



Baylor University

ROBBINS COLLEGE OF HEALTH AND HUMAN SCIENCES
Communication Sciences and Disorders

ONLINE 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**

Spring 2025

Table of Contents

<i>Overview</i>	<i>4</i>
<i>Welcome to Baylor</i>	<i>6</i>
<i>General Information.....</i>	<i>6</i>
<i>Mission Statement</i>	<i>6</i>
<i>The Online CSD Graduate Program</i>	<i>7</i>
<i>Student Resources.....</i>	<i>9</i>
<i>Program Requirements</i>	<i>10</i>
<i>Overview</i>	<i>10</i>
<i>Graduate Requirements</i>	<i>10</i>
<i>Leveling Requirements.....</i>	<i>10</i>
<i>ASHA Requirements</i>	<i>10</i>
<i>Course Sequence</i>	<i>11</i>
<i>Fee Requirements</i>	<i>12</i>
<i>Comprehensive Exam</i>	<i>13</i>
<i>Praxis Exam</i>	<i>13</i>
<i>Exit Surveys</i>	<i>14</i>
<i>File for Graduation</i>	<i>15</i>
<i>New Student First Steps</i>	<i>15</i>
<i>Checklist for Success</i>	<i>15</i>
<i>Practicum and Internship Policies</i>	<i>17</i>
<i>Clinical Clearances</i>	<i>17</i>
<i>Declination of Immunizations</i>	<i>18</i>
<i>Calipso</i>	<i>19</i>
<i>Practicum Placement Process</i>	<i>19</i>
<i>Placement Distance</i>	<i>20</i>
<i>Place of Employment</i>	<i>20</i>
<i>International Placements</i>	<i>21</i>
<i>Relocation.....</i>	<i>21</i>
<i>Practicum Placement Participation</i>	<i>21</i>
<i>Scheduling</i>	<i>21</i>
<i>Speech Pathology Internship</i>	<i>22</i>
<i>Clinical Hours</i>	<i>23</i>
<i>Supervision.....</i>	<i>24</i>
<i>Diagnostic Evaluations</i>	<i>24</i>
<i>Initial Client Contact</i>	<i>25</i>

<i>Paperwork</i>	25
<i>Therapy</i>	25
<i>Appropriate Attire</i>	25
<i>Professional Attitude and Demeanor</i>	25
<i>Safety Precautions</i>	27
<i>Working with Clients Outside of the Placement Setting</i>	28
<i>HIPAA/Protected Health Information</i>	28
<i>Clinical Evaluation</i>	29
<i>Evaluations by Student</i>	30
<i>Grading for Practicum and Internship</i>	29
<i>Breach of Handbook Policy</i>	30
<i>Cultural/Linguistic Diversity</i>	30
<i>Academic Coursework Policies</i>	32
<i>Mode of Delivery</i>	32
<i>Class Participation and Attendance</i>	33
<i>Quizzes and Exams</i>	34
<i>Technology Disputes</i>	34
<i>Grading for Academic Coursework</i>	34
<i>Graduate Coursework</i>	34
<i>Leveling coursework</i>	35
<i>Probation and Dismissal</i>	35
<i>Change of Grade Policy</i>	36
<i>Incompletes</i>	36
<i>Cancellations, Drops, and University Withdrawals</i>	36
<i>Deferral Policy</i>	38
<i>Length of Program Completion</i>	38
<i>Transfer Credit</i>	38
<i>Auditing a Course</i>	39
<i>Change of Address and Phone Number</i>	39
<i>Student Financial Aid</i>	39
<i>Financial Obligations</i>	40
<i>Students Called for Active Military Duty</i>	40
<i>Health Insurance</i>	40
<i>Professional Conduct</i>	40
<i>University Policies</i>	43
<i>Academic and Professional Honesty</i>	46
<i>Constitution of the Baylor University Honor System</i>	46
<i>Academic Appeals Policy and Procedure</i>	51
<i>Civil Rights Issues Resolution</i>	52
<i>Title IX</i>	52
<i>Family Educational Right and Privacy Act of 1974</i>	53
<i>American Speech-Language Hearing Association (ASHA) Code of Ethics</i>	54
<i>Council of Academic Accreditation, ASHA Procedures for Complaints against Graduate Education Programs</i>	61

Overview



The CSD faculty is so pleased that you have chosen to study with us online 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 and every graduate student. Best wishes for the most productive, rewarding, and enjoyable online 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 online journey!

The Online CSD Graduate Handbook is designed to provide information essential to your successful completion of the online program, so please take the time to read this handbook carefully and visit web links in order to become familiar with our program's organization and policies, college, and the online graduate school. You are expected to know the essential information in the handbook, in particular, sections that deal with graduation requirements, clinical practicum, and policies and procedures. Entering the Online CSD Graduate Program, each student will complete an exam to ensure you have read the Online CSD Graduate Program Handbook. When you have any questions or need clarification, don't hesitate to ask your Student Support Manager or the Online Graduate Program Director.

*(*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'S

Department of Communication Sciences and Disorders

Welcome to Baylor University in Waco, Texas. This is 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 located 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 (CAA) of the American Speech-Language-Hearing Association (ASHA). 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 online program are offered a variety of practicum and internship sites in their home communities wherever feasible. These could include schools, specialized clinics, and medical settings around the State of Texas and 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 is the second largest state in the United States, is home to thirty 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 located in the "Heart of Texas" on the banks of the Brazos River. About 141,000 people live in the city limits, but over 200,000 reside in the metropolitan area. 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 status represents 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: <http://www.baylor.edu/chhs/>

Graduate School (general): <http://www.baylor.edu/graduate/>

- **Baylor Graduate Catalog:** <https://graduate.baylor.edu/grad-catalog>
- **Benefits and Financial Aid:**
<https://obforms.baylor.edu/AppWebExt/UnityForm.aspx?key=UFKey>
- **Graduate Student Association:** <http://www.baylor.edu/gsa/>
- **Student Service:** *Baylor Libraries, Academy for Teaching and Learning (ATL), Counseling Center, Information Technology Services (ITS), Office of Access and Learning Accommodation (OALA)* <https://www.baylor.edu/students/>
- **Information for current students:** <http://www.baylor.edu/graduate/currentstudents/>

Baylor University’s Student Policies and Procedures:

Baylor University rules, regulations, and policies applicable to students are available at http://www.baylor.edu/student_policies/index.php?id=22170. Since the Student Policies and Procedures and other student-related publications may be revised trimester to trimester, it is the responsibility of the student to view revisions online or to obtain revisions from the Judicial Affairs office. Copies of these publications are available 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 in order 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 Online CSD Graduate Program:

Members of the faculty are delighted that you decided to pursue online 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 online 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 on-line 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 <https://csd.robbyins.baylor.edu/graduate/masters-program-residential-and-online/state-licensure>

Accreditation:

The Master of Science (M.S.) education program in Communication Sciences and Disorders (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 online 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 (M.S.) program in Communication Sciences and Disorders was accredited for the 2020-2028 cycle.

Baylor CSD Home:

Our CSD website, <https://csd.robbins.baylor.edu/graduate/online-csd-graduate-program> 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.

Faculty and Staff:

The Baylor CSD department has a growing team of full-time academic and clinical faculty members and several part-time adjunct faculty members.

<https://csd.robbins.baylor.edu/about/faculty>

CSD Department Chair

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Associate Chair for Residential Clinic and Online Program

Deborah Rainer, CCC-SLP

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CSD Online Graduate Program Director

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CSD Online Clinical Program Director

Dr. Steven Moates, CCC-SLP

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Student Support Staff

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Asst Director of Student Support – Dee_Presley@baylor.edu

Regions 1 and 3 Student Support Manager – Beth_Benschoter1@baylor.edu

Regions 2 and 4 Student Support Manager – Matt_Bergstrom@baylor.edu

Placement Staff

Assoc Director of Placements – Chelsea_Perry@baylor.edu

Region 1 Placement Manager – Paul_Cook@baylor.edu

Region 2 Placement Manager – Ashleigh_Tynes@baylor.edu

Region 3 Placement Manager – Luke_Haynes@baylor.edu

Region 4 Placement Manager – Ivey_Pruitt@baylor.edu

<i>Region 1</i>	TX, NM, AZ, OK, NV
<i>Region 2</i>	CA, OR, WA, HI, AK
<i>Region 3</i>	ME, NY, NJ, CT, RI, MA, PA, MD, OH, MI, IN, IL, WI, MN, KS, CO, UT, ID, MT, WY, NE, SD, ND, IA, MO, VA, WV, KY, TN, DC, IL, NH, VT, DE
<i>Region 4</i>	NC, SC, LA, AL, MS, FL, GA, AR

*Updated for new students admitted Fall 2024

Student Resources:

Student Resources

Baylor Department of Public Safety	254-710-2222
Baylor Operator	254-710-1011
Bear ID	254-710-2711 x4603
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 (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 at Baylor University offers an Online Master of Science (M.S.) degree in Communication Sciences and Disorders that leads to eligibility for the Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP).

Graduate Requirements:

Our graduate program is for students who earned (or are in the process of earning) a bachelor's degree (B.A.) in Communication Sciences and Disorders or students who have successfully completed their leveling program. Students must complete 45 trimester hours, pass the required comprehensive examination for the degree of Master of Science (M.S.), complete 400 clinical hours (this includes the 25 observation hours), and take the National Praxis examination at the end of the program. This program takes 5 trimesters (approximately 20 months) for full time students to complete and 7 trimesters (approximately 28 months) for part time students to complete. Both full time and part time students will complete their practicum and internship in their final 4 trimesters. Up to 6 graduate credit hours from another university may be accepted on a case-by-case basis.

Leveling Requirements:

A student who has been accepted to Baylor's CSD Graduate Program but does not have an undergraduate CSD degree or courses within the last five years is considered a graduate student with leveling status. These students are required to complete specific courses for state licensure and professional certification. Any of these courses, or their equivalency from another university, that are missing from a student's transcript will need to be completed prior to beginning graduate level coursework. Course descriptions, syllabi, and other materials may be required to demonstrate that a given course fulfills the requirement. These courses will be offered by the graduate program as credit/no credit and will not be included in the graduate transcript GPA. A grade of 80 (B) will be needed for credit or the class will need to be repeated. After completing the required hours, the student will begin the graduate coursework.

ASHA Requirements:

ASHA standards for certification in Speech-Language Pathology require demonstrated knowledge of the following areas: (1) biological sciences, (2) physics or chemistry, (3) statistics, and (4) 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, with the exception of 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 required that students complete all basic science deficiencies *before* beginning Practicum 1 of the full-time or part-time graduate program plan. *Please see this link for more detailed information about the possible content areas for biological and physical sciences, social/behavioral sciences, and statistics (source: <http://www.asha.org/Certification/Course-Content-Areas-for-SLP->).

Plan of Study for Online CSD Graduate Students

Term	Full-Time Plan	Part-Time Plan
1	CSD 5319 EBP Evaluations and Interprofessional Practice CSD 5325 Speech Sound Disorders CSD 5341 Pediatric Language 1 CSD 5150 Introduction to Clinical Practice	CSD 5319 EBP Evaluations and Interprofessional Practice CSD 5325 Speech Sound Disorders
2	CSD 5312 Fluency and Fluency Disorders CSD 5313 Augmentative and Alternative Communication CSD 5318 Research Methods in Graduate Study in CSD CSD 5151 Clinical Practicum 1	CSD 5318 Research Methods in Graduate Study in CSD CSD 5341 Pediatric Language 1
3	CSD 5311 Aphasiology CSD 5316 Motor Speech Disorders Elective* CSD 5152 Clinical Practicum 2	CSD 5312 Fluency and Fluency Disorders CSD 5313 Augmentative and Alternative Communication CSD 5150 Introduction to Clinical Practice
4	CSD 5314 Voice and Resonance CSD 5328 Diagnosis and Treatment of Dysphagia CSD 5330 Cognitive Linguistic Communication Disorders CSD 5153 Clinical Practicum 3	CSD 5311 Aphasiology Elective* CSD 5151 Clinical Practicum 1
5	CSD 5549 Clinical Internship	CSD 5316 Motor Speech Disorders CSD 5328 Diagnosis and Treatment of Dysphagia CSD 5152 Clinical Practicum 2
6		CSD 5314 Voice and Resonance CSD 5330 Cognitive Linguistic Communication Disorders CSD 5153 Clinical Practicum 3
7		CSD 5549 Clinical Internship

Current Electives:

*CSD 4368 Aural Rehab must be taken as the elective if not completed at another university

CSD 5334 Multicultural Issues in Speech-Language Pathology

CSD 5337 Pediatric Language 2

CSD 5354 Mentored Research Experience (must have faculty approval)

Plan of Study for Online CSD Leveling Students

1 st Trimester	Full Time Plan	Part Time Plan
Mini-Session 1 7 weeks	CSD 5305 Leveling - Survey of Speech Pathology and Audiology CSD 5306 Leveling - Language Development CSD 5307 Leveling - Introduction to Phonological Science	CSD 5305 Leveling - Survey of Speech Pathology and Audiology
Mini-Session 2 7 weeks	CSD 5308 Leveling – Structures and Functions in Communication and Swallowing CSD 5309 Leveling - Introduction to Clinical Audiology CSD 5101 Leveling – Observation CSD 5201 Leveling - Clinical Methods	CSD 5308 Leveling – Structures and Functions in Communication and Swallowing
2 nd Trimester		
Mini-Session 1 7 weeks		CSD 5306 Leveling - Language Development CSD 5307 Leveling - Introduction to Phonological Science
Mini-Session 2 7 weeks		CSD 5309 Leveling - Introduction to Clinical Audiology CSD 5101 Leveling – Observation CSD 5201 Leveling – Clinical Methods

Accreditation and Program Course Requirements:

All graduate students are required to have, maintain, and keep current their academic information (i.e., the Undergraduate and Graduate ASHA forms) and clinical hour information on Calipso. You will be asked to upload this information into your personal Student Box File prior to graduation.

- ASHA Form You are required to update your ASHA Form information throughout the online graduate program to be sure that your ASHA sciences, pre-requisite coursework, and graduate coursework is listed along with the grade received and trimester/trimester obtained.
- 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 will be uploaded to your student file in Box.
- Clinical Experience Record and Cumulative Evaluation These summaries will be found on the My Clinical Education Checklist in Calipso and uploaded to your student file in Box at the end of the program. It is your responsibility to log all hours and be sure that all evaluations from clinical educators are complete.

Fee Requirements (paid directly by the students to the website; prices subject to change):

Master Clinician, Calipso, Castlebranch, and Simucase.

Comprehensive Examination Requirements:

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 the second week of internship. 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 score of 70% or higher is required. If the student fails, he or she must retake and pass the comprehensive examination prior to graduation. If the exam is not passed a second time a remediation plan will be put into place.

ETS Praxis Examination Requirements:

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

<https://www.asha.org/certification/praxis/>

How to Register for the ETS Praxis Online:

1. Go to the ETS Praxis Registration page
<https://www.ets.org/portal/site/iserpraxis/menuitem.b2588abcd5f34520eef744127beb1509/>
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
6. 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 ONLINE SLP/AUD for your attending institution.
7. Select score recipients. You can send your scores to four places without any charge. You MUST send your scores to these 2 places:
Baylor Speech Pathology Online Program – Code **0290**
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
8. Purchase test preparation materials (Strongly recommend!!)
9. Review order and payment information
10. After your test is complete, retain a copy of your Praxis test score sheet to uploaded to your Student Box File prior to graduation. **A score of 162 is needed to pass.** This test can be repeated until a passing score is obtained.

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:

Search

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.

[EPP Test Requirements](#)

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			

Continue

Certification (State Licensure and ASHA) Requirements:

All students are required to make sure their hours are complete in Calipso and that a grade for Internship has been posted. Once the Clinical Program Director notifies the cohort that internship hours and evaluations are complete, students will upload the Clinical Experience Record, Cumulative Evaluation, and KASA Summary to their student graduate file. The Graduate Program Director will then complete a course audit and verify that all documents including the Praxis score report and ASHA form have been submitted. Certification documents will be due on a specified date for each cohort.

Once all documentation and exit surveys are complete, a Certification Letter of degree completion will be sent to each student. Two weeks after graduation, students shall order an E-transcript to be e-mailed to the Graduate Program Director as proof of the final conferral of the degree. Any licensure paperwork for the Clinical Fellowship Year (CFY) and/or CCC licensing shall be filled in and sent to the Graduate Program Director for signature. The Graduate Program Director approval to ASHA will be provided online when you submit your certification application to ASHA after graduation.

Two 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 Online Graduate Director when you receive your Certification email reminder.

File for Graduation:

In the beginning of the final trimester when you are on your internship, 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 mailed to you 2-3 weeks after the Commencement ceremony.
- **Transcript:** You must request an E-transcript be e-mailed to the Graduate Program Director 2-weeks after the graduation ceremony for your Student Box File.

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 trimester. Please contact the bookstore directly at (254) 710-2161 for any questions.

New Student First Steps:

To get started with your online program, contact your Student Support Manager to review your new student checklist. During your online 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 and will 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 also 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 online graduate students will also have ways to study together, work together, and share information. 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 your state's Speech- Language-Hearing Association. For example, 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.

Checklist for Success:

- ☐ Meet with your Student Support Manager to confirm your plan of study.
- ☐ Complete all clearances to start clinical placements (see Clinical Clearances below)
- ☐ Carefully read the Online Graduate Student Handbook.
- ☐ Read the university's policy on academic dishonesty in general and plagiarism.
- ☐ Learn the policies regarding class and practicum attendance.
- ☐ Complete and maintain ASHA form throughout the program
- ☐ Pass the departmental Graduate Comprehensive Examination during the last trimester of your academic course work.
- ☐ 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 or EXAAT are complete.
- ☐ Successfully complete internship.
- ☐ Complete the two exit surveys before graduation.
- ☐ Upload all certification documentation into your Student Box File

Career Preparation:

You will be interviewing for jobs sooner than you think! Meet with the Career Services team and talk with other graduate students as you are going through the online program to find out what procedures they are using to find employment opportunities. Join [handshake.com](https://www.handshake.com) 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 CSD online graduate program uses Castlebranch as a medical documents management system to help you gather the most commonly requested information from your future practicum and internship sites. During CSD 5150, you will be prompted to create a Castlebranch account and complete a background check and drug screen.. You must upload documentation of the following clearance items prior to starting Practicum 1. All students should check their clinical clearances each trimester prior to clinic. If the account is not in compliance, students will not be allowed to register for any courses.

General Information:

- ☐ Background Check
- ☐ Drug Screen
- ☐ Driver's License or any other government issued IDs
- ☐ Health Insurance

Training:

- ☐ HIPAA Training
- ☐ OSHA Training
- ☐ Protecting Children: Identifying and Reporting Sexual Misconduct (Baylor University)
- ☐ Basic Life Support (BLS) Certification – only American Heart Association 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 usually completed in childhood or titer)
- ☐ Hepatitis B (start early! takes months to finish this series)
- ☐ Tetanus (every 10 years)
- ☐ TB Test (Quantiferon-TB Gold Plus OR T-spot blood test; annually)

Students will be 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.

Please connect with your Student Support Manager if you have any questions. Some placement sites require specific clearances in addition to those you uploaded in Castlebranch prior to attending a placement site. These clearances will be communicated to the student in a timely manner, if applicable. Student Support Managers and the Contracts Administration Team will be available for additional support throughout that process. Additionally, some sites have begun charging for a student to be in their placement site. The department will pay up to \$100 for costs associated with a placement.

Declination of Immunizations:

Clinical sites require immunizations. In order to complete the program, students must obtain and maintain immunizations throughout the program. Clinical sites may require additional vaccinations not included in the Online CSD Program's required list. This includes the COVID-19 vaccination.

Drug Screening:

A drug screen is required for all students prior to beginning the first clinical practicum of the Graduate program. A non-negative finding will result in dismissal from the program or a one-year probation from attending clinical placements per the Baylor General Counsel contract with sites. A repeat drug screen may be required depending upon facility requirements (internship) or just cause at the student's expense. Refer to this link for more information:

<https://risk.web.baylor.edu/public/documents/030-policy-statement-alcohol-and-other-drugs>

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:

Prior to beginning the program, all students are required to have a one-time comprehensive criminal background check in accordance with clinical affiliation contracts between the university and clinical agencies. The program contracts with Castlebranch to provide this service.

- 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.
- A clinical site may refuse the placement of a student with a criminal record.
- 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 in order to determine their eligibility for licensure.

Calipso:

If a student has a Calipso account, the CSD Graduate Program will continue to use Calipso for tracking clinical clock hours and competencies. The lifetime subscription allows each student to view/utilize their student records throughout their career.

Practicum Placement Process:

Our dedicated placement team works to secure placements on behalf of students. You will work closely with one placement manager, though you may hear from any team member throughout the process. Your placement manager will conduct outreach to identify and secure your placement assignment. This search will be based on:

- your preferred placement address
- program requirements and policies
- available opportunities within a 100-mile radius or 1.5-hour one-way/3-hour round-trip commute
- ONE viable placement site per practicum/internship; if it is refused, an alternative placement site cannot be guaranteed, and graduation may be delayed.
- you are allowed to register for the practicum/internship course
- a contract with the site is in place

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

Students may submit placement suggestions for their practicum and internship placements to their placement team manager **90 days** prior to the start of the trimester. Suggestions should come from known contacts or facilitated through a clinical educator. Known contacts are established relationships through volunteer work, employment, and other community involvement. Suggestions may also be facilitated through clinical educators at previous or current practicum experiences. Students are not permitted to contact sites to secure placements without having an established relationship or facilitated through a clinical educator. While student suggestions for placement sites are encouraged by placement team, placement sites are NOT determined by these suggestions or student preferences. Placements are determined by the Clinical Program Director to ensure students meet program and ASHA tracking requirements.

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 clinical educator within two (2) business days of receiving an interview notification. Your clinical educator will receive a similar interview notification, so they will expect you to reach out, make introductions, and determine a meeting time.

Clinical Clearances Exemptions:

Students may request a medical exemption through the Internship Operations Coordinator, Kerri Bond (internops@baylor.edu). After review of medical documentation, a medical exemption may be granted to excuse students from specific clinical clearance requirements. Students unable to comply with clinical requirements must also request a medical exemption directly with the site, even if a medical waiver for vaccinations has been previously approved by Baylor. After all steps

have been completed and approved, your placement will be confirmed. Students are unable to obtain a religious exemption.

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 email the Clinical Program Director, Associate Director of Placement, Student Support Manager, and BU Coordinator of Internship Operations Internops@baylor.edu to determine if an alternative site can be obtained that trimester.

Students who are rejected by sites due to medical exemptions from vaccinations are asked to assist the search process by suggesting alternative sites. Information about these suggested sites must be obtained through a professional connection and/or clinical educator referral only. 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 30 days prior to the start of the trimester, the student will take an incomplete prepare to attend that site the following trimester.

Declination of a Placement Site by the Student:

Students are not allowed to directly or indirectly decline a placement regardless of distance, client population, or other issues. A student's decision to directly or indirectly decline a placement site may cause a delay in the student's program and affect the progression and satisfaction of academic requirements and projected graduation. The student will be responsible for suggesting a clinical site to the placement manager for the current search or the search will continue for the following trimester. As a reminder, the student is not allowed to "cold-call" a site for a referral.

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 Program Director (steven_moates@baylor.edu) 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 concerns expressed during the interview process, it is considered an indirect declination of the placement site.

Placement Distance and Travel Time:

The placement team will make every reasonable attempt to place students as close to their preferred placement addresses as possible; however, if there are insufficient resources for sites in an area (in particular: New York, California, and Florida), students may need to travel up to 100 miles (or 1.5-hour one-way/3 hour round trip commute) with extensive travel time due to traffic to complete their placement. Travel will be at the student's expense. If a student has concerns due to distance, please see the **Declination of Placement** policy.

Place of Employment:

You may work at your place of employment for 1 trimester only, but you cannot complete placement hours at your current place of employment for pay. You cannot work with clients with whom you currently or may potentially have other relationships. You must disclose that you are working at a place of employment (ask your Placement Manager for this request form). Should you have the opportunity to accrue internship hours with a clinical educator and population completely

separate from your professional role — for example, in a different department that is in the same building or network — a practicum placement or internship at your place of employment may be considered.

International Placements:

The CSD Graduate 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 placement team. A relocation form can only be considered 16 weeks prior to the scheduled start date to ensure placement within 100 miles or 1.5 hour one-way/3 hour round trip commute of your new address. In addition, the CSD program does not lead to licensure in all states. Notify your Student Support Manager and the Placement Team if you move to a new STATE to ensure you remain in a state where licensure can be obtained through the Baylor online program. If relocating to a new state, follow this link to complete the Relocation Form:

<https://professionaleducation.web.baylor.edu/state-authorizations-licensure/professional-licensure-disclosure-program>.

Any students traveling abroad must submit a preferred placement address within the continental United States or Hawaii at least 16 weeks prior to the first placement term. Students should plan to arrive in the United States to have adequate time to meet the clinical requirements in Castlebranch. Placement cannot be guaranteed outside of this timeline, which may necessitate a leave of absence.

Practicum and Internship Absences:

Students must attend clinic on their scheduled days except for family emergencies and/or medically documented absences. Absences will only be excused absences with:

- 1) clinical educator approval
- 2) clinical faculty approval
- 3) all medical documentation is provided within 24 hours of the absence. Timely professional communication is necessary to navigate clinical absences.

The Clinical faculty will review time sheets and make the decision regarding grades. The next step will involve the Clinical Program Director. For the appeal, it will go to the CSD Chair and Associate Chair. Failure to adhere to these clinical participation expectations and/or to notify clinical faculty will result in one or more of the following sanctions: professionalism violation, dismissal from the site and/or program, reduction of the final clinical grade by one letter grade, and/or repeating the course. Exceptions are considered on a case-by-case basis. Site administrators and supervisors may set more stringent participation policies for their sites.

Practicum Scheduling:

The placement portion of the Online CSD Program is a major commitment, and students are expected to have flexibility with clinic scheduling. Students should prepare to complete all placements based on the assigned clinical educator's schedule. The placement team will not arrange placement schedules, and clinical faculty will not alter clinical requirements that

accommodate work or personal schedules. While participating in clinic, students are expected to adjust their personal and work schedules to ensure completion of clinical hours and placement responsibilities. For a practicum rotation, students are required to be on-site for a total of 24 - 30 hours each week and earn the minimum number of clock hours for the clinical course (see chart on page 23).

Speech Pathology Internship:

Prior to graduation, you are required to successfully complete a Speech Pathology Internship course. The course is 6 credits (5 credits for all admits Spring 2023 and later), but you will still be listed as a full-time graduate student. The internship work schedule will directly follow the academic schedule. The Online Clinical Outreach Director will set the internship start and end dates.

Guidelines for the internship are as follows:

- 1) The amount of time spent in your placement is determined by the placement itself. You are to be **full-time** for the full length (13 weeks) of the trimester. This will usually include 35-40 hours per week at the site.
- 2) Clinical hours are to be counted, *but* that is not the reason for the internship. The internship is to give students an off-campus placement, which is much like a work setting. The experience also contributes six credit hours towards your program requirements. It is designed to give students the “ultimate” clinical experience. In the end, the student with the most clinical clock hours is rewarded for their efforts. Maybe you can break our online CSD clock hour record!
- 4) Absences are counted as noted in “Practicum and Internship Absences” above.
- 5) Please remember that the professionals taking students as interns are doing all of us a tremendous favor. Criticism of the placement site, personnel, etc. should not be heard from the student while in the placement. If something occurs with which a student is uncomfortable in the site, discuss it first with the clinical educator at the site. Information such as this should be directed to your Student Support Manager first who will direct you to the online clinical faculty or Clinical Program Director as needed. If the situation is escalated to the Clinical Program Director, please expect outreach to your placement site to resolve the issue.
- 6) Students fall under all guidelines of the internship site. Professional dress, courtesy, interactions, etc. are governed by the personnel at each site. You get the same holidays as the clinical staff at your site. Days should only be missed for illness or emergencies.
- 7) Students do not leave an internship earlier than the date given to them by the program nor do they start later than the date given unless agreed upon by the program AND the site staff.
- 8) Students must follow protocol. If patients ask things, make requests, etc., it is imperative that students refer to the clinical educator before commenting.
- 9) Regular check-ins are completed during the internship class, individual meetings, and virtual site visits. Things such as how it is going, good experience, problems, etc. may be discussed.

Please be prepared to discuss your internship during class or if asked by your clinical faculty and/or Clinical Program Director.

Clinical Clock Hours:

Of the 400 required clinical hours, 25 hours must be through guided observations 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 “guided observation hours” and have the university name on it. The actual clinical educator or faculty administrator’s signature and ASHA number are also required. Observation hours completed independently and not under the direction of a university program will not be accepted. Students who do not present appropriate observation hour documentation upon admissions will be required to enroll in CSD 5101 Observation Hours course their first trimester in the program. These 25 guided observation hours must be completed prior to beginning Practicum Placement 1 through Master Clinician (subscription fee required).

Of the 400 required clinical clock hours, 375 hours must be obtained at the graduate level in speech pathology. A minimum of 250 hours must be acquired through on-site and in-person direct contact hours. Fifty hours from the undergraduate clinical experience may also be applied with approval from the Clinical Program Director.

Specific settings are not required; however, you must have 3 different settings with at least 50 hours at each setting for that setting to count. The Baylor Online program will provide a minimum of 3 placement sites for each student but cannot guarantee the number of hours you will obtain at each site. When needed, clinical academic coursework, simulations (Simucase), and completion of independent projects can be used to meet competency requirements as noted by ASHA.

All clinical hours are recorded each week in Calipso or EXXAT Prism. Each student is responsible for recording hours and each clinical educator will approve at the end of each week. The following requirements are set so that students meet ASHA requirements without experiencing a delay in their program. **Students must meet ALL minimum requirements outlined in the following chart.**

Minimum Requirement for Clinical Coursework:

Practicum	*Minimum Requirement I	*Minimum Requirement II
Practicum 1	**80 clinical hours	Onsite 3 days/24 hours per week
Practicum 2	**90 clinical hours	Onsite 3 days/24 hours per week
Practicum 3	**90 clinical hours	Onsite 3 days/24 hours per week
Internship	**115 clinical hours	Onsite 5 days/35-40 hours per week

***Both minimum requirements must be met to pass the clinical course.**

****These hours include clinical simulations earned during clinical courses.**

If a student cannot meet the minimum requirements for a clinical course due to a supervisor's availability or an issue at the facility, clinical faculty should be contacted to determine if an alternative plan is needed.

Students must earn a minimum of 50 hours in three unique settings and have a cumulative total of 400 clinical clock hours to meet ASHA requirements. A hard deadline for completion of the 400 clock hours for all internship students will be set at the beginning of the internship trimester. If the 400 hours are not completed on the designated date by midnight, the student will be given an “incomplete” for the internship course. The student will not officially graduate or receive a degree, but he/she can still walk in the commencement ceremony with his/her cohort. The student will have the next trimester to complete the hours. This will also delay licensing and the Clinical Fellowship.

Supervision by Clinical Educator at the Site:

You are responsible to your assigned placement facility. You should have a variety of experiences during your practicum experience, and each clinical educator will have a different clinical educatory style. Diversity is needed to enhance your skills in working with different people and personalities. Your clinical educator will want you to be a successful clinician. Please ask questions and discuss concerns with your clinical educator as early in the trimester as possible. This may avoid problems later.

A weekly conference with your placement clinical educator 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 clinical educator/student, it becomes the responsibility of the student and clinical educator 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 faculty/course instructor. If the matter cannot be settled at this level, then the Clinical Program Director, Graduate Program Director, Associate Chair, and the Chair of the Department will participate in the matter to its resolution.

Dismissal from a Clinical Site:

Clinical educators have the right to dismiss students from the clinical setting if behavior or attendance indicates that the student is unprofessional, unprepared, and/or not capable of providing safe care in their practice setting. The Clinical Program Director should be notified by phone/email as early as possible by clinical educators when dismissal is being considered.

It is up to the discretion of the Clinical Program Director in consultation with the department chair, program director, and other faculty whether the student will be assigned a grade of Incomplete (I) or Fail (F) for the course, reassigned to another clinical site, or dismissed from the program. If the student continues in the program, a remediation plan may be implemented to address areas for improvement in their clinical practicum placement(s).

Diagnostic Evaluations:

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

Initial Client Contact:

Upon receipt of your practicum or internship placement, you will want to make an appointment to meet with your clinical educator. Your initial meeting with your clinical educator will allow for discussion and planning for your clients.

Paperwork:

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

Therapy:

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

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/clinical educators to improve your knowledge and skills.
- Collaborate with one's clinical educator 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:

- Adhere to the dress code of the facility
- Optional if allowed by your facility: Baylor CSD scrubs may be worn with the Baylor Communication Sciences and Disorders logo and purchased from the Baylor Book Store.
- 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 on-site placement clinical educator 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:
 - Vigorous mechanical action whether or not a skin cleanser is used
 - Use of antiseptic or ordinary soap under running water
 - 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:

- 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

Photos of Clients:

Due to HIPPA guidelines, you are no longer 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 clinical educator present. Parents may 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: (See Appendix A for more 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 can 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.

Clinical Evaluations

Evaluations by Clinical Educators:

Clinical educators will complete a mid-term and final evaluation in Calipso each trimester. The final evaluation determines the clinical grade and further defines the competencies students have acquired during the placement. Competences include information in Calipso, and any other final procedures/activities that the off-campus clinical educator or clinical faculty deems necessary.

The competency-based rating scale will be discussed each trimester in the final conference with the clinical educator. 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:

At the end of each trimester, students will complete a self-evaluation, evaluation of clinical educator, and evaluation of clinical site in Calipso.

Grading for Practicum and Internship:

Students will receive grades on sessions (some evaluations and some therapy sessions). Not every session will receive a grade. Off-campus clinical educators will determine the frequency of evaluation.

If a student earns a grade of C or below on the **mid-term evaluation** in a clinical placement, an action plan will be developed. This action plan will be designed with clinical faculty and the off-campus clinical educator to facilitate the student's learning and skill development. If the student passes the clinical placement, the action plan will no longer be in place. If the student receives a non-passing grade for the clinical placement, a clinical remediation plan will be developed.

If a student earns a grade of C or below on the **final evaluation** in a clinical placement, clinical hours will not be earned for the trimester, and the clinical experience must be repeated. The student will be placed on clinical remediation. The student and remediation committee will design goals to increase the student's strengths in the practicum course. Failure to successfully complete a remediation plan may result in dismissal from the program. If dismissal is recommended, an appeal may be made to the Department Chairperson.

Your clinical grade consists of your off-campus clinical educator's grade recommendation, participation in your clinical course, and meeting clinical faculty requirements. 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 an "A" for your off-campus experience; however, you did not attend class regularly and/or failed to complete tasks assigned by the clinical faculty by the deadlines. In that scenario, you would receive an overall grade of "B" for the trimester.

In addition, clinical simulations may be utilized for all students. Per ASHA standards, students may earn up to 75 clinical clock hours in simulations throughout the program. Additional simulations may be required for competencies only. All simulation cases are expected to be completed 24 hours prior to the debriefing. Students must attend the debriefing session to earn the clinic clock hours for the cases. Students are graded on completion of the case, meeting timelines, professionalism, and participation in the debriefing sessions. Failure to meet these requirements may result in the experience being repeated the following trimester. *Students participating in Simucase must pay a fee for access to the program. See Canvas course for more details.

Clinical Grading Scale:

4.00 – 5.00	Consistent	A
3.00 – 3.99	Adequate	B
2.50 – 2.99	Developing	C (see clinical policy above)
2.00 – 2.49	Emerging	D (see clinical policy above)
1.99 or below	Non-Evident	F (see clinical policy above)
		F – Dismissal from site

Breach of Handbook Policy:

Students in the graduate program are considered professional students and are required to exhibit professional behaviors while participating in the academic and 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/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 states: “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 states: “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 online CSD program will follow the guidelines as set forth. Violation(s) of this policy may result in the removal from the program.

Clinical Accommodations:

Because clinical paperwork (i.e., medical records) and client services are involved, OALA academic accommodations for the classroom are usually not appropriate for or applicable to the clinical setting practicum requirements. For example, SOAP notes are due 24-48 hours after providing services to a client. OALA accommodations permitting extra time for classroom work and tests will not apply to clinical notes. Also, the class attendance accommodation generally will not apply in the clinic. As an assigned clinician for a patient, you are expected to attend your sessions. Appropriate workplace accommodations for disabilities under the Americans with Disabilities Act may be considered through the office of Human Resources.

Core Functions required to perform speech-language pathology duties effectively and efficiently can be found at the end of this document.

Academic Coursework Policies

Online Mode of Delivery:

The platform on which the CSD program is delivered incorporates the best of available web technologies. Students will not need to be proficient with distance education technology before enrolling, but basic computer literacy, such as knowing how to access a website, is required. Students log into the learning management platform using a secure Baylor login and password. Synchronous sessions are small (approximately 20 students) and done via a web video camera. An orientation module for the program is provided and technology help desk is available to both students and faculty.

It is the student's responsibility to make sure they have the proper technology (i.e. computer, webcam, etc.) as well as reliable access to the internet prior to asynchronous and synchronous sessions as well as exams in order to complete the coursework. Before the trimester begins, students should test all technology. If a student anticipates a technological issue prior to any of these situations, their Section Instructor and Student Support Manager should be notified proactively.

Be on Time:

Log in to the session early enough (about 15 minutes early) to have your audio and camera setup. Be ready to work when the class time begins.

Be Professional:

The Online CSD Graduate Program is a professional program in an applied field - live classroom is an extension of the field; therefore, you are expected to treat live class time as you would a professional setting. Act as though you were in a regular classroom on campus.

Respect the Classroom:

Treat the online classroom as if it were a traditional, in-person class setting. Be appropriately dressed, sitting in a professional, attentive manner with an appropriate background. If you are unable to abide by the live session rules, plan to miss class and let your professor know ahead of time. If these rules are not followed, your professor has the right to ask you to leave the session. To attend class online:

- Sit in a quiet, private area away from family, children, pets and other distractions that would interrupt your learning or the learning of your classmates. Be sure the privacy of your classmates as well as those in your environment is protected. **Do not attend class from your cell phone, bed, car, sporting event, or public place.**
- **Be on screen the entire class time with your face clearly visible.** Do not pause or blackout your camera as this is distracting to other students. You must be engaged and focused throughout the duration of the class.
- Before the live session begins, be sure that your camera and microphone are working and your internet is operating effectively. Eliminate background noises such as appliances running, dogs barking, or children playing in another room.

Be Prepared:

Each week you are expected to prepare for the live session prior to class time by completing the asynchronous course work. Specific details on work to be completed before the live session can be found in the course work area for each week.

Be Engaged:

You are expected to be ready to work during your live session. Live sessions are not a passive experience - it requires your full presence and commitment to learning. Each week you must be prepared to listen to your instructor and classmates, offer feedback, and engage in a lively discussion.

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 clinical educators within 24 to 48 hours.

Class Participation and Attendance:

Online course work will use a seminar format and will include a combination of dialogue, dialectic, and inquiry. All students should participate in online class discussions by offering substantive comments. Weekly attendance in live session 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. Please consult the syllabus for each course to determine the attendance expectations for each faculty.

Completion of your asynchronous modules/assignments is essential to your success in the course. Any incomplete work reduces your learning opportunities and negatively impacts your grade and interactive processes with other students. Asynchronous course work includes responding to all prompts requiring either a written or video recorded response, as well as assignments that are to be completed prior to your live sessions. Your faculty may specify the amount of time in advance that asynchronous content must be completed in order to receive credit. While readings and videos are not graded, all students are expected to have read and viewed all videos before attending each live session. Missing asynchronous modules/assignments can result in a reduction of your overall course grade. Please see your individual course syllabi for more detailed information.

If extraordinary circumstances prevent attendance or the timely completion of assignments (including asynchronous material), 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. Please consult the syllabus for each course to determine the specific attendance expectations for both synchronous and asynchronous sessions.

Quizzes and Exams:

All quizzes and exams will be conducted online. Unless otherwise stated, you may not collaborate with others or use any references during any examination. This means that during an exam you may not:

- Open another browser window or use any other method to look up an answer
- Communicate with anyone via online chat, telephone, email, text message, in-person or any other method
- Use your phone or video camera
- Ask someone else to take the exam for you
- Copy or photograph exam questions for your personal use or to share with others
- Discuss the exam with other students who have not yet taken it

Technology Disputes:

To ensure consistency with respect to managing technology-related disputes in regard to submission of coursework - whether it is discussion board posts, examinations, quizzes, written work, or other assignments - the only documentation that will be used to determine the outcome of any appeal will be what is provided by 2U and a review of the incident conducted by the Graduate School. No outside evaluations, repairs, or connectivity issues will be part of the process related in any review. It is the student's individual responsibility to ensure that they have submitted all exams, quizzes, and coursework in the time allotted.

Final Exam Policy:

Policy directly from the Executive Vice President and Provost webpage (<https://provost.web.baylor.edu/faculty/faculty-handbook/faculty-responsibilities/teaching-and-related-responsibilities/final-exam>) At the end of each trimester, 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 teachers 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 Associate Dean. The approval & appeal process have the same sequence.

Grading 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.

Grading Leveling Coursework:

Leveling coursework in our program 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 into leveling courses**
 - If a B- (80) is not obtained after two course attempts, the student will be dismissed from the program. Please see University Policy on Academic Appeals, if needed.
- **A student who is admitted to Graduate School on probation**
 - Students are automatically removed from probation upon completion of the first trimester 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 Online 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 trimester will be placed on probation for the next trimester.
 - If, after completion of the following trimester, 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 trimester by the Online Graduate Program Director and the Online Clinical Outreach Director using various sources of information, including grade reports, clinical performance (therapy evaluation grading, clinical educator's observation), and research progress (if applicable). Issues identified by a faculty member, the Online Graduate Program Director, the Online Clinical Director, or any placement clinical educator will be discussed immediately with the Chair. The main goal of this meeting is to address the concern and seek the best solution. Written documentation of the problem, criteria for probation/retention and results of the meeting will then be presented to the student and faculty member. A copy of the documentation will be kept in the student's graduate file. Any subsequent meetings will be similarly documented. A student who is dismissed from the online program may appeal the decision.

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" for 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:

Dropping all classes prior to the first class day or prior to financial settlement cannot occur once the first class day is reached for a trimester. Cancelled classes do not appear on the official academic transcript. Cancellations and related refund requests must be sent via email to Cashiers_Office@baylor.edu. Cancellation requests must be received prior to the first class day for the trimester or a fee for late cancellation will be charged. For cancellations, all tuition, fees, and meal plans will be refunded at 100 percent.

Drops:

- Removing a class(es) from a student's schedule through the 45th class day. (This term does not apply when a student discontinues all classes during the trimester.) 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. A student cannot drop a class after the 45th class day during a fall/spring/summer trimester. A student should review "Before you Drop A Course" <https://mesa.web.baylor.edu/current-students/schedule-changes/you-drop-course> before dropping any class(es).
- Through the 11th class day, drops can be processed in BearWeb. Beginning on day 12, the student must contact the Online Graduate Program Director to complete the Add/Drop form.
- A drop prior to the end of the 11th class day of the fall or spring trimester results in the course being removed from the official academic transcript.
- After the 11th and through the 45th class day, a drop in one or more classes requires a signature from the Online Graduate Program Director and results in a "W" notation on the official academic transcript. There are no drops after the 45th class day during the fall/spring trimester.
- 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 Cashier's 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 trimester, 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 but be approved by the program director prior to the start of the new trimester.

University Withdrawal:

This entails officially discontinuing all classes for which a student is registered on or after the first-class day (through the 45th class day). Beginning the 1st class day of each trimester, a student will not be able to withdraw from their complete class schedule online. A student cannot withdraw from the university after the 45th class day during a fall/spring/summer trimester.

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 and/or contacts the Online Graduate Program Director at Venessa_Grandjean@baylor.edu
- When a student withdraws from the University, the assigned "W" is based upon the effective date of the University Withdrawal.

- The required University Withdrawal Form and additional information is available at <https://registrar.web.baylor.edu/enrollment-registration/university-withdrawal>
- 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 trimester, 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.

Deferral Policy:

A student can defer up to two times, for no more than two years in total. A student may defer up to a year their first deferral, up to a year their second deferral, but if more time is still needed, the student will need to reapply to the program. The student will complete the deferral form with the admissions counselor. This form will then be approved by the program director and sent to Baylor registration office.

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.

Stopping the Program:

If a student wants to completely stop the online CSD program, an e-mail with this intent must be sent to the graduate office and program director. At that time, the student will become "inactive" in the Baylor system and the student forfeits any right to return to the program to complete it within the 5-year timeframe.

Transfer Credit:

Students entering the program with graduate-level CSD course work may petition up to 6 credit hours of approved academic 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. Graduate clinical practicum courses and/or clock hours will not be transferrable. Please contact

your Graduate Program Director for further directions. You will need to present the course syllabus and transcript with grades for credit transfer consideration.

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. In addition, students will be required to email CSDstudentsuccess@onlinegrad.baylor.edu with this information. 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 enough 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 trimester 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.

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 www.baylor.edu/sfs.

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 as a result 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:

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 Health Plans) portal each trimester during the open enrollment period. The AHP website can be found here: <https://baylor.myahpcare.com> /, however, students should NOT ACCESS the website until after receiving an email invitation from AHP. Online 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 to be waived out of Baylor insurance each trimester. 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.

Professional Conduct:

The Baylor Online 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. Online CSD graduate students are responsible for adhering to the Baylor University's Student Conduct Code, which is available at <https://studentpolicies.web.baylor.edu/student-policies-and-procedures/student-conduct-code> .

To maintain honesty, randomized Integrity Checks may be performed on a course's quizzes and exams. These checks will compare students regarding the timing of their test taking, answers submitted, and grades received.

In addition, students are expected to demonstrate respect towards faculty members, staff members, student colleagues, 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.
- Write emails that have a pleasant tone and are non-confrontational
- 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.

Sanctions for Unprofessional Conduct:

Unprofessional conduct by a student may be considered grounds for unsatisfactory progress in the program. The following procedure will be followed when any violation of ASHA Code of Ethics standard, HIPAA guidelines, FERPA guidelines, or departmental/university policy.

- The clinical faculty, Clinical Program Director, and/or the CSD Online Leadership Committee will correspond and meet with the student and placement clinical educator, as needed. During this correspondence, the reporting member will share his/her concern about the violation. The student will be able to respond to questions and share his/her perspective during this collaboration.

- The clinical faculty, Clinical Program Director and/or CSD Online Leadership Committee will then meet in a closed session to determine the consequence of the student's behavior. The decision will be communicated with the student.
- If the student is dismissed, the typical university appeal procedures will be in effect. Refer to "Appeal of Grade or Dismissal" at http://www.baylor.edu/student_policies/index.php?id=22177 . Instances of unprofessional and/or unethical behavior, notes of official meetings addressing these instances, and the ultimate decision regarding consequences for the behavior(s) will be documented in the student's academic file.
- All unprofessional emails are subject to a violation/professionalism warning at will and do not need to follow this process to be issued.

University Policies

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.

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

In addition, the following behaviors are strictly forbidden as they would violate two major regulations, including HIPPA 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 HIPPA 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.

Hearing and Sanctioning Process for Students Accused of Violating the Graduate School's Policy on Professional Conduct:

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.

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.

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.

- d. 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.
- e. 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).
- f. 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.
- g. 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.
- h. 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.
- i. 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.
- j. The Graduate School should be notified of the resolution and/or disciplinary action instituted.

Appeal:

- k. 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.

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/>.

Honor Code Policy and Procedures:

I. HONOR CODE: Baylor University students, staff, and faculty shall act in academic matters with the utmost honesty and integrity.

II. HONOR CODE VIOLATIONS: A Baylor University student violates the Honor Code if the student engages in dishonorable conduct in connection with an academic matter.

III. DEFINITIONS: As used in this policy, the following terms have the indicated meanings:

A. Academic matter means 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.
- (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 means the various academic units, including the Robbins College of Health and Human Sciences, 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, and the School of Social Work. 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 means 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) Offering for course credit work prepared in collaboration with another, unless the student secures the instructor's permission in advance of submission. A student does not prepare work in collaboration with another if he or she merely discusses with another a matter relevant to the work in question.

(5) Invading or attempting to invade the administrative security maintained for the preparation and storage of examinations.

(6) Using material not authorized by the instructor giving the examination.

(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 during an examination period, unless such action is authorized by the instructor giving the examination.

(9) Divulging the contents of an essay or objective examination designated by the instructor as an examination not to be removed from the examination room or discussed.

(10) 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.

(11) 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.

(12) 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.

(13) Taking, without first reporting such fact to the appropriate faculty member, an examination about which one has unauthorized information, even though such information was obtained unintentionally.

(14) Witnessing conduct which one knows or should reasonably know is dishonorable and failing to report it as required by this Honor Code.

(15) 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.

(16) Altering or falsifying academic documents such as transcripts, change of schedule forms, closed class cards, doctors' excuses, grade reports, and other such documents.

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.
- 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

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.

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. A Violation of the Honor Code report will be completed by the Graduate Program Director and housed in the student's personal file. 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 executive vice president and provost 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 status at the University permanently or for an indefinite period.

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 trimester 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
- (e) any other factor which the panel believes is reasonable and appropriate

To review the sections below in their entirety, please visit the Academic Integrity and Honor Code website: <https://www.baylor.edu/honorcode/index.php?id=952547>

ADVICE TO STUDENTS ACCUSED OF VIOLATING THE HONOR CODE

Academic Appeals Policy and Procedure:

Any student, who believes a Baylor faculty member has treated him or her unfairly with respect to a course for which the student was registered, may complain of such alleged unfair treatment involving students' academic work. All matters involving alleged violation of the University Honor Code will be handled through the processes identified under the Baylor University Honor System. The process by which academic appeals complaints will be heard is as follows:

Conference with 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 Online 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 online graduate program director (or chair if the complaint is against the online graduate program director). The online 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 online 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.

Use of Artificial Intelligence (AI)

All assignments should be your original work and should not be produced in part or in total with the assistance of artificial intelligence (for example, ChatGPT, Grammarly, or some other resource). Use of artificial intelligence without the professors explicit permission constitutes a violation of the Honor Code at Baylor University.

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 clinical educator 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 <https://titleix.web.baylor.edu/>.

Family Educational Right and Privacy Act of 1974 (FERPA):

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

American Speech-Language Hearing Association (ASHA) 2023 Code of Ethics



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, clinical educators, 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.

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

- A. Individuals shall provide all clinical services and scientific activities competently.
- B. Individuals shall use every resource, including referral and/or interprofessional collaboration when appropriate, to ensure that quality service is provided.
- C. 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.
- D. 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.
- E. 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.
- F. 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 clinical educational responsibility.
- G. 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.
- H. 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 clinical educatory 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 clinical educatory 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.

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/ and 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.

Reference this material as: American Speech-Language-Hearing Association. (2023). Code of Ethics [Ethics]. Available from 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.

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, 2200 Research Boulevard, Suite #310, Rockville, MD 20850. 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.

CSD HIPAA Departmental Policies

Appendix A

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.



A Guide for Future Practitioners in Audiology and Speech-Language Pathology: Core Functions

This document is intended as a guide for educational programs in speech-language pathology or audiology and individuals seeking a career in these professions. It identifies the core functions that individuals of such programs typically are expected to employ in didactic and clinical experiences to acquire the knowledge and demonstrate the competencies that will lead to graduation and successful entry into professional practice. This document replaces the Essential Functions document created by the Council of Academic Programs in Communication Sciences and Disorders (CAPCSD) in 2008. The document was updated to differentiate core functions from individual program requirements and to be inclusive of differences in behavioral and learning preferences associated with race, ethnicity, culture, sexual orientation, gender identity, language, and sensory, physical, or neurological status.

Instructions for Appropriate Use of this Document

This document may be used when:

- *informing individuals* about the core functions associated with the professions of audiology and speech-language pathology
- *initiating discussions* between students and programs regarding student success
- *empowering students* to make informed choices regarding their pursuit of professions in audiology and speech-language pathology
- *facilitating strategies* to achieve student success
- assisting programs and students in *identifying and advocating* for appropriate resources and accommodations
- *advancing* the professions of audiology and speech-language pathology through the lens of justice, diversity, equity, and inclusion.

This document must not be used:

- to *discriminate* against individuals for any reason
- as a measure of *acceptance or denial* into an educational program
- as a tool to *presumptively judge* individuals' potential for success
- as a *stand-alone* student assessment or intervention plan
- to *dismiss* students from a program

Use of this document is **not required** by CAPCSD or any accrediting or credentialing body, including the Council on Academic Accreditation or the Council for Clinical Certification of the American Speech-Language-Hearing Association.

For the sake of this document, the term “core functions” refers to behavioral or cognitive functions that an individual must be able to perform with or without accommodations necessary to ensure equitable access. The document intentionally does not address how stated core functions are demonstrated, recognizing that there are multiple ways an individual can successfully meet the demands of clinical education and practice. The determination of possible accommodations exemplified in this document varies from institution to institution based on numerous factors not covered in the scope of this document. The degree to which accommodations are determined is under the governance of the Americans with Disabilities Act, Section 504 of the Rehabilitation Act of 1973. It is the responsibility of the institution and the individual to work together to identify possible services and accommodations.

To ensure the integrity of the messaging in this document, a glossary of terms is included at the end of the document.

Communication

Statements in this section acknowledge that audiologists and speech-language pathologists must communicate in a way that is understood by their clients/patients and others. It is recognized that linguistic, paralinguistic, stylistic, and pragmatic variations are part of every culture, and accent, dialects, idiolects, and communication styles can differ from general American English expectations. Communication may occur in different modalities depending on the joint needs of involved parties and may be supported through various accommodations as deemed reasonable and appropriate to client/patient needs. Some examples of these accommodations include augmentative and alternative communication (AAC) devices, written displays, voice amplification, attendant-supported communication, oral translators, assistive listening devices, sign interpreters, and other non-verbal communication modes.

- Employ oral, written, auditory, and non-verbal communication at a level sufficient to meet academic and clinical competencies
- Adapt communication style to effectively interact with colleagues, clients, patients, caregivers, and invested parties of diverse backgrounds in various modes such as in person, over the phone, and in electronic format.

Motor

Statements in this section acknowledge that clinical practice by audiologists and speech-language pathologists involve a variety of tasks that require manipulation of items and environments. It is recognized that this may be accomplished through a variety of means, including, but not limited to, independent motor movement, assistive technology, attendant support, or other accommodations/modifications as deemed reasonable to offer and appropriate to client/patient needs.

- Engage in physical activities at a level required to accurately implement classroom and clinical responsibilities (e.g., manipulating testing and therapeutic equipment and technology, client/patient equipment, and practice management technology) while retaining the integrity of the process
- Respond in a manner that ensures the safety of clients and others

Sensory

Statements in this section acknowledge that audiologists and speech-language pathologists use auditory, visual, tactile, and olfactory information to guide clinical practice. It is recognized that such information may be accessed through a variety of means, including direct sensory perception and /or adaptive strategies. Some examples of these strategies include visual translation displays, text readers, assistive listening devices, and perceptual descriptions by clinical assistants.

- Access sensory information to differentiate functional and disordered auditory, oral, written, and visual communication
- Access sensory information to correctly differentiate anatomical structures and diagnostic imaging findings
- Access sensory information to correctly differentiate and discriminate text, numbers, tables, and graphs associated with diagnostic instruments and tests

Intellectual/Cognitive

Statements in this section acknowledge that audiologists and speech-language pathologists must engage in critical thinking, reasoning, and comprehension and retention of information required in clinical practice. It is recognized that such skills may be fostered through a variety of means, including assistive technology and /or accommodations/modifications as deemed reasonable and appropriate to client/patient needs.

- Retain, analyze, synthesize, evaluate, and apply auditory, written, and oral information at a level sufficient to meet curricular and clinical competencies
- Employ informed critical thinking and ethical reasoning to formulate a differential diagnosis and create, implement, and adjust evaluation and treatment plans as appropriate for the client/patient's needs
- Engage in ongoing self-reflection and evaluation of one's existing knowledge and skills
- Critically examine and apply evidence-based judgment in keeping with best practices for client/patient care

Interpersonal

Statements in this section acknowledge that audiologists and speech-language pathologists must interact with a diverse community of individuals in a manner that is safe, ethical, and supportive. It is recognized that personal interaction styles may vary by individuals and cultures and that good clinical practice honors such diversity while meeting this obligation.

- Display compassion, respect, and concern for others during all academic and clinical interactions
- Adhere to all aspects of relevant professional codes of ethics, privacy, and information management policies
- Take personal responsibility for maintaining physical and mental health at a level that ensures safe, respectful, and successful participation in didactic and clinical activities

Cultural Responsiveness

Statements in this section acknowledge that audiologists and speech-language pathologists have an obligation to practice in a manner responsive to individuals from different cultures, linguistic communities, social identities, beliefs, values, and worldviews. This includes people representing a variety of abilities, ages, cultures, dialects, disabilities, ethnicities, genders, gender identities or expressions, languages, national/regional origins, races, religions, sexes, sexual orientations, socioeconomic statuses, and lived experiences.

- Engage in ongoing learning about cultures and belief systems different from one's own and the impacts of these on healthcare and educational disparities to foster effective provision of services.
- Demonstrate the application of culturally responsive evidence-based decisions to guide clinical practice

This document should be considered a living document and therefore reviewed by CAPCSD at regular intervals to ensure that current terminology, practice, and ideas are reflected.

Glossary

- **Cultural responsiveness** involves “understanding and respecting the unique cultural and linguistic differences that clients bring to the clinical interaction” (ASHA, 2017) and includes “incorporating knowledge of and sensitivity to cultural and linguistic differences into clinical and educational practices”.
- **Evidence-based practice** involves “integrating the best available research with clinical expertise in the context of patient characteristics, culture, and preferences” (*Evidence- Based Practice in Psychology*, n.d.).

American Speech-Language-Hearing Association. (n.d.). *Cultural responsiveness* [Practice Portal <https://www.asha.org/Practice-Portal/Professional-Issues/Cultural-Responsiveness/>]

Evidence-Based Practice in Psychology. (n.d.). <https://www.apa.org>. Retrieved March 3, 2023, from <https://www.apa.org/practice/resources/evidence>

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Approved by the CAPCSD Board of Directors
April 3, 2023

Reference update April 25, 2023



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.**

