur after your graduation.

## Graduate Program Exit Surveys

Prior to graduating, you MUST complete two exit surveys about your overall graduate learning experience and upcoming CFY locations. This helps us improve our program. A link to both surveys will be sent to you by the Graduate Program Director when you receive your Certification email reminder.

## File for Graduation

In the beginning of the final semester when you are on your internship, usually the first week of the semester, you must let the graduate school know that you are planning on graduating. If you forget to do this, you will NOT graduate! To file for graduation, you must fill out and submit the online intent to graduate form.

<https://www.baylor.edu/graduate/index.php?id=959289>. Once you have filed for graduation, you will receive a confirmation email with more information for graduating students. You should receive this email within 5-7 days of filing for graduation.

## Check on Commencement

- **Walking:** We would love to have you walk in the commencement ceremony. When you walk across the stage, you will receive a congratulatory note in your diploma folder. If you are unable to attend, you must let the Registrar's office know by filling out the non- participation form on the commencement website. <https://www.baylor.edu/graduate/index.php?id=959289>
- **Diploma:** Your diploma will be distributed by mail two to three weeks after commencement.
- **Transcript:** An official transcript will be available after five to ten business days from Academic Records.

## Purchase or Rent your Regalia

Regalia for all master's degrees is purchased through the Baylor bookstore and should be in stock by the middle of the semester. Please contact the bookstore directly at (254) 710-2161 for any questions.

## New Student First Steps

During your graduate program, you will learn much about the professions of speech, language, and hearing. To jump start your education, begin by reading the *ASHA Code of Ethics*, which is the basis for our professional behaviors, to guide your behavior throughout your graduate program and SLP Career. You must also learn and understand the department's policies and procedures, clinical policies, and clinical forms (these can be found in this handbook).

Graduate school is a time for establishing close ties with classmates, faculty, and other speech and hearing professionals. The graduate students in the residential Department of Communication Sciences and Disorders have a long history of cooperative efforts with each other. The close relationships that are formed with your classmates often last a lifetime. You may want to consider joining two organizations. The first is the National Student Speech- language-Hearing Association (NSSHLA), an organization designed for students majoring in Speech Language Pathology and Audiology. The second organization is the Texas Speech- Language-Hearing Association. The Texas Speech-Language-Hearing Association (TSHA) has an annual convention each spring which many of our faculty and students attend. TSHA also offers employment services for students seeking future employment.

## Parking Services

Graduate student parking passes are limited. While this pass will be available to all graduate students on a first come, first-served basis, the passes are offered first to Graduate Assistants who are Teachers of Record. Please be alert to emails that notify you when parking passes become available.

## BearID and Baylor ID

As a new student, one of the first things you will do is activate your BearID. Once you activate your BearID (set your password), you will have access to the systems you are approved for, such as Canvas, Baylor email, BearWeb, Banner, etc. As a new student, you will receive an email from Baylor to your personal email account (an account other than your Baylor email account). In this email, you will find your BearID (Firstname\_Lastname) and an Authorization Code. (<https://www.baylor.edu/its/doc.php/281707.pdf>).

## Checklist for Success

- Meet with the Graduate Program Director to confirm your plan of study.
- Meet with the Clinic Coordinator to begin the clinical practicum search. Your observation hours must have been received, reviewed, and approved prior to any clinical practicum.
- Complete requirements for Castlebranch entering all necessary documents.
- Carefully read the Residential Graduate Student Handbook.
- Read the university's policy on academic dishonesty in general and plagiarism.
- Learn the policies regarding class and practicum attendance.
- Carefully read the ASHA Code of Ethics. Complete and submit an essay on ethics to Canvas. <https://www.baylor.edu/canvas/>
- Discuss client confidentiality with your placement supervisor.
- Complete and maintain the KASA-ASHA form throughout the program.
- Pass the departmental Graduate Comprehensive Examination during your internship semester.
- Take the Praxis examination and ensure that the score is sent to the department.
- File for graduation and ensure that all documentation in your Calipso and your KASA/LOBOS file is complete.
- Successfully complete the Speech Pathology Internship (CSD 5649).
- Complete the two exit surveys before graduation.
- Complete the transcript request form.
- Upload all certification documentation into canvas. This is the final stage before graduation. You will be provided with all the necessary paperwork to submit to the Texas Board of Examiners for state licensure, indicating that you have completed the program.
- Communicate: Check and use your Baylor@edu e-mail address while in the program. Reach out to the Baylor IT Help Desk at (254)710-4357 to have this e-mail account added to your cell phone. **Respond to CSD administrators, professors, and practicum supervisors within 24 to 48 hours.**

# Preparing for Life after Graduation

## Career Preparation

You will be interviewing for jobs sooner than you think! Meet with the Career Services team <https://www.baylor.edu/careercenter/> and talk with other graduate students as you are going through the program to find out what procedures they are using to find employment opportunities. Activate a Handshake account at <https://baylor.joinhandshake.com/login> with your university email address for free resume help and job opportunities. As a service to you, we will pass job opportunities on to you through email.

# Practicum and Internship Policies

## Clinical Clearances

The residential program uses CastleBranch, a medical documents management system, to help you gather the most requested information from your future practicum and internship sites. Prior to starting the program, you will be required to create a CastleBranch account, complete and pass a background check and drug screen. You must upload documentation of the following items in CastleBranch **prior to beginning the program**: If not completed, students will not be allowed to register for or participate in Practicum or Internship.

## General Information

- Background Check
- Drug Screen
- Driver's License or any other government issued IDs
- Health Insurance (Must be submitted both to CastleBranch and Baylor Graduate School)

## Training

- HIPAA Training
- OSHA Training
- Baylor Protecting Children (Formerly Keeping Minors Safe) Training
- CPR Training (Only American Heart Association BLS certification or American Red Cross BLS certification will be accepted)

## Vaccinations

- Influenza (Annually)
- Measles, Mumps, & Rubella (2-step; usually completed in childhood or titer)
- Varicella (2-step vaccine)
- Hepatitis B (Start early. It can take a few months to finish this series)
- Tetanus (Every 10 years)
- TB Test (T-spot blood test)

Students are required to obtain vaccinations for practicum and internship placements. The required vaccinations include Influenza, Measles, Mumps, & Rubella (MMR), Varicella, Hepatitis B, TB, and DTAP (diphtheria, whooping cough, and tetanus). Additional vaccinations/immunizations (including the COVID 19 vaccine) may be required by specific clinical sites. Students may request a waiver of these requirements for medical reasons through the university's Coordinator of Internship Operations.

## Declination of Immunizations

To complete the program, clinical sites require immunizations. This includes the Covid 19 vaccination if proof of this vaccination is required by a clinical site.



## **Drug Screening**

A drug screen is required for all students prior to beginning the first clinical practicum of the program. A non-negative finding could result in dismissal from the program. A repeat drug screen may be required depending upon facility requirements (internship) or just cause at the student's expense.

## **Testing for Cause**

Any CSD student suspected of abuse related to the use of drugs, including but not limited to alcohol, may be subjected to testing. The decision to drug test for cause will be drawn from those facts in light of the experience of the observers and may be based on, but not limited to:

- A finding of non-negative on initial drug screening.
- Observable phenomena such as direct observation of drug use and/or physical symptoms or manifestations of being under the influence of a drug.
- Erratic behavior, slurred speech, staggered gait, flushed face, dilated/pinpoint pupils, wide mood swings, absenteeism, tardiness, and deterioration of work performance.
- A report of drug use provided by reliable and credible sources which have been independently corroborated.
- Information that a student has caused or contributed to an accident that resulted in injury requiring treatment by a licensed health care professional.
- Evidence of involvement in the use, possession, sale, solicitation, or transfer of drugs while on a clinical site premise.
- Conviction by a court, or being found guilty of a drug, alcohol, or controlled substance in another legitimate jurisdiction.

## **Criminal Background Check**

- Baylor requires two comprehensive criminal back checks in accordance with clinical affiliation contracts between the university and clinical agencies.
- These background checks will take place at the beginning of 5149 and one for internship. A drug screen will be performed through a separate company during your 3rd semester.
- Failure to pass the initial background check could result in a more specific screening requirements and/or additional screening requirements prior to internship.
- A clinical site may have more specific screening requirements and may require additional screening procedures prior to the clinical placement.
- Any student with a criminal record is advised to check with the Speech Language Pathology licensure board and/or an attorney in the state in which they wish to be licensed to determine their eligibility for licensure.

## **CPR Training, TB Testing, and Immunizations**

All graduate students will be required to take CPR classes before participating in clinical rotations. Each student must seek their own CPR classes.

In addition, many off-campus placements require written documentation concerning TB testing. A new TB blood test is usually required.

Internship sites require current immunization records. These are in Castlebranch at the beginning of the graduate training.

Once all information is secured from the student for internship, the university sends a letter of attestation to each agency who has agreed to serve as a preceptor for an intern. A copy of the letter is also sent to the graduate student.

Additionally, some sites have begun charging for a student to be in their placement site. If the fee is over \$100, the student will be required to pay anything over \$100.

## **Calipso**

The Residential Program uses Calipso to track clinical clock hours and competencies. Students will be asked to register with Calipso during their first practicum. The student will pay the Calipso fee directly to Calipso which offers a lifetime subscription for a minimal fee. The lifetime subscription allows each student to view/utilize their student records throughout their career.

# **Practicum Placement Processes**

## **Speech Pathology Internship**

Prior to graduation, you are required to successfully complete a Speech Pathology Internship course. The course is 6 hours, but you will continue to be listed as a full-time graduate student. The internship ensures that you have a good level of clinical competency prior to graduating. The internship work schedule will directly follow the academic schedule of classes and must be consistent across all graduate students. In other words, the first internship workday will be consistent with Baylor's first-class day of the semester. The Graduate Program Director, in consultation with the Clinical Director, may set the Internship Completion Date to the last Friday class day of the semester. You may not complete or end your internship prior to the end date set by the Clinical Director.

Our Clinical Director works to secure placements on behalf of students. You will work closely with him/her. Your Clinical Director will conduct outreach to identify and secure your placement assignment. This search will be based on:

- your preferred placement address for internship
- program requirements and policies
- available opportunities within a 100-mile radius or 1.5 hour commute one way
- one viable placement site per practicum/internship; if it is refused, an alternative placement site cannot be guaranteed, and graduation may be delayed.

Please note that the Clinical Director does not consider site-specific clinical requirements in the placement search.

Once a placement assignment has been secured, you may be asked to interview and confirm compliance with clinical requirements. You must reach out to your assigned supervisor within two (2) business days of receiving an interview notification. Your supervisor will receive a similar interview notification, so they will expect you to reach out, make introductions, and determine a meeting time. Students unable to comply with clinical requirements must request exemption directly with the site, even if a medical or religious waiver has been previously approved by Baylor. After all steps have been completed, your placement will be confirmed.

# Internship Policies

Effective immediately, the following internship policies will be in place.

- Each internship site must be approved by the Clinical Director.
- Internships may be either pediatric or adult placements depending on the needs of the student. These must be approved by the Clinical Director.
- Internships are chosen by the Clinical Director for each student. Students do not select the internship site.
- Each student will (during their 1st semester) name 3 cities in which they could be placed for internship. Each student must make sure that they can go to any of the 3 cities named. However, it is possible that you may be placed in a city other than one of the 3 cities named.
- The Clinical Director will make an attempt to place each student within a 100-mile radius or 1.5 hour commute one-way of one of the cities listed.
- Once a student is placed in an internship, there will be no changes unless it is an emergency – ex: spouse transferred to another location.
- Each internship shall be in place 2 months prior to the beginning of the placement. If not, another placement site must be found.
- Grades in practicum will also affect internship placements – students must have a “B” average in practicum each semester to have an internship placement assigned.
- Professional traits such as, work ethic, attitude, and demeanor are all taken into consideration for internship placement sites.
- No specific placements are guaranteed. The placements may be in any type of setting.
- If the Clinical Director does not have contracts or specific sites with contracts cannot take the student in cities requested, the Clinical Director may ask the student to make the first contacts in that area. Once the contact has been made by the student and the site agrees to take a student, the student will then give the information to the Clinical Director for follow- up.

## Declination of a Student by the Placement Site

If a secured site declines a student with a medical exemption because the agency site does not offer an exemption, the student should notify the Clinical Director to determine if an alternative site can be obtained that semester and how the search will continue. Students should be aware that the university and the alternative agency site must come to an agreement on contract terms, and this is a lengthy process. As time passes prior to execution, site requirements may change. If the contract with the alternative site is not finalized a minimum of 30 days to the start of the semester, the student will take an incomplete in the practicum/ internship and prepare to attend that site the following trimester.

## Declination of Placement

Students are not allowed to decline a secured placement regardless directly or indirectly of distance, client population or other issues. A student's decision to decline a placement site directly or indirectly may cause a

delay in the student's program and affect the progression and satisfaction of academic requirements and projected graduation.

Clinical sites may require students to complete an interview for a clinical placement. If there are concerns about the placement, students are expected to discuss the concerns with the Clinical Director prior to the interview. Concerns should not be discussed with any employee from the potential site or interviewer during the interview process. If a site declines the placement based on the concerns expressed during the interview process, it is considered an indirect declination of the placement site.

### **International Placements**

The Baylor CSD program will not place students outside of the United States. This includes military bases and US territories.

### **Relocation**

Any student planning to relocate to a new address must provide notice to the Clinical Director to determine if any placement revisions need to be made. In addition, the residential program does not lead to licensure in all states. Notify your Graduate Program Director and Graduate Clinical Director if you move to a new state to ensure you are in a state where licensure can be obtained through the Baylor residential program.

# Attendance

## Absences of Clinicians

Clinicians must notify their clinical faculty member in the event they will not be in therapy. In the event of an emergency or sudden illness, the faculty member will get a substitute.

Please have your clinical faculty member's e-mail and phone number to reach them. In case of emergency in which you cannot reach your clinical faculty, contact the Clinical Director, Professor Rainer, at 254-717-0664. Otherwise, the clinician is responsible for providing a substitute clinician.

All clinicians should notify their faculty member in writing (Clinician Absence Form) prior to any scheduled absence. The clinician will be penalized if the client is present without a clinician. First there will be a warning. Should it occur again only 1/2 of the total hours for the semester will be signed.

If a clinician is out of clinic for more than 2 days due to illness/surgery, a physician's statement regarding a return to clinical work may be required.

Clinicians are advised not to work except as a Graduate Student Employee. This is due to scheduling of clients, conferences with clinical faculty, other meetings as deemed necessary, etc.

## Absences of Clients (on-campus)

Give the client the clinic telephone number and request that the clinic be notified if the client is to be absent. **Do Not Give them your cell phone number!!!!** The Clinical Manager will notify you and the clinical faculty member of any absences which are called in. Often, you may be notified by e-mail. Please advise your faculty member about planned cancellations of your clients.

If a client does not call, clinicians are required to wait 20 minutes for an hour client, and 10 minutes for a 30- or 45-minute client. Make-up sessions are not encouraged due to the size of our facility and other scheduling conflicts.

## Absences of Clients (Off-Campus):

Clinicians will follow the guidelines as set forth by the off-campus facility and/or faculty.

# Scheduling

The placement portion of a program is a major commitment. You should be prepared to complete 10-15 hours per week at your clinical practicum placements and 35-40 hours a week at your internship placement.

The clinic start and end dates are determined by the department and the clinic schedule is determined by your supervisor. Clinic start and end dates will be communicated each semester.

Clinical simulations are clinical placements and may be required throughout the program. A simulation debriefing time will be determined by the simulation supervisor and is mandatory.

## Scheduling of Clients

Scheduling of clients and clinicians is done by the clinic faculty, whether on-or off-campus. Any scheduling changes must be made by the faculty (this includes time and room, or facility change). Schedules are made based upon your class schedule and your practicum needs. You will be expected to carry 10-15 hours weekly in clinical practicum. This may or may not include diagnostic evaluations and hearing evaluations/screenings.

You should receive your clinical practicum assignments a few days before a semester begins. You will be expected to complete a "Record Review" form on each client you are assigned before your first meeting with your faculty member. The first meeting with the faculty member takes place before clinic begins.

Off-campus scheduling for semesters is done by the Clinical Director. You may request a placement; however, placements will be decided based upon the practicum experiences received and skills. A variety of experiences with different age groups is needed.

If you desire to work at an outside job during practicum, it often limits your flexibility for the clinical experience. However, needs must be met. Please advise your faculty of any work time you need in your schedule before the scheduling process begins.

## Clinical Hours and Competencies

Of the 400 required clinical hours, 325 hours must be obtained at the graduate level in speech pathology. Specific settings are not required; however, the Baylor program will provide a minimum of 3 placement sites for each student. You must have 3 different settings with at least 50 hours at each setting for that setting to count.

Of the 400 required clinical hours, 25 must be through guided observation to fulfill ASHA requirements for certification (CCCs). These hours must be completed under the auspice and/or arranged by a university setting. This form must designate "observation hours", have the university's name on it and be signed by university faculty. The actual supervisor's signature, the supervisor's ASHA number, and a statement that indicates he/she has met the ASHA 2023 certification guidelines or supervision are also required. Observation hours completed independently and not under the direction of a university program will not be accepted.

Each student is responsible for recording hours and each supervisor will approve at the end of each week. The student will pay the Calipso fee directly to Calipso which offers a lifetime subscription for a minimal fee. The lifetime subscription allows each student to view/utilize their student records throughout their career.

At the end of each semester, your clinical educator will complete the final evaluation in Calipso further defining the competencies one has acquired. Items on the competency scale must be at the "competent" level before exiting the internship. "Competent" indicates that one is ready to enter the CFY year. ***If CFY entry level "competence" is not attained by the end of the internship, further practicum will be required in those areas found to be deficient.***

## Supervision

You are responsible to your assigned placement facility's clinical educator. You should have a variety of experiences during your practicum experience, and each supervisor will have a different supervisory style. Diversity is needed to enhance your skills in working with different people and different personalities. Your



supervisor will want you to be a successful clinician. Please ask questions and discuss concerns with your supervisor as early in the semester as possible. This may avoid problems later.

A weekly conference with your placement supervisor is required. These will vary in time based on your needs/skills level. Each weekly meeting is a collaborative time. These meetings will help you move toward independence in your development as a clinician. It is important to have an agenda of items you wish to discuss in your weekly meeting.

### **Protocol for Problems**

If a problem is experienced with a supervisor/student, it becomes the responsibility of the student and supervisor to discuss and work through the situation at the placement site. If it cannot be corrected at this level, then the student should discuss the matter with the Clinical Director. If the matter cannot be settled at this level, then the Graduate Program Director and the Chair of the Department will participate in the matter to its resolution.

### **Diagnostic Evaluations**

Each graduate student is expected to complete diagnostic evaluations while in the program. No specific hours are required; however, each student should obtain at least 25-30 evaluations prior to internship.

As potential clients call in for an evaluation, the Clinical Manager, assigns the time for the diagnostic evaluation. Students are scheduled for diagnostics by the Clinical Director. Once you have received an assignment for evaluations, it is your responsibility to discuss any upcoming evaluations with your faculty. A pre-diagnostic form should be completed and turned in two days prior to your diagnostic. Your diagnostic faculty may be different than your therapy faculty.

On the day of the evaluation, you will need to arrive at least 20 minutes prior to testing time. Once the client arrives, you will receive case history information, HIPAA forms, and other consent forms. As clients/parents complete the case history form, one student team member will accompany the parent/caregiver into a room to complete the case history and any other screening tools. This student will be responsible for interviewing the parent/caregiver for further case history information and will be responsible for seeing that all consent agreements are signed. The other team member, weekly team leader, will accompany the client into the testing room and begin evaluation. DO NOT begin the evaluation without the faculty's permission.

Upon completion of the evaluation, tests will be scored by team members and faculty, and the results will be discussed with the client/parent/caregiver. Following this meeting, student team members will write an evaluation report and complete a scheduling card, if needed. The rough drafts of the reports are due within 48 hours. The lead team member (one conducting the evaluation) will be the person responsible for the final report which will be placed in the file. Although each report may contain similar information, reports are expected to be completed individually by each team member. Team members are responsible for sharing the test results, observations, and case history information so that each member may compile a complete report. Any re-writing will be done within 2 days of receipt of faculty input.

### **Paperwork**

Clinicians should adhere to any paperwork guidelines set forth by the placement facility.

## On Campus

1. Daily logs - a specific note concerning what occurred in therapy. These notes may be brief but must be factual. They must be written in SOAP form, which is Subjective, Objective, Assessment, and Plan and must be initialized (with clinician's initials circled). They are to be written immediately following the session and are to be always kept up to date. These logs are to be kept in the client's working folder until the end of the semester. At that time, these will be placed in the permanent folder.
2. Treatment date sheets (attendance forms) are to be kept on each client. This form will be kept in the working file until the end of the semester at which time it becomes a part of the client's permanent file.
3. Plans of Care are to be written for each client each semester. These are to be written with your faculty member. New clients entering mid-semester must also have a plan of care.
4. Progress reports are due at the end of the semester. A rough draft will be turned in to the faculty member for corrections, and then final copies are turned in to the faculty member for signatures.
5. Client folders are kept in the filing room and must be checked out from either the Clinical manager, or the student workers in the file room. Per Protected Health Information, **these are not removed from the clinical site**. The file room and its contents are always locked with the exception of the regularly posted schedule. No student is allowed to remove files without the worker from the file room or the Clinical Manager being present. Files are to be returned before the daily closing of the file room. If the file room is closed, please return your files to your clinical faculty member.
6. Weekly lesson plans are to be turned in to your faculty member each week. Days and times are determined by the clinical faculty member.
7. Client conferences are conducted at the end of the semester. Either a schedule card or drop form are needed currently.
8. Diagnostic reports are written within 48 hours following each diagnostic session.
9. Clinical dates are given out and are posted each semester.
10. At each site, you will be expected to complete a log of hours obtained weekly. In some sites, you will have your faculty initial daily. In the BU clinic, each faculty member checks weekly logs for hours.

## Off Campus

Clinicians should adhere to any paperwork guidelines set forth by the off-campus facility.

## Therapy

Clinicians should adhere to any therapy guidelines set forth by the facility in which therapy is carried out.

## On Campus

1. Therapy should start on time, and clients must be dismissed on time. You must count only the specific minutes you are with the client.

2. In a diagnostic or group treatment, a student may only count the time they are working directly with a client. For example, in a diagnostic, one student could be working with a child while another student works with the parent on case history. In this scenario, each could count the time.
3. If you must leave the therapy room with a client, please notify your clinical faculty member.
4. To take a client outside the clinical setting, check with your clinical faculty. If the child is a minor, the parent must accompany any outside activity.

### **Off Campus**

Please feel free to discuss off-campus placements with the Clinical Director, especially internships. However, local off-campus placements are determined by schedules, needs of students and local agencies, etc.

At the end of the semester prior to internship, a clinician's final check-out should be scheduled with the Clinical Director in the Baylor CSD clinic to ensure that all hours/competencies are completed and to determine what hours/competencies remain.

# Professional Attitude and Demeanor

## Appropriate Attire

- Dress in appropriate attire while in the clinic and/or placement site.
- See *Dress Code* below for more information regarding appropriate attire.

## Attendance and Punctuality

- Arrive before the appointed time.
- Be prepared to engage as a working professional.
- Graduate School is an important part of your career path, treat it like you would a job.
- Attend classes and clinic.
- Provide prompt notification of tardiness or absences.

## Respectful Demeanor and Interactions

- Demonstrate respect and deference to faculty/staff/clients/caregivers/peers.
- Conduct oneself in a manner consistent with the values and ethics of ASHA and the profession.

## Professional Language and Communications

- Demonstrate professional oral and written (including electronic) communication skills.
- Respond to emails.
- Use discretion and appropriate professional language in addressing faculty/staff/clients/caregivers/peers.
- Speak concisely, and clearly.
- Be polite and respectful (Addressing people with their titles is important).

## Appropriate Effort and Initiative

- Be open and willing to learn and develop your skills.
- Present yourself in a confident, but not arrogant manner.
- Accept and use feedback from faculty/supervisors to improve your knowledge and skills.
- Collaborate with one's supervisor to identify and complete a weekly lesson plan/set of tasks.
- Follow through on appointed tasks and activities.
- Demonstrate intellectual and professional curiosity and insightfulness.

## Accountability and Integrity

- Complete tasks and activities in a professional, high quality, and timely manner.
- Speak and act on behalf of Baylor University and/or your placement site only as authorized by one's role and responsibilities.
- Maintain professional integrity and honesty in all activities and interactions.
- Integrity involves expressing gratitude for others, valuing honesty and openness, taking responsibility and accountability for your actions, respecting yourself and others around you, helping those in need, demonstrating reliability and trustworthiness, and showing patience and flexibility.

## Boundary Maintenance and Ethical Practice

- Maintain client confidentiality standards, especially when using cell phones/electronic devices.
- Uphold ASHA ethical standards and seek appropriate consultation when in doubt.

- Manage strict personal-professional boundaries in the real and virtual work environment, especially in relation to social media (e.g., Instagram)

## **Behavior**

- Maintain professional standards and conduct regardless of how other people may be behaving.
- Be positive and enthusiastic, which can influence others around you.
- Be personally and professionally centered when engaging with clients and their families.
- Use appropriate professional language (spoken and written) to filter emotional content.
- Demonstrate a willingness to resolve difficult relationships and modify one's behavior, accordingly, not expecting special consideration or entitlement.

## **Responsiveness to Feedback**

Demonstrate non-defensive receptivity to feedback and suggestion; show a willingness to be self-reflective and self-corrective.

## **Dress Code**

- Scrubs are to be worn and must be gray with the Baylor Communication Sciences and Disorders logo – purchased from the Baylor Book Store. These are to be worn in evaluations and treatment of clients.
- Well-kept athletic shoes may be worn with your scrubs.
- Any sportswear or jackets (no hoodies or full sweatshirt) must be gray or black.
- Keep hair away from your face - if necessary, use a clip to keep it back during therapy.
- Facial hair must be trimmed neatly.
- Hair must be considered a natural color such as blonde, brunette, natural red.
- Tattoos must be covered.
- No piercings except for one earring in each lobe. Studs only, no dangling or extra-large earrings.
- No perfume or scented lotions.
- No excessive jewelry.
- Nails must be natural and a shortened length. Avoid all “fake” nails.

## **Safety Precautions**

Universal Safety Precautions must be maintained. Please refer to the procedures below and any guidelines set forth by the placement facility.

### **Observation and Significant Other / Family Participation**

Ensure compliance with Universal Safety Precautions when family members and others are present where they may be exposed to client's blood or body fluid containing visible blood.

The placement supervisor should be notified immediately if a child bleeds or vomits.

## **Gloves**

- Gloves should be worn when performing invasive oral speech mechanism exams; managing tracheostomy tubes; using laryngeal mirrors; performing feeding therapy; and performing endoscopic exams.
- Gloves should be worn when touching blood or other body fluids which contain blood.

- Gloves should be worn if client has non-intact skin.
- Change gloves after contact with each client.
- After removing gloves, wash hands immediately.
- Discard gloves in therapy room before exiting. No special disposal containers are necessary unless gloves are contaminated with blood or bloody fluid.

## Handwashing

- Wash hands immediately if your hands are potentially contaminated with blood or body fluids containing visible blood.
- Wash hands before and after seeing each client.
- Wash hands after removing gloves.
- Basic hand washing techniques are as follows:
  - Use of antiseptic or ordinary soap under running water
  - Vigorous mechanical action whether a skin cleanser is used.
  - Duration of 30 seconds between clients if not grossly contaminated and in handling client devices
  - Duration of 60 seconds when in contact with clients, devices, or equipment with gross contamination
  - Thorough hand drying with a paper or disposable towel to help eliminate germs.



## Materials

Please feel free to utilize materials/toys from the materials room. Some materials are available in each faculty's office and should be checked out on the appropriate form or faculty's office.

- Use spray/wipe/spray disinfection procedure after each session.
  - Spray with disinfectant to clean surface, then
  - Wipe to clean and remove disinfectant, then
  - Spray a second time, leave wet for 5 minutes.
- Disinfectant mixing instructions
  - Portions are 5:10 dilution of regular household bleach (5% sodium hypochlorite) to water. Fresh solutions should be mixed weekly.

## Treatment Procedures

### Language Stimulation

- Wash hands
- Assemble toys/objects.
- Do intervention.
- Clean or disinfect surfaces.
- Clean or disinfect toys/objects.
- Wash hands

### Endoscopic Examination

- Wash hands and put on gloves.
- Perform exam.

- Remove gloves and wash hands.
- Disinfect endoscope and contaminated surfaces with spray/wipe/spray procedure.
- If blood is present on endoscope, sterilization is required.

### **Oral Evaluation**

- Assemble materials.
- Wash hands and put on gloves.
- Do not touch materials which are not disposable or easily disinfected while wearing gloves.
- Perform oral evaluation.
- Following evaluation, remove gloves and wash hands.
- Dispose of disposable items
- All surfaces and materials should be disinfected with the spray/wipe/spray procedure.

## **Working with Clients**

### **Photos of Clients**

Due to HIPAA guidelines, you are not allowed to take pictures of your clients for your own personal use with your cameras.

### **Working with Clients Outside of the Placement Setting**

Due to licensure and certification, no student is allowed to perform speech/language intervention without a supervisor present. Parents will ask you to babysit, go out to dinner, etc. This is fine once you are no longer the clinician; however, you may not do any kind of intervention even while babysitting. If you have questions about this, please ask.

## **HIPAA/Protected Health Information**

Clinicians must remember that all information about clients is considered confidential and should be treated accordingly. Clients are never to be discussed by name outside the placement setting nor are reports on clients to be removed from the practicum or internship site.

You will complete the HIPAA guideline training through CastleBranch. This training must be completed before a student is allowed to work in any placement site. At the internship site, students may also be asked to sign a statement of confidentiality.

In the event of a breach of these statements, each student involved will receive a warning first. The next breach will include a discussion with the HIPAA officer (lawyer from General Counsel's office) and possible removal from the practicum or internship.

## **HIPAA Departmental Policies**

These policies have been approved by Baylor University Compliance and Risk Services.



## **HIPAA Training**

- All employees who may have access to medical records or PHI, must undergo a formal policy training within 90 days of Commencing employment or enrollment. Additionally, a new employee will receive a refresh course at the end of their first year of employment. (Texas HB 300)
- Every two years, employees all employees in CSD will need to complete HIPAA training. In the event of a major change to HIPAA or related regulations, the training may need to be completed prior to the two-year period. That decision would be made by the University HIPAA Compliance Officer. This will appear in Ignite for learning.
- All HIPAA training must be verified by the Clinical Manager and/or Director to determine that all employees successfully completed the training. The training records will be maintained for a period of 6 years. (Texas HB 300)
- Students must receive training prior to admittance into the clinical program or work study program.

## **Health Information Communications**

- If a client is communicated with using a method other than a phone call (text, email, calendar invites or other non-certified communication methods), CSD must have a waiver on file in which the client and/or caregiver approves of these communication methods. These waivers must be kept of file for a period of 6 years in the client's permanent folder.
- CSD has a process in place to easily identify clients that do not have a waiver on file to prevent unapproved communications. Each clinical faculty member must keep a record of these in the client files regarding anyone on their caseload.
- Clinical students are expected to verify the record on file.

## **Health Information Storage**

- Client's PHI should only be stored in one of the approved Baylor systems or devices.
- PHI should never be stored or moved to an unapproved Baylor or non-Baylor systems or devices.
- PHI should never be accessed on a non-Baylor approved device.
- PHI should be stored out of sight of unauthorized individuals, should be locked in a cabinet, room, building when not in use. Client files are to be kept inside the secured clinic and must be locked in the file room at the end of each day.

## **Security Access Controls**

- Employee access or changes to access to approved CSD's PHI system, must be requested by the Clinical Manager and/or Director. The approved security request must be made prior to the security change being applied to the Baylor approved system. The request must be retained for a period of a 6-year period.
  - When an employee is hired at the University, ITS will setup the network access. Afterwards, access will be granted to the HIPAA approved systems based on the employee's network access.
  - When an employee is separated from the University, ITS will remove network access within 72 hours of the termination. Afterwards, access will be removed from the HIPAA approved systems.
  - When an employee transfers from the department/clinic, access will be removed from the HIPAA approved systems. Additionally, the CSD Clinical Manager and/or Director will inform the CS Gold building coordinator to inform them of the changes required.

- On an annual basis, the Baylor approved PHI system access should be reviewed and certified by the Clinical Manager and/or Director. Note any changes that need to be made to individuals security settings. The security access reviews should be maintained for a 6-year period.
- Access to Baylor approved PHI systems will use 2-factor authentication to safeguard the HIPAA data.
- Annually, the CSD Clinical Manager and/or Director will request an Equipment Report from the Help Desk to ensure that all equipment used to access PHI are encrypted. The review of the equipment reports should be maintained for a 6-year period.

## Physical Security

- All visitors, non-patients or non-clinic students, must check in at the reception area. All visitors must be escorted within the facility.
  - If a CSD faculty/staff member or clinical student sees someone that is not an employee and unaccompanied in a secured area, the employee should evaluate the situation and either contact the police department, escort the person to the reception area to sign in as a visitor, or inform the Clinical Manager or Director immediately.
- PHI must be stored and accessed in secured locations. These locations should contain locked doors, and signs warning of restricted area. Additionally, surveillance cameras and alarms maybe installed in the higher risk areas.
  - If there are any changes to the department/clinic floor plans or changes in the physical storage location of PHI; contact the Director of Technical and Physical Security to re-evaluate the risk and address the security needs. The Director of Technical and Physical Security will prepare a report stating the needed changes or indicate that no changes are needed to the CSD Clinical Manager and/or Director. The report should be maintained for a 6-year period.
- All storage areas that contain paper PHI must be secured and locked. Open work areas should have barriers to prevent access to the area but should be secured at the end of the day.
- All clinic/department faculty/staff or clinical students should have security Id displayed
- Departmental tours should occur at times when the clinic has fewer clients, if possible.

## Incident Reporting

**Employees:** If there is a suspicion of loss of PHI, immediately follow the ITS Incident Reporting Policy. Then notify the CSD Clinical Manager and/or Director in a timely manner. Then In addition, notify the University HIPAA Compliance Officer of the situation in a timely manner.

**Students:** If there is a suspicion of loss of PHI, immediately notify the Clinical Manager and/or Director as quickly as possible.

## Outside Request for Health Information or PHI

Requests outside of normal interactions, not the client, should be directed to the Clinical Manager and/or Director. They will then inform the University HIPAA Compliance Officer prior to releasing any PHI to ensure the legitimacy of the request. These requests, including subpoena's go directly to the Compliance Officer/General Counsel before any reports may be released from CSD.

# Grading for Practicum and Internship

Students will receive grades on sessions (evaluations and therapy sessions). Not every session will receive a grade. You will also receive a grade from the clinical practicum class which accounts for a portion of your CSD 5149 grade. Failure to complete the tasks assigned or failure to attend the class will result in one entire grade point being removed from your clinical practicum grade. EX: You have received a 4.5 for your therapy sessions, evaluations; however, you did not attend class regularly and failed to complete the assignments. In that scenario, you would receive an overall grade of 3.5 for the 5149 grade for the semester.

In addition, Simucase may be utilized for all students. Simucase is a virtual method for obtaining clinical hours and 75 of these hours may count toward one's clinical hours. Students participating in Simucase will pay a fee to allow them to have clients/assessments in Simucase in specific areas designated by the Clinical Director. These cases are graded, as well.

If a student makes an average below a B (3.0 on the grading scale) during the semester, an action plan may be implemented. The student, supervisor, Clinical Director, and Graduate Program Director will design a plan of action to increase the student's strengths in the practicum course. The plan of action may occur around mid-term in any given semester or at the end of a semester. In the case of an internship, the competencies, as well as a grade, will determine if further student practicum is required.

## Practicum/Internship Grading Scales:

Consistent 4.0 – 5.0 A  
Adequate 3.0 – 3.9 B  
Developing 2.5 – 2.9 C  
Emerging 2.0 – 2.4 D  
Non-Evident 1.9 or below

## Current Evaluation Scale

- **Not evident:** Skill not evident most of the time. Student requires direct instruction to modify behavior and is unaware of need to change. Supervisor must model behavior and implement the skill required for client to receive optimal care. Supervisor provides numerous instructions and frequent modeling. (Skill is present <25% of the time.)
- **Emerging:** Skill is emerging but is inconsistent or inadequate. Student shows awareness of need to change behavior with supervisor input. Supervisor frequently provides instructions and support for all aspects of case management and services. (Skill is present 26-50% of the time.)
- **Developing:** Skill is present and needs further development, refinement, or consistency. Student is aware of need to modify behavior but does not do this independently. Supervisor provides on-going monitoring and feedback; focuses on increasing student's critical thinking on how/when to improve skills. (Skill is present 51-75% of the time.)
- **Adequate:** Skill is developed/implemented most of the time and needs continued refinement or consistency. Student is aware and can modify behavior in-session and can self-evaluate. Problem-solving is independent. Supervisor acts as a collaborator to plan and suggest possible alternatives. (Skill is present 76-90% of the time.)

- **Consistent:** Skill is developed/implemented most of the time and needs continued refinement or consistency. Student is aware and can modify behavior in-session and can self-evaluate. Problem-solving is independent. Supervisor acts as a collaborator to plan and suggest possible alternatives. (Skill is present 76-90% of the time.)

### **Clinical Evaluations:**

Supervisors will complete a mid-term and final evaluation in Calispo each semester. The final evaluation is used as part of the student's clinical grade and further define the competencies students have acquired during the placement. Competences include information in Calipso and any other final procedures/activities that the off-campus facility or clinical faculty deems necessary.

The competency-based rating scale will be discussed each semester in the final conference with the supervisor. Items on the competency scale must be at the "competent" level before exiting the internship. "Competent" indicates that one is ready to enter the CFY year. ***If CFY entry level "competence" is not attained by the end of the internship, further practicum will be required in those areas found to be deficient.***

### **Evaluations by Student**

During each semester, the student should record at least one session and critique it. A self-evaluation form will be completed by the student each semester.

# Clinic Performance/Probation

(CSD Clinical Remediation Policy)

- If the student receives a final score below a B on the grading scale in any clinical practicum course (CSD 5149) or during the externship (CSD 5649), s/he will be placed on a “clinic probationary remediation program” by the CSD Department and will repeat the course. Clinical hours will not be counted for that semester.
- The Graduate Program Director, the Clinical Director, the Department Chair, and the Clinic Educator(s) will determine an appropriate plan of action to remediate the relevant deficiencies. The remediation plan will be developed and carried out immediately.
- The student must obtain a score of B or better in the subsequent clinic practicum courses and meet all requirements of the remediation contract/plan that were established until the completion of his or her graduate requirements.
- A student will not be able to begin his/her externship until the remediation plan has been satisfactorily completed.
- The goal of the remediation plan is for the graduate student to pass clinical competencies at their expected clinical level. A remediation plan may include but is not limited to completion of additional observational hours, submission of a written summary of the observed therapy sessions, completion of additional clinical hours, and review of recoded video sessions.
- Failure to complete the remediation plan will result in a dismissal from the program.
- If a student is placed on remediation, a Graduate Student Employee experience may not be in the best interest of the student. Any request to be a GSE while on remediation may be declined.

## Breach of Handbook Policy

Students in the graduate program are considered professional students and are required to exhibit professional behaviors while participating in the clinical program. If unprofessional behavior or a breach of a handbook policy occurs, the incident will be documented and added to the student’s file. Depending on the nature and severity of the incident, this may lead to a written warning, violation, remediation plan, or dismissal from the program.

# Cultural and Linguistic Diversity

Students/faculty/staff in Communication Sciences and Disorders Department follow the American Speech-Language and Hearing Association's (ASHA's) Code of Ethics, as well as Baylor University's Policy on Diversity and Inclusion.

## ASHA's Policy

"Individuals shall not discriminate in the delivery of professional services or in the conduct of research and scholarly activities on the basis of race, ethnicity, sex, gender identity/gender expression, sexual orientation, age, religion, national origin, disability, culture, language, or dialect. "

## Baylor's Policy

"In line with this mission (education of men and women), we seek to embody Christ's teachings of love and inclusivity across boundaries of racial, ethnic, gender, socio-economic, religious, and other expressions of human difference because, at Baylor, "Love thy neighbor" are not just words...they are a way of life.

Living out the calling and mission of Christ means living within diversity. It means embracing that diversity by practicing inclusion. We know that diversity and difference enhance and challenge us all in creative ways. We can begin to understand all types of differences in new ways when we foster a community of inclusion. That is why we do not simply offer an accommodating space of toleration. We seek to practice reconciliation."

Each student enrolled in the practicum and internship placement portion of Baylor's residential CSD program will follow the guidelines as set forth. Violation(s) of this policy may result in the removal from the program.

# Academic Coursework Policies

## Class Participation and Attendance

All students should participate in class discussions by offering substantive comments. Classroom attendance is expected. If for some legitimate reason you are unable to attend, it is your responsibility to notify the instructor as soon as possible and explain the reason for your absence. To earn course credit, a student must attend at least 75% of all scheduled sessions.

If extraordinary circumstances prevent attendance or the timely completion of assignments, the student should consult the course faculty to inquire about options that may exist. The decision to allow alternatives is at the full discretion of the faculty member.

## Final Exam Policy

Policy from the Executive Vice President and Provost webpage (<https://provost.web.baylor.edu/policies-and-guidelines>): At the end of each semester, examinations are given in all subjects. The examination closes the work of a course. Because of the value in bringing about a general view of the whole subject, no student is excused from any final examination for any reason. All examinations are conducted based on the Honor Code. No final examination may be given on other than regularly scheduled dates unless approved in advance by the appropriate academic dean. A student with three final examinations scheduled on the same day may appeal to one of the three professors or the appropriate dean who will reschedule the exam during the final examination period. The student must have this change documented on a "Rescheduling Final Exams" form that can be obtained in the student's dean's office. Please contact your instructor and discuss with him or her first. Next, contact the Dept. Chair. The final approver is the Dean. The approval and the appeal process have the same sequence.

## Grading for Academic Coursework

### Graduate Coursework:

Passing grades for graduate students are A (4.00), A- (3.67), B+ (3.33), B (3.00), B- (2.67), C+ (2.33), and C (2.00). The grade of C- carries 1.67 grade points per hour, D+ carries 1.33 grade points per hour, D carries one grade point per hour and D- carries .67 grade points per hour; however, they will not apply toward the total number of hours required for program completion. If a grade of C-, D+, D, D-, or F is made in a required course, the student must repeat the same course at Baylor and make a grade of C or better to meet the degree requirements for graduation. Courses taken at Baylor may be repeated where the grade received is C+ or lower. Student's transcripts will reflect both grades and both will be included in the overall grade point average.

The grade point average (GPA) is calculated by totaling the number of grade points earned and dividing by the number of credits applied toward the GPA. The resulting grade point average is truncated following the second decimal (e.g., 1.99672=1.99). The university does not round the GPA. This method of calculation is used for all academic purposes such as academic standing, graduation, and scholarship eligibility.



## **Leveling coursework:**

Leveling coursework is “credit/no credit”. A passing grade for credit on leveling coursework is a B- (80). Any leveling course that receives a grade below 80 will need to be repeated and passed BEFORE the student moves on to graduate coursework. Students will be allowed to repeat a course once. If a B- (80) is not obtained with the second attempt, the student will be dismissed from the program. Please see University Policy on Academic Appeals, if needed.

## **Academic Performance/Probation**

(Graduate School Policy)

A student who is admitted to Graduate School on probation

- Students are automatically removed from probation upon completion of the first semester of the graduate program if an overall 3.0 grade point average is attained.
- Failure to maintain a “B” overall GPA during the first 9 graduate credit hours will result in notification of dismissal by the Graduate School. Students may appeal this decision. The Graduate School is not required to hear student appeals of this decision. The Department Chair, in conjunction with the Graduate Program Director should direct letters in the student’s behalf to the Dean of the Graduate School.

Any fully admitted students:

- Any fully admitted student whose overall GPA falls below a “B” (3.0) average during any semester will be placed on probation for the next semester.
- If, after completion of the following semester, the student’s overall GPA is still below 3.0, the student will receive the suspension letter from the Graduate School. Should the student’s circumstances be so unusual as to warrant special consideration, the dismissal letter will include directions and provisions for engaging in an appeal process.

## **Probation and Dismissal**

Due to the high standards of accreditation and professional certification beyond those stipulated by the university, our graduate program has more stringent academic, clinical, and professional standards for student continuation than those established by Baylor University. A student who consistently fails to meet the performance standards will not be allowed to continue in the program.

## **Procedures for Dismissal**

Students may be dismissed for academic, clinical, or research deficiencies. The progress of each student will be carefully monitored and reviewed each semester by the Graduate Director and the Clinical Director using various sources of information, including grade reports, clinical performance (therapy evaluation grading, supervisor’s observation), and research progress (if applicable).

Issues identified by a faculty member, the Graduate Program Director, the Clinical Director, or any placement supervisor a meeting will be held with the Graduate Program Director (GPD), Clinical Director and Department Chair. If the GPD, Clinical Director and Department Chair agree that the situation warrants a dismissal, the following steps should be taken.

- a. The Chair, Clinical Director and GPD (or designees) shall meet with the student to discuss the situation and notify the student of dismissal from the program.
- b. Following the meeting with the student, the GPD should notify the appropriate dean within Robbins College in writing. The notification should
  - i. describe the situation requiring dismissal,
  - ii. describe in detail the steps taken thus far to resolve the issue,
  - iii. state the Department's recommendation for dismissal.
- c. The Graduate School should be notified of the process by the GPD.
- d. The student has the right to appeal the decision made. Please refer to the Academic Appeals Policy and Procedures

## Change of Grade Policy

Changes to grades may be initiated by the instructor of the class and must be approved by the Department Chair and the Dean of the Graduate School (with notification to the Dean of the school in which the class was offered). Changes to grades may be initiated by an instructor only when the original grade resulted from an error or when the original grade was an Incomplete. Changes resulting from an error may only be made within one calendar year of the original date that the grade was due and may not occur once a degree to which the course was applied has been conferred. Further, changes to Incomplete grades may be made only in compliance with Graduate School policies on Incompletes (see policies below).

Beyond changes to grades for those reasons, changes may occur when initiated by the Provost based on the finding of a violation of academic integrity or when a grade is successfully appealed through the appropriate process. The one-year time limit does not apply to these changes.

## Incompletes

The grade of "I," incomplete, may be given only when the completed portion of the course work is of passing quality. It is the student's responsibility to complete the course requirements and to see that the incomplete grade is removed from the record. A student may not graduate with an "I" incomplete on their transcript. The incomplete grade will change to an "F" when the student reaches their time limit, is certified to graduate, or withdraws from the program.

## Cancellations, Drops, and University Withdrawals

Please see the [Academic Calendar](#) for the respective dates each term. The linked calendar states "undergraduate" at the top, however, the Baylor CSD Graduate Program follows the same timeline.

### Cancellation

When a student decides not to attend classes for a semester, prior to the first day of classes for that semester, a cancellation occurs. A cancellation of the student's schedule cannot occur on or after the first-class day. Cancelled classes do not appear on the official academic transcript. Cancellations and related refund requests must be made in writing, mailed to the Cashier's Office, One Bear Place #97048, Waco, TX 76798-7048 or via email to [Cashiers\\_Office@baylor.edu](mailto:Cashiers_Office@baylor.edu). Cancellation requests must be received prior to the first-class day for

the semester or a fee for late cancellation will be charged. For cancellations, all tuition, fees, and meal plans will be refunded at 100 percent.

## Drop

Removing a class(es) from a student's schedule through the 50th class day. (This term does not apply when a student discontinues all classes during the semester.) Depending on the timing of this action, the outcome will either be that the class is removed from the student's transcript record or that it results in a "W" (Withdrawal) notation for the class on the transcript (see Academic Calendar for deadlines). A student cannot drop a class after the 50th class day during a fall/spring semester. A student should review "[Before you Drop A Course](https://www.baylor.edu/university_advisement/index.php?id=869911)" [https://www.baylor.edu/university\\_advisement/index.php?id=869911](https://www.baylor.edu/university_advisement/index.php?id=869911).

- Through the 12th class day, drops can be processed in BearWeb. Beginning on day 13, the student must submit an Add/Drop form to the Office of the Registrar.
- A drop prior to the end of the 12th class day of the fall or spring semester results in the course being removed from the official academic transcript.
- After the 12th and through the 50th class day, a drop in one or more classes requires a professional advisor signature and results in a "W" notation on the official academic transcript.
- There are no drops after the 50th class day during the fall/spring semester.
- Failure to drop a class will result in the instructor posting the grade the student has earned (i.e., an "F").
- Prior to dropping a class, a student is expected to attend class regularly.
- Please contact [Financial Aid and the Billing office](#) to determine course fees and refund rules and guidelines.

## Break in Enrollment

Continuous enrollment is preferred, but if a student must take a break from enrollment for a semester, the student will have 1 year from that date to return. Upon re-enrollment in courses, a new plan of study will be established which must be completed within 5 years from the original admission date. All breaks in enrollment must be approved by the program director prior to the start of the new semester.

## University Withdrawal

A university withdrawal occurs on or after the first-class day and following financial settlement. To withdraw officially from the university and request appropriate refunds, a student must submit a Withdrawal Form. Please contact the Graduate Coordinator and the Graduate Director for guidance.

Beginning the 1st class day of each semester, a student will not be able to withdraw from their complete class schedule online. A student cannot withdraw from the university after the 50th class day during a fall/spring semester.

Upon confirmation by a student's instructors of persistent non-attendance, the university reserves the right to withdraw the student for that term with an effective date matching the last known date that the student attended class.

To withdraw officially from the University and request appropriate refunds, a student must submit a Withdrawal Form and complete an exit interview with a designated representative.

- The University Withdrawal effective date is established by the date on which a student submits the mandatory University Withdrawal Form (or contacts designated staff in Academic Support Programs).
- Contact with Academic Support Programs can be initiated by telephone (254) 710-6791, or via email at [Academic\\_Support@baylor.edu](mailto:Academic_Support@baylor.edu).
- When a student withdraws from the University, the assigned “W” is based upon the effective date of the University Withdrawal. Please see the “Academic Calendar” section for the respective dates.
- The required University Withdrawal Form and additional information is available online at [www.baylor.edu/successcenter/universitywithdrawal](http://www.baylor.edu/successcenter/universitywithdrawal).
- Any other procedure will lead to failure in all classes for which the student is registered. Under no circumstances does notification to instructors or dropping classes constitute an official University Withdrawal.

**If you plan to return to Baylor for a future semester, you will need to contact your program administrator.** Please contact Financial Aid and the Cashier’s office to determine course fees and refund rules and guidelines.

## Right to Withhold Transcripts and/or Block Registration

Baylor University may withhold the issuance of a transcript record and/or block the registration of any current or prior student if the student has certain outstanding obligations to the University. Please click here for the complete transcript and registration hold policy.

## Length of Program Completion

The maximum time limit for the master’s degree is five years from the time the student first matriculates into the master’s program. This applies to full time and part time students alike. Once a student’s time limit expires, any incompletes will change to an “F”. Any student wishing to return to complete their degree after a one-year absence must reapply for admission to the graduate school. If admitted, the student would enter under the current catalog, and the appropriate coursework for degree completion may be revalidated or not, according to the policy of the individual program in consultation with the graduate school. Coursework where incompletes have been changed to an “F” may not count in the new program. In the unlikely event there is a departure from the original plan of study, a student must discuss this with the Graduate Director. The Graduate Director will direct the request to the CSD Executive Committee, and the request must be approved and signed by the Graduate Director.

### Transfer Credit

Students entering the program with graduate-level CSD course work may petition to apply up to 6 credit hours of approved courses toward the master’s degree. Courses must be graduate level at the preceding institution and equivalent to the coursework in Baylor’s CSD graduate program.

### Auditing a Course

Auditing a course is not permissible in this program.

## Change of Address and Telephone Number

It is frequently a matter of great importance to students for university officials to be able to locate them quickly. For this reason, students are asked to file a notice of change of student local or student home address and telephone number with the university promptly, and not later than ten days thereafter in any case. Address changes may be made through BearWeb. Failure to receive university notices because of an incorrect address provided by the student will not relieve the student of responsibility for responding to the notice.

## Student Financial Aid

The Student Financial Aid Office provides a program that includes loans to help eligible students meet expenses while enrolled at Baylor University.

If a student requires need-based financial aid, the student must complete the Free Application for Federal Student Aid (FAFSA). This application should be completed after October 1, but preferably before February 1 for priority consideration for the upcoming academic year.

**IMPORTANT:** Students applying for the summer term financial aid must complete the FAFSA forms for the previous school year and the upcoming school year.

The FAFSA must be completed in sufficient time to allow Baylor to receive the results no later than May 1, so that students will be notified of eligibility before invoices for fall charges are mailed.

Baylor normally receives results of the FAFSA from the federal processor within three to five business days from the date you file the form electronically. The deadline for completion of the aid application process is April 3 of the spring semester or October 31 if attending only in the fall.

Applicants who do not have all steps (including verification if selected) completed by these dates will not be awarded aid. Students interested in pursuing assistance for the summer sessions will be considered automatically once they have filed the FAFSA for the previous academic year and pre-registered for classes.

To be eligible for financial aid, students must be making satisfactory academic progress as defined by Baylor University. The Statement of Satisfactory Academic Progress is available on the web at <https://www.baylor.edu/sfs/index.php?id=937150>.

Students who consider dropping hours should contact the Student Financial Aid Office prior to dropping the hours to determine the effect on financial aid eligibility. A reduction in hours may result in an adjustment to the aid package and may also affect satisfactory academic progress. It is the responsibility of the student to notify this office of any reduction in hours. Some students may receive financial aid from several sources, which may include part-time employment, and/or loans. Because many financial aid programs are funded by the federal and state government, the Student Financial Aid Office must abide by established laws and guidelines when processing a student's application. Complete information on the various types of assistance is available at <https://www.baylor.edu/sfs/index.php?id=963210>.

## Financial Obligations

Students are individually responsible for their financial obligations to Baylor University. Charges to their student accounts are payable when due. Upon graduation or university withdrawal, unpaid student account balances are subject to referral to a collection agency and disclosure to credit bureaus.

Financial settlement should be taken care of before the start of classes. If a student is not settled by the first-class day, Baylor will notify that student to set up a payment arrangement with the Financial Aid office.

## Students Called for Active Military Duty

An enrolled student who withdraws because of being called into active military duty (reserves or National Guard) may choose to:

- receive a refund of tuition and fees paid toward the current term, or
- be given full credit of tuition and fees paid toward the current term to apply toward future term's charges for enrollment, or
- if late enough in the term, request an "incomplete" so that the remainder of the work could be completed at a later date and receive no refund or credit of tuition and fees.

If the student has met the academic requirements for the term, a grade will be assigned, and no tuition refund or credit will be granted.

Board charges are refunded on a pro rata basis on the date of the student's withdrawal.

Students having federal/state financial aid will be withdrawn according to the published withdrawal policy. Any refund or credit for a student being called into active military duty who has such financial aid will be considered on a case-by-case basis.

## Health Insurance

Information about the Baylor University Health Insurance Plan can be found at:

<https://www.baylor.edu/graduate/index.php?id=959184> or by calling 254-710-1493.

Policy from the Baylor Graduate School: All domestic graduate students under the auspices of the Baylor Graduate School taking 3 credit hours or more or at least 1 hour of a full-time equivalency course must demonstrate proof of active insurance. Students will demonstrate their proof of insurance or enroll in Baylor's student insurance through the AHP (Academic HealthPlans) portal **each semester** during the open enrollment period. The AHP website can be found at <https://baylor.myahpcare.com/>, however, students should NOT ACCESS the website until after receiving an email invitation from AHP.

Graduate students are required to have health insurance through Baylor University if they do not have coverage elsewhere. If a student already has insurance, he/she will need to complete a waiver two times each year to be waived out of Baylor insurance. If this waiver is not completed, the student will be billed for the insurance payment. Please contact the Cashier's office if you were billed for insurance that you do not need.

# University Policies

## Professional Conduct

The Baylor CSD Graduate Program strives to maintain and promote the highest level of professionalism among graduate students as it fosters an environment committed to excellence in graduate education and the practice of speech-language pathology. CSD graduate students are responsible for adhering to the Baylor University's Student Conduct Code, which is available at [Baylor University Student Policies and Procedures](#).

In addition, students in the graduate program in Communication Sciences and Disorders are simultaneously involved in academic and professional aspects of the career. Students are expected to demonstrate respect towards faculty members, staff members, student colleagues, and clients and family members at placement facilities thereby creating a collegial environment conducive to the best learning climate and community service. In doing so, students are not to use any intellectual property designed by faculty or disclose information pertaining to our licensing agencies (Calipso, Simucase, Castlebranch, etc) in social media including but not limited to Facebook and Youtube.

Professional qualities that constitute positive, recommendable, and ethical behavior that are expected of students include:

### Characteristics of Effective Speech Language Pathologists:

- Communicate effectively in both oral and written English language.
- Use appropriate nonverbal communication.
- Demonstrate effective organizational and time management skills.
- Have physical stamina to meet the demands of the workday.
- Maintain good physical health, grooming and self-care.
- Maintain good mental health and manage stress effectively.
- Have hearing acuity sufficient to identify, discriminate, and understand speech.
- Have visual acuity sufficient to identify anatomic structures, discriminate imaging findings, evaluate clients comprehensively, and implement treatment plans.
- Evaluate their own performance independently and make changes as needed.
- Identify their own learning needs and seek new learning opportunities on an ongoing basis.
- Respect and treat equally individuals with cultural and personal differences.
- Collaborate with others to effectively serve all clients.
- Exhibit appropriate professional conduct in all professional situations.
- Enjoy working with people and display genuine compassion and empathy.
- Possess honesty, integrity, and a willingness to uphold the ethical standards of the profession.

### Characteristics of Successful Graduate Students:

- Engage in active listening and ask questions when they don't understand.
- Demonstrate good problem-solving skills.
- Understand that evaluating and treating clients requires a high degree of critical thinking.
- Welcome and seek new learning opportunities.



- Exhibit exemplary speaking and writing skills in English.
- Fulfill commitments on time and with accuracy.
- Take responsibility for their actions and behaviors.
- Demonstrate maturity and professionalism in everything they do.
- Strive to do their best work the first time.
- Respect the values, interests, and opinions of others.
- Accept and use feedback and constructive criticism to learn and improve their performance.
- Engage in on-going evaluation of their knowledge and skills.
- Embrace opportunities to work with a diverse population of clients, fellow students, faculty members, and professionals.

## Sanctions for Unprofessional Conduct

Unprofessional conduct by a student may be considered grounds for unsatisfactory progress in the program and is subject to review by the CSD Executive Committee.

The Graduate School Policy on Professional Conduct is as follows:

“In keeping with Baylor University’s commitment to mutual respect and personal integrity, the Graduate School expects that all students will conduct themselves in a manner befitting their professional identity. This includes personal conduct towards faculty, staff, peers, and colleagues both on and off campus. Failure to display professional conduct may result in disciplinary action, including dismissal from the graduate program.”

Students accused of violating this policy have a right to a fair hearing. In recognition that some acts of professional misconduct may also involve violations of Baylor’s Student Conduct Code, Department faculty or the Graduate School may also and simultaneously report concerns or allegations of a student’s behavior to Baylor’s Judicial Affairs office.

The following procedure will be followed when any violation of ASHA Code of Ethics standard, HIPAA guidelines, FERPA guidelines, or departmental policy.

[\(Graduate School Policy for Professional Conduct \)](#)

### 1. Reporting Unprofessional Conduct

If a faculty member believes that a student may have violated the Statement on Professional Conduct, the faculty member should consult with the Graduate Program Director (GPD) and Department Chair. If the GPD and Chair agree that the situation warrants investigation, the following steps should be taken.

- a. The Chair and GPD (or designees) shall meet with the student to discuss the situation. If the student acknowledges the problem and a resolution can be found, the GPD should describe the situation and resolution in writing, provide a copy of the document to the student and faculty member, and keep a copy in the student’s file.
- b. If the situation warrants more immediate action or a resolution cannot be found, the GPD should notify the appropriate dean within the College or School in writing\* (see appended list for the appropriate dean in each College or School). The notification should
  - i. describe in detail the behavior in question, including any relevant written documentation or communications,
  - ii. explain why the behavior is unprofessional in the context of the particular discipline or program,
  - iii. describe in detail the steps taken thus far to resolve the issue,

- iv. if necessary, explain why any resolution proposed by the student is inappropriate, and
  - v. state the Department's recommendation for discipline or resolution.
- c. The Graduate School should be notified of the process by the GPD and/or notified dean.

## 2. Responding to Allegations of Unprofessional Conduct

When the College or School receives notice from the Department that a student may have violated the Policy on Professional Conduct and the situation was not resolved in step 1.a, the following steps will be taken.

- a. The College or School will notify the student of the allegations and will provide the student with a copy of the notification to the College or School submitted by the GPD in step 1.b. The College or School will also provide to the student a copy of this process document.
- b. The student will have an opportunity to respond to the College or School in writing within three business days.
  - i. If the student chooses not to submit a written response to the Department allegations and/or if three business days following the notification of the student of the allegations have lapsed without the student submitting a written response to the College or School, the College or School may proceed with providing a written response to the Department based on the initial notification provided by the Department (as described in step 1.b).
- c. Both the College or School and/or the student may request a meeting at this point. However, if the student requests a meeting with the College or School, it will not take place until after a written response from the student has been received by the College or School.
- d. The College or School will supply any written response submitted by the student to the Department, which may then respond in writing to that response within three business days.
- e. If, after receiving the student's reply and/or meeting with the student, and in consultation with the GPD, all parties can agree on a resolution that allows the student to remain in the graduate program, the student and the Department will be notified of any terms and conditions imposed. Digital copies of all correspondence and documentation shall be kept in the student's file.
- f. If no such resolution can be found, or in the absence of a written response from the student, or if warranted by the circumstances, the College or School may determine any disciplinary action, including the loss of financial support or dismissal from the program. The student shall be notified of the College or School's decision in writing.
- g. The Graduate School should be notified of the resolution and/or disciplinary action instituted.

## 3. Appeal

- a. The student may appeal a decision by the College or School to the Provost's office. The student must make the appeal in writing within three business days of notification of the decision. The Provost (or designee) will review the documentation and either uphold the College or School's decision or determine some alternate outcome. The decision of the Provost's office is final.

In summary, if the Department and student cannot reach a resolution, the Department makes a recommendation for action to the Dean of the College or School. The College or School then makes a decision based on the Department's recommendation and the response from the student. The College or School's decision can then be appealed to the Provost's Office.

### **Unprofessional conduct includes but is not limited to the following examples:**

- Absence without prior permission
- Inappropriate dress code
- Display of vulgar language or photographs that imply disrespect for any person or group because of age, race, ethnicity, religion, gender, or sexual orientation

- Posting of inappropriate material (i.e., photos, video clips, or verbal expressions) on any form of social media owned by the student or others (e.g. Facebook, Twitter, Instagram, websites)
- Aggressive communication styles
- Insufficient response to communications
- Dishonest or unprofessional interactions with patients, families, staff, faculty, or peers
- Disruptive behavior in the classroom or professional meetings
- Repetitive tardiness
- Disrespect for clients, fellow students, and faculty
- Breaches in confidentiality regulations such as HIPAA and FERPA
- Cheating and plagiarism
- Other forms of academic misconduct as defined by the Baylor Student Conduct Code
- Unethical behavior as described by ASHA.

**In addition, the following behaviors are strictly forbidden as they would violate two major regulations, including HIPAA and FERPA**

- Disclosing personal health or clinical information of other persons. Removal of information about an individual's identity does not constitute proper protection of health information. Inclusion of any of the following information that may be used to identify a person violates the HIPAA regulation such as name, date of birth, age, gender, race, diagnosis, address, type of intervention, or photographs.
- Disclosing any private (protected) academic records of another student such as course, exam scores, assignment grades, adverse academic actions, any form of professional conduct checklists, or remediation plans. These constitute a violation of FERPA.

## **Academic and Professional Honesty**

Academic and professional dishonesty is a serious offense and cannot be tolerated in an academic community. Dishonesty in any form, including cheating, plagiarism, deceptive behaviors, or unauthorized assistance, may result in a failing grade in a course and/or suspension or dismissal from the graduate program at any time.

# Constitution of the Baylor University Honor System

For questions about the Honor Code policy, please contact the Office of Academic Integrity at 254-710-1715, or visit <https://www.baylor.edu/honorcode/>.

## Baylor University Honor Code Policy and Procedures

- I. **Policy Statement:** A Baylor University student violates the Honor Code if the student engages in dishonorable conduct in connection with an academic matter.
- II. **Reason for the Policy:** Baylor University students, staff, and faculty shall act in academic matters with the utmost honesty and integrity.
- III. **Definitions:** These definitions apply to terms as they are used in this policy.
  - A. **Academic Matter:** An activity that may affect a grade or in any way contribute toward the satisfaction of the requirements for graduation without reference to the focus of such activity. Academic matters include, but are not limited to, the following activities:
    - 1) An examination. An exam or examination, as used in this policy, includes tests, quizzes, or any other objective assessment of a student's personal contribution or understanding.
    - 2) A research assignment or other activity to be done outside the class.
    - 3) Work that is in whole or partial satisfaction of requirements for the receipt of course credit for participation.
    - 4) An activity for which course credit is given.
  - B. **Baylor University:** The various academic units, including the College of Arts and Sciences, the Hankamer School of Business, the School of Education, the School of Engineering and Computer Science, the Graduate School, the Honors College, University Libraries, the School of Music, the Louise Herrington School of Nursing, the George W. Truett Theological Seminary, the Diana R. Garland School of Social Work, and the Robbins College of Health and Human Sciences. The academic work in the Baylor School of Law is governed by its own honor code, which is stated in the School of Law catalog.
  - C. **Dishonorable Conduct:** An act of academic dishonesty. The term dishonorable conduct includes, but is not limited to, the following acts:
    - 1) Offering for course credit as one's own work, in whole or in part, the work of another.
    - 2) Plagiarism, that is, incorporating into one's work offered for course credit passages taken either word for word or in substance from a work of another, unless the student credits the original author and identifies the original author's work with quotation marks, footnotes, or another appropriate written explanation.
    - 3) Offering for course credit one's own work but work that one has previously offered for course credit in another course, unless one secures permission to do so prior to submission from the instructor in whose course the work is being offered.
    - 4) Submitting for course credit work prepared in collaboration with another unless the student secures the instructor's permission in advance of submission. Examples of collaboration that violate this aspect of the Honor Code include the following: unauthorized group work, providing unauthorized assistance to another student, allowing another student unauthorized access to completed academic work (such as examinations, answer keys, or lab reports), purchasing help or assignment completion from anyone not approved by the instructor (excluding university-provided tutoring services), conspiring with another person to commit a violation of the Honor Code, and/or collaborating in the submission of work that violates the Honor Code regardless of whether the student may be enrolled in a course involved in the violation.

- 5) Invading or attempting to invade the administrative security maintained for the preparation and storage of examinations.
- 6) Using or possessing during an examination materials, media, or devices that are not authorized by the instructor.
- 7) Taking an examination for another student or knowingly permitting another person to take an examination for oneself.
- 8) Giving, receiving, or obtaining information pertaining to an examination before or during an examination period, unless such action is authorized by the instructor giving the examination. This action includes the unauthorized use of an answer key in any form (including electronic) to study for an examination.
- 9) Taking, keeping, misplacing, tampering with, or damaging the property of Baylor University, a faculty member, or another student, if one knows or should reasonably know that one would, by such conduct, obtain an unfair academic advantage. This section is intended to include, but not be limited to, material in a university library.
- 10) Misrepresenting facts about one's self or another for the purpose of obtaining an advantage, either academic or financial, or for the purpose of injuring another student academically or financially, including providing false grades for resumes for placement use.
- 11) Failing to follow the instructions of a professor in completing an assignment or examination, if one knows or should reasonably know that one would, by such conduct, obtain an unfair academic advantage.
- 12) Submitting an examination about which one has unauthorized information without reporting such fact to the appropriate faculty member.
- 13) Witnessing conduct which one knows or should reasonably know is dishonorable and failing to report it as required by this Honor Code.
- 14) Communicating with a member of the Honor Council, other than the chair, about an alleged violation of the Honor Code that has been brought to the Honor Council, but not heard. It is the intent of this paragraph to prevent ex parte communications with members of the Honor Council.
- 15) Altering or falsifying academic documents such as transcripts, change of schedule forms, closed class cards, s' excuses, grade reports, and other such documents.
- 16) Using, uploading, downloading, or purchasing any online resource that has been derived from material pertaining to a Baylor course without the written permission of the professor.

#### IV. Procedures for Addressing Honor Code Violations

- A. **Faculty Members:** If a faculty member suspects that a student has engaged in dishonorable conduct in connection with an academic matter that has compromised the integrity of that faculty member's class, the faculty member may handle the matter directly with the student or refer it to the Honor Council in accordance with the timeline in section IV.A.(1) or IV.A.(2) below. In either situation, the faculty member must report the alleged violation to the Office of Academic Integrity (the "OAI"). If the student is not in the class that was compromised, the faculty member will handle the matter according to section IV.C. below.

- 1) Handling the Matter Directly with the Student

- a) If the faculty member handles the matter directly with the student, the issue must be addressed within 21 calendar days after discovering the violation. If the faculty member would like additional time beyond 21 calendar days to try to resolve the matter with the accused student, the faculty member may ask the Honor Council chair to grant such time within the initial 21-day time period. If the chair

determines such time would be beneficial, the chair may grant one or more extension(s) for a specified, reasonable period of time.

- b) If the faculty member finds the student guilty of dishonorable conduct in connection with an academic matter, the faculty member must file a report with the OAI. The report will describe the nature of the violation and the sanction (action taken). The OAI will send a copy of the report to the student and retain the original report in its files. If the student has a prior violation on file with the OAI, the OAI will refer the student's file to the Honor Council. The Honor Council will consider additional sanctions for repeat violations. The OAI will notify the student that the file has been referred.
  - c) If the faculty member finds the student not guilty of dishonorable conduct in connection with an academic matter, no report is filed, the allegations are dismissed and the matter is closed.
- 2) Referring the Matter to the Honor Council
- a) If a faculty member believes a student may be guilty of dishonorable conduct in connection with an academic matter and chooses to "refer" the matter to the Honor Council, the faculty member must first report the matter as described in IV. A., but instead of indicating a decision and sanction (action taken), the faculty member must indicate the choice to have the Honor Council hear the matter. The referral must be made within 21 calendar days after discovering the violation. If the faculty member would like additional time beyond 21 calendar days to try to resolve the matter with the accused student, the faculty member may ask the Honor Council chair to grant such time within the initial 21-day time period. If the chair determines such time would be beneficial, the chair may grant one or more extension(s) for a specified, reasonable period of time

**B. Students Accused of a Violation**

If a student is accused of dishonorable conduct and the matter is not resolved with the faculty member to the student's satisfaction, the student may refer the matter to the Honor Council. Such a referral must be made within 21 calendar days from the time the Office of Academic Integrity sends the report to the student. The Honor Council may grant additional time for the referral if extenuating circumstances are present.

**C. Students, Faculty, or Staff who Witness a Violation**

If a student, faculty member (other than a faculty member who is teaching the student suspected of the dishonorable conduct), or staff member becomes aware of facts indicating a violation of the Honor Code will occur or has occurred, the witness shall report the incident either to the faculty member in whose class the incident occurred or to the chair of the Honor Council within seven calendar days of becoming aware of the facts.

The witness is encouraged, but not required, first to report the incident to the faculty member in whose class the incident occurred. If the incident is reported to the chair of the Honor Council, the chair of the Honor Council shall consult with the faculty member in whose class the incident occurred. The handling and reporting of the incident by the faculty member should then be handled in accordance with section IV. A. above.

**D. Assistance from Judicial Affairs**

The chair may, when necessary, request investigatory assistance by Judicial Affairs or other University departments, as appropriate, and may also ask a Judicial Affairs official to present a case and evidence to the Honor Council.

V. Violations: Sanctions, Reporting, and Records



- A. **Sanctions Imposed by the Faculty Member:** If the faculty member finds a student guilty of violating the Honor Code and chooses to handle the matter directly with the student, the possible sanctions include, but are not limited to, failure/grade penalty on the assignment, rewriting the assignment, failure/grade penalty on the test, and failure/grade penalty in the course. If a faculty member feels that it may be appropriate for a student to be put on probation, suspended, or expelled for an Honor Code violation, the faculty member must refer the matter to the Honor Council.
- B. **Sanctions Recommended by the Honor Council**  
If the Honor Council determines that the accused student has violated the Honor Code, it recommends to the Provost (or his/her designee) the sanction(s) it believes should be imposed against the student. Possible sanctions include, but are not limited to, those mentioned in section V.A. above as well as probation, suspension, and expulsion as defined below:
- 1) **Probation**  
Written notice explaining the serious nature of misconduct and outlining the terms of probation will be sent to the student. Terms of probation may include other requirements or restrictions including, but not limited to, community service, educational classes, and/or prohibition from participation in co-curricular activities.
  - 2) **Suspension**  
Termination of student status at the University for a specified period of time.
  - 3) **Expulsion**  
Termination of student.
- C. **Reporting Honor Code Violations**  
As stated in section IV.A.(1), a faculty member who finds a student guilty and handles the matter directly with the student must report the violation and the sanction to the Office of Academic Integrity.
- D. **Expungement**  
Students may petition to have their honor code records expunged during the semester prior to graduation. The petition shall be on a form available from the Office of Academic Integrity. If the petition is granted, the student's records will be expunged only upon the student's completion of degree requirements for graduation. The chair of the Honor Council may allow an earlier petition if a student can demonstrate with documentation required by the Office of Academic Integrity that he/she is applying to professional or graduate schools or if there are other meritorious reasons which justify an early review of the student's record. If an expungement is requested and granted prior to completion of degree requirements, the expungement will be deferred. During this deferment period, the record of the violation will not be disclosed to external third parties by the Office of Academic Integrity or Judicial Affairs except as required by law, but will be maintained internally for academic integrity and disciplinary purposes. Should the student have another honor code violation reported during this deferment period, the deferred expungement may be voided pending the outcome of the current reported allegation. Expungement is not a pardon and does not eliminate or modify in any way any sanction(s) in the matter. Records that involve a suspension or expulsion shall not be expunged
- 1) **Decision**  
Once a petition is received, the matter shall be decided by the chair and two faculty members of the Honor Council selected by the chair. At least one of the faculty members of the three-person panel shall be from the school where the Honor Code violation occurred. While considering the matter, the panel may meet or confer with the requesting student or any other individual with knowledge of the Honor Code violation. The chair shall also notify the faculty member who taught the course in which the



Honor Code violation occurred that a petition for expungement has been received. (This notice will only be provided if the faculty member is employed by Baylor University at the time the petition is received.) A unanimous decision of all three faculty members is necessary for expungement. Under ordinary circumstances the three-person panel will decide the matter and inform the student of its decision in writing within 21 calendar days. The decision of the panel is final and may not be appealed.

## 2) **Factors**

The three-person panel may consider any of the following factors when reviewing a petition:

- a) The nature of the violation;
- b) The number of violations;
- c) The student's attitude and demeanor at any relevant time throughout the process;
- d) The student's reason(s) for the expungement request; and
- e) Any other factor which the panel believes is reasonable and appropriate.

## VI. The Honor Council

### A. **Composition**

The Honor Council is composed of 15 student members and 15 faculty members. Each student member must have a current and cumulative grade point average of 3.0 or higher at the time of the appointment and must maintain a current and cumulative grade point average of 2.5 or higher during service. The student members shall be appointed annually by the Provost (or his/her designee). Faculty members, one from each school and the University Libraries, shall be appointed for three-year terms by their respective deans (no representative is appointed by the Graduate School because its faculty hold appointments in the other schools and colleges). Four additional faculty members shall be appointed for three-year terms by deans of larger schools as designated by the Provost (or his/her designee). A chair and vice chair shall be appointed by the President (or his/her designee) from among the faculty members of the Honor Council.

In the event a quorum cannot be obtained for a pending matter, and the chair determines that a hearing must occur before a quorum can be obtained using regular Honor Council members, students serving on the Student Conduct Board or the Student Court may be used as substitutes, provided they otherwise meet the qualifications of the Honor Council members and have received similar training

### B. **Duties**

The Honor Council:

- 1) Determines through the process of a hearing whether an accused student has violated the Honor Code;
- 2) Recommends one or more sanction(s) for students who have violated the Honor Code; and
- 3) Assists in educating the University community about the Honor Code.

### C. **Jurisdiction**

The Honor Council has exclusive jurisdiction over all academic matters involving dishonorable conduct that are not resolved between the student and the faculty member in whose class the incident occurred

## VII. Hearings

### A. **Quorum**

A quorum for a hearing is three faculty and three student members of the Honor Council. A

quorum is not affected by a member of the Honor Council disqualifying himself or herself after a hearing has begun.

**B. Disqualification**

A member of the Honor Council shall disqualify himself or herself if he or she feels that, in reaching a decision as to whether or not an accused student has violated the Honor Code, he or she cannot act on the weight of the evidence without bias or prejudice. The Honor Council may, by two-thirds vote, disqualify one of its members from sitting on a hearing, if that would best serve the interests of the Honor Council and the University.

**C. Procedure**

**1) Notice to the Accused and Grievant**

Within 10 school days after an alleged violation of the Honor Code has been referred to the Honor Council, the Honor Council chair shall notify in writing the grievant and the accused student of the basis for the alleged violation of the Honor Code, the date, time, and place the violation allegedly occurred, the nature of the evidence upon which the grievant will rely, and the date, time, and place at which the Honor Council will meet to determine if a violation has occurred. The notice must inform both the grievant and the accused of their responsibilities at the hearing. If written evidence will be relied upon in whole or in part to establish a violation, the accused student shall be given an opportunity to examine such evidence prior to the time of the hearing. Ordinarily, such writings shall remain in the possession of the Office of Academic Integrity and subject to the control of the chair of the Honor Council, and the chair shall make necessary arrangements to afford the accused sufficient access to such writings to permit preparation of an appropriate response to charges based in whole or in part upon such writings.

**2) Hearing Date**

The Honor Council must meet to consider an alleged violation of the Honor Code within 21 school days after the alleged violation is referred to the Honor Council. However, the hearing should not take place until three school days after the notification is sent to the student unless the student desires an expedited hearing and waives the three-day waiting requirement. If the hearing would fall during a University holiday, break in the semesters, during the summer months, or when quorum of the Honor Council is not available, the chair has the responsibility to schedule the hearing within the earliest reasonable timeframe.

**3) Who May Attend**

Only members of the Honor Council, the accused, the grievant, witnesses, while the witnesses are giving testimony, and the Director of the Office of Academic Integrity, or his or her designee, may attend a hearing. Lawyers representing the accused or the grievant and character witnesses are specifically excluded. Any requests for assistance on the basis of a disability are subject to the guidelines of the Office of Access and Learning Accommodation. The OAI Director, or his or her designee, is present to assist with administrative matters and shall not vote

**4) The Hearing**

The hearing is presided over by the chair of the Honor Council, or in his or her absence, the vice chair. If the vice chair is not present, the members of the Honor Council may elect a temporary chair or postpone the hearing.

The chair is in charge of the hearing and has broad discretion. The chair shall exercise control over the conduct of all persons participating in the hearing and direct the initial

questioning to the grievant and the accused and their witnesses. The chair shall act as a hearing examiner by developing the facts and evidence necessary to enable the Honor Council to make a decision as to whether or not the Honor Code has been violated. In so doing, the chair may exclude irrelevant, immaterial, and unduly repetitious evidence. The chair may, at his or her discretion, recess the hearing as often as necessary to ensure fairness to the grievant and accused.

The hearing shall consist of two phases: (1) the presentation of evidence and (2) the deliberations of the Honor Council. During the presentation of evidence, the grievant and the accused shall present to the Honor Council facts and circumstances that will enable the Honor Council to determine whether or not the accused has violated the Honor Code. In presenting their positions, the grievant and the accused may ask others to present testimony or documentary evidence. In order to clarify issues, resolve inconsistencies or conflicts in testimony, or to ascertain facts, each member of the Honor Council may ask questions of any person appearing at the hearing.

**5) Evidence**

The accused and the grievant may present to the Honor Council any evidence, oral or written, that, in the discretion of the chair of the Honor Council, is pertinent to the alleged Honor Code violation or that might shed light on the facts and circumstances surrounding it. It is important for the grievant and the accused to offer all of their evidence at the time of the hearing. The presentation of evidence is audio recorded. Once the presentation of evidence is concluded, and the audio recorder is turned off, the Honor Council may not consider additional evidence or testimony. Witnesses and evidence need to be presented at the hearing if a party wants them to be considered by the Honor Council. It is essential that one bring to the hearing to testify in person a witness who has firsthand knowledge of the facts and circumstances surrounding the alleged Honor Code violation. A contention by a party appearing before the Honor Council that he or she could get a witness to testify, if necessary, is not helpful to the Honor Council. When a witness cannot be present at the hearing, the grievant or the accused may present to the Honor Council a signed, notarized statement from the absent witness. Because the absent witness cannot be questioned by the other party or the members of the Honor Council, this type of evidence may be given less weight than is given to other types.

**6) Questioning**

In addition to members of the Honor Council, the grievant and the accused may question one another or the witness of either.

**7) Failure to Appear**

If the grievant or the accused fails to appear before the Honor Council on the date and at the time and place specified in the notice, the Honor Council may take the testimony and evidence and reach a decision based on that evidence. Failure to appear and offer evidence may leave the Honor Council little choice but to decide in favor of the party presenting the only evidence and testimony. If either party is unable to appear before the Honor Council on the date specified in the notice, he or she should notify the chair of the Honor Council of the reasons that prevent attendance as scheduled. If the Honor Council chair determines that good cause exists for not appearing at the hearing when scheduled, it shall set a new date for the hearing.

**D. Standard of Proof**

The Honor Council shall use the preponderance of the evidence standard of proof in

determining whether or not the accused has violated the Honor Code. A preponderance of the evidence presented at a hearing means such evidence as, when considered and compared with that opposed to it, has more convincing force and produces in the minds of the members of the Honor Council belief that the alleged violation of the Honor Code more likely occurred than not. If a majority of the Honor Council votes that a preponderance of the evidence supports the allegation, the Honor Council shall render a decision that the accused has violated the Honor Code.

**E. Decision of the Honor Council**

After the presentation of evidence is concluded, the chair shall excuse the accused and the grievant from the Honor Council meeting. The Honor Council shall then discuss the evidence presented during the hearing and reach a decision as to whether or not the accused has violated the Honor Code. The chair shall then poll the members of the Honor Council by secret ballot on the question of whether or not a preponderance of the evidence supports the allegation that the accused violated the Honor Code. A voting member of the Honor Council who is not disqualified may not abstain from voting. The chair may not vote except in case of a tie. If a majority of the Honor Council votes that a preponderance of the evidence supports the allegation, the Honor Council shall render a decision that the accused has violated the Honor Code. If less than a majority of the Honor Council votes that a preponderance of the evidence supports the allegation, the Honor Council shall render a decision that the allegation was not substantiated. The decision of the Honor Council as to whether the Honor Code has been violated is final, unless the Provost (or his/her designee) finds that the decision of the Honor Council was arbitrary and capricious.

If the Honor Council determines that the accused student has violated the Honor Code, it shall also recommend the sanction(s) it believes should be imposed against the student. The Honor Council must give great weight to the sanction(s) recommended by the faculty member, but it may also consider the materials and information presented at the hearing, and the student's academic and honor code records. Possible sanctions include, but are not limited to, failure of the assignment, failure of the course, probation, suspension, and expulsion

**F. Summary Report and Record of Hearing**

- 1) The chair of the Honor Council shall prepare a summary report of the hearing, including the decision of the Honor Council. The members of the Honor Council shall review this summary; make necessary changes, if any; and indicate their approval of it by signing it.
- 2) The record of the hearing shall consist of the audio recording of the hearing and the tangible evidence presented at the hearing.

**G. Notification**

The chair of the Honor Council shall report the decision of the Honor Council to the faculty member, the accused, and the Office of Academic Integrity, and shall deliver the summary report to the Provost (or his/her designee). In addition, if the decision of the Honor Council is that the Honor Code has been violated, the chair of the Honor Council shall deliver to the Provost (or his/her designee) the record of the hearing, along with the recommended sanction(s).

**H. Disposition of Summary Report and Record of Hearing**

- 1) If Honor Code was not violated, the chair shall destroy the record of the hearing. The Office of Academic Integrity will make a record of the decision without any identifying information and destroy all other information pertaining to the charge.

- 2) If a student is found by the Honor Council to have violated the Honor Code, the Provost (or his/her designee) shall maintain the summary report and record of the hearing.

**I. Honor Council Rules**

The Honor Council may adopt specific procedural rules for hearings, if such rules are not inconsistent with this document.

**VIII. Responsibilities of the Provost**

The Provost (or his/her designee) shall impose one or more appropriate sanctions against a student who has violated the Honor Code. He or she must give great weight to the sanction(s) recommended by the Honor Council, but may also consider a review of the record of the hearing and the student's academic and disciplinary records. The sanction(s) shall be consonant with the gravity of the circumstances, including suspension or expulsion from the University

**IX. Appeal of Decision**

- A. If the accused believes that the decision of the Honor Council was arbitrary and capricious, he or she may appeal the decision in writing to the Provost (or his/her designee) within five school days of the date he or she receives notice of the decision of the Honor Council.
- B. The Provost (or his/her designee) shall review the record of the hearing and the evidence supporting the appeal. The Provost (or his/her designee) shall determine whether the Honor Council acted in an arbitrary and capricious manner in reaching its decision. The Provost (or his/her designee) may consult with the Office of General Counsel, the Division of Student Life, or any other department prior to reaching his or her decision.
- C. If the Provost (or his/her designee) finds that the decision of the Honor Council was arbitrary and capricious, he or she shall reverse the decision. Otherwise, the Provost (or his/her designee) shall affirm the decision of the Honor Council.
- D. If the accused desires to appeal the decision of the Provost (or his/her designee), he or she may appeal the decision in writing to the President (or his/her designee) within five school days. In such a situation, the President (or his/her designee) shall review the record of the hearing, confer with the Provost (or his/her designee), and, based upon this review, decide to affirm or reverse the decision. The decision of the President (or his/her designee) is final.

**X. Appeal of Sanctions**

If the student is dissatisfied with the sanction(s) imposed by the Provost (or his/her designee), he or she may appeal the sanction decision in writing to the President (or his/her designee) within five school days of the date he or she receives notice of the Provost's (or his/her designee's) decision. In such a situation, the President (or his/her designee) may review the record of the hearing, the student's academic and disciplinary records, and confer with the Provost (or his/her designee), and, based upon this review, decide to:

- A. Allow the sanction(s) to stand.
- B. Modify the sanction(s) or impose a different sanction(s).
- C. Suspend the sanction(s). The decision of the President (or his/her designee) as to the appropriateness of the sanction(s) is final.

**XI. Proceedings of Honor Council Confidential**

- A. The proceedings of the Honor Council are confidential and are subject to the provisions of the Family Educational Rights and Privacy Act and its implementing regulations. A member of the Honor Council who violates this rule of confidentiality may be expelled from the Honor Council by majority vote of the other members of the Honor Council.
- B. The Office of Academic Integrity, with the approval of the Honor Council, shall make a report each semester to the campus community. The report may acknowledge that the Honor Code has been violated and describe the nature of the violation but it may not reveal the name of the

student found guilty of violating the code. Methods of reporting include, but are not limited to, advertisements in The Baylor Lariat, e-mails, and announcements in student, staff, and faculty meetings.

## XII. **Amendment**

The Provost (or his/her designee), in consultation with the Honor Council, Faculty Senate, and Vice President for Student Life, has the power to modify the Honor Code Policy and Procedures.

## **Addendum: Advice to Students Accused of Violating the Honor Code**

Once you have received a notice of hearing, you should take the following steps:

- 1) Determine the issues that will be covered at the hearing. This can usually be done from the notice of hearing but if there is any question, contact the chair of the Honor Council. The chair of the Honor Council may give information relating to the procedure followed by a hearing but is prohibited from discussing the merits of an incident in which the Honor Code was allegedly violated.
- 2) Assemble and organize all documents and witnesses you may wish to present at the hearing. Make sure that any witnesses you contact have firsthand knowledge of the facts in the case.
- 3) Make notes of any major points you wish to make to the Honor Council so that they are not forgotten during the course of the hearing.
- 4) Present your testimony and your evidence at the hearing in a calm and organized manner.
- 5) Take notes during the hearing so that you can name the specific points of your disagreement with the testimony presented against you at the hearing.
- 6) An unfavorable decision does not necessarily mean that the Honor Council disbelieved your testimony or evidence, although the credibility of a witness is one consideration. You simply may not have presented enough testimony or evidence, or the testimony or evidence which one did present may not have been as convincing as that presented by the other party.
- 7) If you wish to appeal the Honor Council's decision, you must do so by completing the form found at <http://www.baylor.edu/honorcode/index.php?id=952648> to the Provost (or his/her designee) within five school days of the date you receive notice of the Honor Council's decision. Section IX of this Code addresses such appeals.
- 8) If you wish to appeal the sanctions imposed by the Provost (or his/her designee), you must do so by completing the form found at <http://www.baylor.edu/honorcode/index.php?id=952657> to the president within five school days of the date you receive notice of the sanctions. Section X of this Code addresses such appeals.



# **Academic Appeals Policy and Procedure**

## **Conference with a Faculty Member**

The student shall set forth his or her complaint in a written statement that details the circumstances giving rise to the complaint. The student shall give a copy of the statement to the faculty member and attempt to discuss and resolve the matter with the faculty member.

## **Appeal to the Graduate Program Director**

If the complaint is not resolved to the satisfaction of the student, he or she shall have the right to appeal such matter to the graduate program director (or chair if the complaint is against the graduate program director). The graduate program director (or chair) must be given a copy of the written complaint.

## **Appeal to the Department Chair**

If the complaint is not resolved to the satisfaction of the student by the graduate program director, he or she shall have the right to appeal such matter to the chair of the department (or to the dean of the school if the complaint is against the chair). The chair (or dean) must be given a copy of the written complaint.

Appeal to the dean If the complaint is not resolved to the satisfaction of the student by the departmental chair, he or she shall have the right to appeal such matter to the dean of the school who must be given a copy of the written complaint.

## **Appeal to the Provost and Vice President for Academic Affairs**

If the complaint is not satisfactorily resolved by the dean of the school, then the student shall have the right to appeal such matter to the Provost and Vice President for Academic Affairs, who after review may refer such matter to the academic appeals committee.

## **Appeal to the Academic Appeals Committee**

The function of the academic appeals committee is to hear student complaints of alleged unfair treatment by members of the faculty. The committee shall receive complaints only by referral from the Provost and Vice President for Academic Affairs and shall not otherwise receive or hear complaints. Further information about the Academic Appeals Committee can be found in the Student Handbook.



## Civil Rights Issues Resolution

Students, faculty and staff shall file complaints of alleged violations of their personal civil rights under this policy and procedure. Further information about this resolution process may be obtained from the Affirmative Action/EEO Officer in the Personnel Office.

### **A complaint must be written and include at a minimum:**

- Name, address and telephone number of the person making the complaint.
- Name and position of the person against whom the complaint is made.
- A clear and concise statement of the decision or the behavior including the date of the decision or behavior, alleged to violate the civil rights of the person making the complaint.
- A clear and concise summary of the facts and circumstances that lead the person making the complaint to believe that his or her civil rights have been violated.
- Any documentation in possession of the person making the complaint that relates to the complaint.
- A statement of the personal relief requested by the person making the complaint necessary to resolve the complaint to his or her satisfaction.

### **Once the complaint is written...**

The person making the complaint must file the complaint. If resolution by the informal process is desired, the person making the complaint files the complaint by providing it to the supervisor of the person against whom the complaint is made. For faculty complaints, you should file with the Department Chair. For complaints against the Chair, you should file with the Dean of Arts and Sciences.

If resolution by the formal process is desired, the student making the complaint files the complaint by providing a copy to the Vice President for Student Life. Any questions you have

about Baylor's policy and procedures may be obtained from the Affirmative Action/EEO Officer in the Personnel Office.

## Title IX

The mission of Baylor University is to educate men and women for worldwide leadership and service by integrating academic excellence and Christian commitment within a caring community.

Baylor University does not tolerate sex discrimination, which includes, but is not limited to sexual violence, sexual harassment, sexual assault, stalking, dating/domestic violence, retaliation, and other related forms of sex discrimination. These behaviors are harmful to the well-being of our community and its members, the learning and working environment, and collegial relationships among our students, faculty, and staff. For more information, please refer to the Title IX policy here.

## Family Educational Right and Privacy Act of 1974

The Family Educational Rights and Privacy Act of 1974 (FERPA) as amended, 20 U.S.C. 1232g, and the regulations of the U.S. Department of Education, 34 C.F.R. Part 99, affords students attending, or who have attended, certain rights with respect to their education records.

Students are considered to be "in attendance" once they have registered for courses for their

initial term of enrollment.

The rights may be summarized as follows:

- 1) The right to inspect and review the student's educational records.
- 2) The right to request an amendment of the student's educational records to ensure they are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights.
- 3) The right to consent to disclosures of personally identifiable information contained in the student's educational records, except to the extent that FERPA authorizes disclosure without consent. Baylor University may disclose personally identifiable information from the educational records of its students without the written consent of the student in some cases. See the "Cases When Prior Consent for Disclosure Is Not Required" section below for a listing of such exceptions.
- 4) The right to file with the U.S. Department of Education a complaint regarding an alleged violation under FERPA or its implementing regulations. The department's address is:

Family Policy Compliance Office U.S. Department of Education  
400 Maryland Avenue, S.W. Washington, DC 20202-5920

## **Council of Academic Accreditation, ASHA Procedures for Complaints against Graduate Education Programs**

A complaint about any accredited program may be submitted by any student, instructional staff member, speech-language pathologist, audiologist, and/or member of the public

### **Criteria for Complaints**

Complaints about programs must: (a) be against an accredited educational program or program in candidacy status in speech-language pathology and/or audiology, (b) relate to the standards for accreditation of education programs in audiology and speech-language pathology, and (c) include verification, if the complaint is from a student or faculty/instructional staff member, that the complainant exhausted all institutional grievance and review mechanisms before submitting a complaint to the CAA.

All complaints must be signed and submitted in writing to the Chair, Council on Academic Accreditation in Audiology and Speech-Language Pathology, American Speech-Language-Hearing Association, 10801 Rockville Pike, Rockville, MD 20852. The complaint must clearly describe the specific nature of the complaint and the relationship of the complaint to the accreditation standards and provide supporting data for the charge. The complainant's burden of proof is a preponderance or greater weight of the evidence. Complaints will not be accepted by phone or email.

# ASHA Code of Ethics

American Speech-Language Hearing Association (ASHA) Code of Ethics



AMERICAN  
SPEECH-LANGUAGE-  
HEARING  
ASSOCIATION

Reference this material as: American Speech-Language-Hearing Association. (2023). Code of Ethics [Ethics]. Available from [www.asha.org/policy/](http://www.asha.org/policy/).

© Copyright 2023 American Speech-Language-Hearing Association. All rights reserved.

Disclaimer: The American Speech-Language-Hearing Association disclaims any liability to any party for the accuracy, completeness, or availability of these documents, or for any damages arising out of the use of the documents and any information they contain.

# Preamble

The American Speech-Language-Hearing Association (ASHA; hereafter, also known as "The Association") has been committed to a framework of common principles and standards of practice since ASHA's inception in 1925. This commitment was formalized in 1952 as the Association's first Code of Ethics. This Code has been modified and adapted as society and the professions have changed. The Code of Ethics reflects what we value as professionals and establishes expectations for our scientific and clinical practice based on principles of duty, accountability, fairness, and responsibility. The ASHA Code of Ethics is intended to ensure the welfare of the consumer and to protect the reputation and integrity of the professions.

The ASHA Code of Ethics is a framework and focused guide for professionals in support of day-to-day decision making related to professional conduct. The Code is partly obligatory and disciplinary and partly aspirational and descriptive in that it defines the professional's role. The Code educates professionals in the discipline, as well as students, other professionals, and the public, regarding ethical principles and standards that direct professional conduct.

The preservation of the highest standards of integrity and ethical principles is vital to the responsible discharge of obligations by audiologists, speech-language pathologists, and speech, language, and hearing scientists who serve as clinicians, educators, mentors, researchers, supervisors, and administrators. This Code of Ethics sets forth the fundamental principles and rules considered essential to this purpose and is [applicable to the following individuals](#):

- a member of the American Speech-Language-Hearing Association holding the Certificate of Clinical Competence (CCC)
- a member of the Association not holding the Certificate of Clinical Competence (CCC)
- a nonmember of the Association holding the Certificate of Clinical Competence (CCC)
- an applicant for certification, or for membership and certification

By holding ASHA certification or membership, or through application for such, all individuals are automatically subject to the jurisdiction of the Board of Ethics for ethics complaint adjudication. Individuals who provide clinical services and who also desire membership in the Association must hold the CCC.

The fundamentals of ethical conduct are described by Principles of Ethics and by Rules of Ethics. The four Principles of Ethics form the underlying philosophical basis for the Code of Ethics and are reflected in the following areas: (I) responsibility to persons served professionally and to research participants, both human and animal; (II) responsibility for one's professional competence; (III) responsibility to the public; and (IV) responsibility for professional relationships. Individuals shall honor and abide by these Principles as affirmative obligations under all conditions of applicable professional activity. Rules of Ethics are specific statements of minimally acceptable as well as unacceptable professional conduct.

The Code is designed to provide guidance to members, applicants, and certified individuals as they make professional decisions. Because the Code is not intended to address specific situations and is not inclusive of all possible ethical dilemmas, professionals are expected to follow the written provisions and to uphold the spirit and purpose of the Code. Adherence to the Code of Ethics and its enforcement results in respect for the professions and positive outcomes for individuals who benefit from the work of audiologists, speech-language pathologists, and speech, language, and hearing scientists.

# Terminology

- **ASHA Standards and Ethics** - The mailing address for self-reporting in writing is American Speech-Language-Hearing Association, Standards and Ethics, 2200 Research Blvd., #313, Rockville, MD 20850.
- **advertising** - Any form of communication with the public about services, therapies, products, or publications.
- **conflict of interest** - An opposition between the private interests and the official or professional responsibilities of a person in a position of trust, power, and/or authority.
- **crime** - Any felony; or any misdemeanor involving dishonesty, physical harm to the person or property of another, or a threat of physical harm to the person or property of another. For more details, see the "Disclosure Information" section of applications for ASHA certification found on [www.asha.org/certification/AudCertification/](http://www.asha.org/certification/AudCertification/) and [www.asha.org/certification/SLPCertification/](http://www.asha.org/certification/SLPCertification/).
- **diminished decision-making ability** - Any condition that renders a person unable to form the specific intent necessary to determine a reasonable course of action.
- **fraud** - Any act, expression, omission, or concealment—the intent of which is either actual or constructive—calculated to deceive others to their disadvantage.
- **impaired practitioner** - An individual whose professional practice is adversely affected by addiction, substance abuse, or health-related and/or mental health–related conditions.
- **individuals** - Members and/or certificate holders, including applicants for certification.
- **informed consent** - May be verbal, unless written consent is required; constitutes consent by persons served, research participants engaged, or parents and/or guardians of persons served to a proposed course of action after the communication of adequate information regarding expected outcomes and potential risks.
- **jurisdiction** - The "personal jurisdiction" and authority of the ASHA Board of Ethics over an individual holding ASHA certification and/or membership, regardless of the individual's geographic location.
- **know, known, or knowingly** - Having or reflecting knowledge.
- **may vs. shall** - *May* denotes an allowance for discretion; *shall* denotes no discretion.
- **misrepresentation** - Any statement by words or other conduct that, under the circumstances, amounts to an assertion that is false or erroneous (i.e., not in accordance with the facts); any statement made with conscious ignorance or a reckless disregard for the truth.
- **negligence** - Breaching of a duty owed to another, which occurs because of a failure to conform to a requirement, and this failure has caused harm to another individual, which led to damages to this person(s); failure to exercise the care toward others that a reasonable or prudent person would take in the circumstances, or taking actions that such a reasonable person would not.
- **nolo contendere** - No contest.
- **plagiarism** - False representation of another person's idea, research, presentation, result, or product as one's own through irresponsible citation, attribution, or paraphrasing; ethical misconduct does not include honest error or differences of opinion.
- **publicly sanctioned** - A formal disciplinary action of public record, excluding actions due to insufficient continuing education, checks returned for insufficient funds, or late payment of fees not resulting in unlicensed practice.
- **reasonable or reasonably** - Supported or justified by fact or circumstance and being in accordance with reason, fairness, duty, or prudence.
- **self-report** - A professional obligation of self-disclosure that requires (a) notifying ASHA Standards and Ethics and (b) mailing a hard copy of a certified document to ASHA Standards and Ethics (see term above). All self-reports are subject to a separate ASHA Certification review process, which, depending on the seriousness of the self-reported information, takes additional processing time.

- **shall vs. may** - *Shall* denotes no discretion; *may* denotes an allowance for discretion.
- **support personnel** - Those providing support to audiologists, speech-language pathologists, or speech, language, and hearing scientists (e.g., technician, paraprofessional, aide, or assistant in audiology, speech-language pathology, or communication sciences and disorders). For more information, read the Issues in Ethics Statements on [Audiology Assistants](#) and/or [Speech-Language Pathology Assistants](#).
- **telepractice, teletherapy** - Application of telecommunications technology to the delivery of audiology and speech-language pathology professional services at a distance by linking clinician to client/patient or clinician to clinician for assessment, intervention, and/or consultation. The quality of the service should be equivalent to in-person service. For more information, [see the telepractice section](#) on the ASHA Practice Portal.
- **written** - Encompasses both electronic and hard-copy writings or communications.

## Principle of Ethics I

Individuals shall honor their responsibility to hold paramount the welfare of persons they serve professionally or who are participants in research and scholarly activities, and they shall treat animals involved in research in a humane manner.

## Rules of Ethics

- Individuals shall provide all clinical services and scientific activities competently.
- Individuals shall use every resource, including referral and/or interprofessional collaboration when appropriate, to ensure that quality service is provided.
- Individuals shall not discriminate in the delivery of professional services or in the conduct of research and scholarly activities on the basis of race, ethnicity, sex, gender identity/gender expression, sexual orientation, age, religion, national origin, disability, culture, language, or dialect.
- Individuals shall not misrepresent the credentials of aides, assistants, technicians, support personnel, students, research interns, Clinical Fellows, or any others under their supervision, and they shall inform those they serve professionally of the name, role, and professional credentials of persons providing services.
- Individuals who hold the Certificate of Clinical Competence may delegate tasks related to the provision of clinical services to aides, assistants, technicians, support personnel, or any other persons only if those persons are adequately prepared and are appropriately supervised. The responsibility for the welfare of those being served remains with the certified individual.
- Individuals who hold the Certificate of Clinical Competence shall not delegate tasks that require the unique skills, knowledge, judgment, or credentials that are within the scope of their profession to aides, assistants, technicians, support personnel, or any nonprofessionals over whom they have supervisory responsibility.
- Individuals who hold the Certificate of Clinical Competence may delegate to students tasks related to the provision of clinical services that require the unique skills, knowledge, and judgment that are within the scope of practice of their profession only if those students are adequately prepared and are appropriately supervised. The responsibility for the welfare of those being served remains with the certified individual.
- Individuals shall obtain informed consent from the persons they serve about the nature and possible risks and effects of services provided, technology employed, and products dispensed. This obligation also includes informing persons served about possible effects of not engaging in treatment or not



following clinical recommendations. If diminished decision-making ability of persons served is suspected, individuals should seek appropriate authorization for services, such as authorization from a spouse, other family member, or legally authorized/appointed representative.

- I. Individuals shall enroll and include persons as participants in research or teaching demonstrations only if participation is voluntary, without coercion, and with informed consent.
- J. Individuals shall accurately represent the intended purpose of a service, product, or research endeavor and shall abide by established guidelines for clinical practice and the responsible conduct of research.
- K. Individuals who hold the Certificate of Clinical Competence shall evaluate the effectiveness of services provided, technology employed, and products dispensed, and they shall provide services or dispense products only when benefit can reasonably be expected.
- L. Individuals may make a reasonable statement of prognosis, but they shall not guarantee-directly or by implication-the results of any treatment or procedure.
- M. Individuals who hold the Certificate of Clinical Competence shall use independent and evidence-based clinical judgment, keeping paramount the best interests of those being served.
- N. Individuals who hold the Certificate of Clinical Competence shall not provide clinical services solely by correspondence, but may provide services via telepractice consistent with professional standards and state and federal regulations.
- O. Individuals shall protect the confidentiality and security of records of professional services provided, research and scholarly activities conducted, and products dispensed. Access to these records shall be allowed only when doing so is necessary to protect the welfare of the person or of the community, is legally authorized, or is otherwise required by law.
- P. Individuals shall protect the confidentiality of any professional or personal information about persons served professionally or participants involved in research and scholarly activities and may disclose confidential information only when doing so is necessary to protect the welfare of the person or of the community, is legally authorized, or is otherwise required by law.
- Q. Individuals shall maintain timely records and accurately record and bill for services provided and products dispensed and shall not misrepresent services provided, products dispensed, or research and scholarly activities conducted.
- R. Individuals whose professional practice is adversely affected by substance abuse, addiction, or other health-related conditions are impaired practitioners and shall seek professional assistance and, where appropriate, withdraw from the affected areas of practice.
- S. Individuals who have knowledge that a colleague is unable to provide professional services with reasonable skill and safety shall report this information to the appropriate authority, internally if a mechanism exists and, otherwise, externally.
- T. Individuals shall provide reasonable notice and information about alternatives for obtaining care in the event that they can no longer provide professional services.

## **Principle of Ethics II**

Individuals shall honor their responsibility to achieve and maintain the highest level of professional competence and performance.

### **Rules of Ethics**

- A. Individuals who hold the Certificate of Clinical Competence shall engage in only those aspects of the professions that are within the scope of their professional practice and competence, considering their certification status, education, training, and experience.



- B. Members who do not hold the Certificate of Clinical Competence may not engage in the provision of clinical services; however, individuals who are in the certification application process may engage in the provision of clinical services consistent with current local and state laws and regulations and with ASHA certification requirements.
- C. Individuals who engage in research shall comply with all institutional, state, and federal regulations that address any aspects of research, including those that involve human participants and animals.
- D. Individuals shall enhance and refine their professional competence and expertise through engagement in lifelong learning applicable to their professional activities and skills.
- E. Individuals in administrative or supervisory roles shall not require or permit their professional staff to provide services or conduct research activities that exceed the staff member's certification status, competence, education, training, and experience.
- F. Individuals in administrative or supervisory roles shall not require or permit their professional staff to provide services or conduct clinical activities that compromise the staff member's independent and objective professional judgment.
- G. Individuals shall make use of technology and instrumentation consistent with accepted professional guidelines in their areas of practice. When such technology is not available, an appropriate referral may be made.
- H. Individuals shall ensure that all technology and instrumentation used to provide services or to conduct research and scholarly activities are in proper working order and are properly calibrated.

## **Principle of Ethics III**

Individuals shall honor their responsibility to the public when advocating for the unmet communication and swallowing needs of the public and shall provide accurate information involving any aspect of the professions.

### **Rules of Ethics**

- A. Individuals shall not misrepresent their credentials, competence, education, training, experience, and scholarly contributions.
- B. Individuals shall avoid engaging in conflicts of interest whereby personal, financial, or other considerations have the potential to influence or compromise professional judgment and objectivity.
- C. Individuals shall not misrepresent research and scholarly activities, diagnostic information, services provided, results of services provided, products dispensed, or the effects of products dispensed.
- D. Individuals shall not defraud through intent, ignorance, or negligence or engage in any scheme to defraud in connection with obtaining payment, reimbursement, or grants and contracts for services provided, research conducted, or products dispensed.
- E. Individuals' statements to the public shall provide accurate and complete information about the nature and management of communication disorders, about the professions, about professional services, about products for sale, and about research and scholarly activities.
- F. Individuals' statements to the public shall adhere to prevailing professional norms and shall not contain misrepresentations when advertising, announcing, and promoting their professional services and products and when reporting research results.
- G. Individuals shall not knowingly make false financial or nonfinancial statements and shall complete all materials honestly and without omission.

## Principle of Ethics IV

Individuals shall uphold the dignity and autonomy of the professions, maintain collaborative and harmonious interprofessional and intraprofessional relationships, and accept the professions' self-imposed standards.

### Rules of Ethics

- A. Individuals shall work collaboratively, when appropriate, with members of one's own profession and/or members of other professions to deliver the highest quality of care.
- B. Individuals shall exercise independent professional judgment in recommending and providing professional services when an administrative mandate, referral source, or prescription prevents keeping the welfare of persons served paramount.
- C. Individuals' statements to colleagues about professional services, research results, and products shall adhere to prevailing professional standards and shall contain no misrepresentations.
- D. Individuals shall not engage in any form of conduct that adversely reflects on the professions or on the individual's fitness to serve persons professionally.
- E. Individuals shall not engage in dishonesty, negligence, fraud, deceit, or misrepresentation.
- F. Applicants for certification or membership, and individuals making disclosures, shall not knowingly make false statements and shall complete all application and disclosure materials honestly and without omission.
- G. Individuals shall not engage in any form of harassment, power abuse, or sexual harassment.
- H. Individuals shall not engage in sexual activities with individuals (other than a spouse or other individual with whom a prior consensual relationship exists) over whom they exercise professional authority or power, including persons receiving services, assistants, students, or research participants.
- I. Individuals shall not knowingly allow anyone under their supervision to engage in any practice that violates the Code of Ethics.
- J. Individuals shall assign credit only to those who have contributed to a publication, presentation, process, or product. Credit shall be assigned in proportion to the contribution and only with the contributor's consent.
- K. Individuals shall reference the source when using other persons' ideas, research, presentations, results, or products in written, oral, or any other media presentation or summary. To do otherwise constitutes plagiarism.
- L. Individuals shall not discriminate in their relationships with colleagues, assistants, students, support personnel, and members of other professions and disciplines on the basis of race, ethnicity, sex, gender identity/gender expression, sexual orientation, age, religion, national origin, disability, culture, language, dialect, or socioeconomic status.
- M. Individuals with evidence that the Code of Ethics may have been violated have the responsibility to work collaboratively to resolve the situation where possible or to inform the Board of Ethics through its established procedures.
- N. Individuals shall report members of other professions who they know have violated standards of care to the appropriate professional licensing authority or board, other professional regulatory body, or professional association when such violation compromises the welfare of persons served and/or research participants.
- O. Individuals shall not file or encourage others to file complaints that disregard or ignore facts that would disprove the allegation; the Code of Ethics shall not be used for personal reprisal, as a means of addressing personal animosity, or as a vehicle for retaliation.
- P. Individuals making and responding to complaints shall comply fully with the policies of the Board of Ethics in its consideration, adjudication, and resolution of complaints of alleged violations of the Code of Ethics.

- Q. Individuals involved in ethics complaints shall not knowingly make false statements of fact or withhold relevant facts necessary to fairly adjudicate the complaints.
- R. Individuals shall comply with local, state, and federal laws and regulations applicable to professional practice, research ethics, and the responsible conduct of research.
- S. Individuals who have been convicted; been found guilty; or entered a plea of guilty or nolo contendere to (1) any misdemeanor involving dishonesty, physical harm—or the threat of physical harm—to the person or property of another, or (2) any felony, shall self-report by notifying ASHA Standards and Ethics (see Terminology for mailing address) in writing within 30 days of the conviction, plea, or finding of guilt. Individuals shall also provide a certified copy of the conviction, plea, nolo contendere record, or docket entry to ASHA Standards and Ethics within 30 days of self-reporting.
- T. Individuals who have been publicly sanctioned or denied a license or a professional credential by any professional association, professional licensing authority or board, or other professional regulatory body shall self-report by notifying ASHA Standards and Ethics (see Terminology for mailing address) in writing within 30 days of the final action or disposition. Individuals shall also provide a certified copy of the final action, sanction, or disposition to ASHA Standards and Ethics within 30 days of self-reporting.

# Baylor University

## Photo Release Form

I hereby grant to Baylor University the right to reproduce, use, exhibit, display, broadcast, distribute and create derivative works of university related photographs or videotaped images of the undersigned person for use in connection with the activities of the university or for promoting, publicizing or explaining the school or its activities of the university or for promoting, publicizing or explaining the school or its activities. This grant includes, without limitation, the right to publish such images in the university's student newspaper, alumni magazine, on the university's Web site, and public relations/promotional materials, such as marketing and admissions publication. These images may appear in any of the wide variety of formats and media now available to the school and that may be available in the future, including but not limited to print, broadcast, videotape, CD-ROM and electronic/online media.

All photos taken are without compensation to me (the undersigned). All electronic or non- electronic negatives, positives, and prints are owned by the university.

I hereby acknowledge that I am 18 years of age or older and have read and understand the terms of this release.

Name (printed): \_\_\_\_\_

Signature: \_\_\_\_\_

Address: \_\_\_\_\_

Date: \_\_\_\_\_



# Baylor University

**ROBBINS COLLEGE OF HEALTH AND HUMAN SCIENCES**  
Communication Sciences and Disorders

Thank you for choosing to trust Baylor University  
with your educational and career aspirations.  
It is our blessing to serve and support you on this journey.

