



FAULKNER UNIVERSITY

Speech-Language Pathology Student Handbook

2024/2025

“As each has received a gift, use it to
serve one another” (1 Peter 4:10).

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Faulkner University

Faulkner University Mission

The mission of Faulkner University is to glorify God through education of the whole person, emphasizing integrity of character in a caring, Christian environment where every individual matters every day.

Faulkner University Vision

The vision of Faulkner University is to be a leading Christian university that offers an engaging learning community, transforming students for lives of faithfulness, accomplishment and purpose.

Purpose of the Handbook

The Department of Speech Language Pathology Student Handbook details the current policies and procedures pertaining to the MA/MS SLP program at Faulkner University. This handbook should serve as the primary reference to students, staff, and faculty for program policies and procedures. Updates and modifications may occur at any time. This handbook is not intended to supersede any policies or procedures stated in the Faulkner University Catalog, Faulkner CHS Graduate Student Handbook, or the Faulkner University Faculty Handbook, but it is intended to supplement all established University policies.

Accreditation Statement

The Master of Arts/Master of Science (MA/MS) education program in speech-language pathology, residential education, at Faulkner 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.

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

SACSCOC Accreditation Statement

Faulkner University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate, baccalaureate, masters, and doctorate degrees. Faulkner University also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of Faulkner University may be directed in writing to the Southern Association of Colleges and Schools Commission on

Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).

Introduction and Mission Statement

Introduction

Faulkner University is a Christian university. As such, we approach speech-language pathology from a Biblical perspective and Christian worldview. The Master of Arts and Master of Science in Speech-Language Pathology (MA/MS SLP) program is founded on the belief that there is no limit to what God can accomplish when men and women listen to His calling and allow Him to work through them. Scripture tells us, "As each has received a gift, use it to serve one another" (1 Peter 4:10). Our goal is to train men and women as speech-language pathologists (SLPs) who are competent in their practice and clothed with compassion, kindness, humility, gentleness, and patience, and then send these graduates into a broken and hurting world to serve those in need of speech and language services. We welcome students of all faiths and backgrounds who desire to become competent and compassionate SLPs with a humanitarian heart for serving others.

Department Mission

The mission of Faulkner University's Department of Speech Language Pathology is to prepare students, through excellence in instruction, research, and clinical practice, to be leading speech-language pathologists who glorify God by serving others.

Department Vision

The Faulkner University Department of Speech Language Pathology will earn the reputation of a leading contributor to the field of speech language pathology by:

- Graduating outstanding speech-language pathologists,
- Developing distinguished faculty members,
- Generating relevant research, and
- Serving the local community with excellent therapy services.

Faulkner Center for Therapy and Research Mission

As a testimony to the love of God through Jesus Christ, the Faulkner Center for Therapy and Research exists to promote the holistic well-being of our community by improving physical, emotional, and spiritual health. We seek to extend the healing ministry of Jesus through compassionate, quality rehabilitative services, while training students to become competent Christ-like healthcare professionals.

Faculty, Staff, and Clinical Educators

Faculty and Staff

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Department of Speech Language Pathology Faculty

Program Director/ Chair

Dr. Amy Ogburn received her Bachelor of Science in Communication Disorders from Auburn University and her Ph.D. in Communication Disorders with emphasis in adult neurogenetics and child language from the University of South Alabama. Her areas of specialty include adult language, cognition, and swallowing, along with voice disorders. She has served on multiple thesis committees as both a chair and a reader. She has been working in academia for approximately 20 years at both the undergraduate and graduate levels. In addition to her academic experience, she has practiced as a speech-language pathologist in a variety of settings which include home health, acute care, subacute care, LTACH, outpatient, telehealth, and university clinics. She is currently a tenured professor and Program Director/Department Head in the Department of Speech-Language Pathology at Faulkner University.

Assistant Program Director/Residential

Mrs. Stephanie Collum received her Bachelor of Art in Communication Sciences and Disorders from Harding University in 2011 and her Master of Science in Speech Language Pathology from Harding University in 2013. She has been at Faulkner since 2020, and prior to that she served as a contract SLP for the city school system in Fayetteville, TN. Her areas of emphasis include working with pediatrics treating speech sound disorders and language disorders. She currently serves as an Assistant Professor, as well as Assistant Program Director for the residential Master's SLP program.

Assistant Program Director/Online

Dr. Caroline Gammill is the Assistant Program Director Online and an assistant professor for the online M.A. SLP program. She holds degrees from Harding University (B.A.), Texas Christian University (M.S. EB-SLP), and Northwestern University (SLPD). Dr. Gammill is a Certified Brain Injury Specialist (CBIS) and is a writer for The Informed SLP. Dr. Gammill has worked primarily in the post-acute rehabilitation setting for adults with acquired brain injuries, but she has also worked in acute care, inpatient rehab, skilled nursing facilities, and home health. Her clinical interests include aphasia and cognition in adults with post-stroke or traumatic brain injury. She began her career in academia in 2019.

On-ground Clinic Director

Mrs. Amy Hatcher received her Bachelor of Arts in Communications from Auburn University Montgomery in 2007 and earned her Master of Communication Disorders from Auburn University in 2009. She has worked in a variety of settings including outpatient pediatrics, early intervention, skilled nursing, and rehabilitation hospital. She has created and led interactive life skills classes for individuals on the Autism Spectrum ranging in age from elementary school to young adults. Amy previously served as the Director of Speech Therapy for a local private practice. Her areas of specialty include early childhood language, Autism, and Sensory Processing Disorder. Amy joined the

faculty of Faulkner University in August of 2022 and serves as the On-ground Clinic Director and as an assistant clinical professor.

Online Clinic Director

Dr. Emily Linck is a speech-language pathologist based in the Florida panhandle. She earned her bachelor's degree in communication sciences and disorders with a minor in Deaf studies from The University of Montevallo, her master's degree in speech-language pathology from The University of Southern Mississippi, and her doctorate in health sciences from Faulkner University. Her clinical experiences include work in the pediatric and adult settings, focusing on cognition and dysphagia in the adult population. Her clinical passions include working with patients with acquired brain injuries and their families and completing fiberoptic endoscopic evaluations of swallowing and modified barium swallow studies. While not at work, she enjoys spending time outdoors with her husband and their two children, Alexis Lou and Wyatt, particularly camping or boating.

Instructional Faculty

Dr. Shauna Ashley received her Bachelor of Science in Health Sciences (pre-medical program) from Oregon Institute of Technology, Master of Arts in Teaching from Willamette University, Master of Science in Communication Disorders and Sciences from University of Oregon, and Doctor of Philosophy in Health Sciences from Faulkner University with an emphasis in pediatric feeding. Her areas of specialty include language, cognition, feeding/swallowing, voice, fluency, and issues related to autism (Certified Autism Spectrum Disorder Clinical Specialist). She serves on thesis committees and as an academic advisor. Prior to joining Faulkner University in 2020, Dr. Ashley worked as an SLP for 6 years in a variety of settings, including: skilled nursing and rehabilitation facilities (in-patient rehab); home health (out-patient rehab); schools; and early intervention. She is currently a tenure-track Assistant Professor in the Department of Speech-Language Pathology at Faulkner University.

Mrs. Sharon Brock received her Bachelors in Education (Speech Pathology Composite Major) from Auburn University in 1978 and her Masters in Speech Communication in 1980 from Auburn University. Her specialty is in Pediatric Speech and Language Disorders. She served as a school-based speech and language pathologist for over thirty years in Alabama, Georgia, Tennessee and Ohio, providing intervention for preschool children through high school students. She is currently an Associate Clinical Professor in the College of Health Sciences. She has served on several Master's Thesis committees and teaches two undergraduate level courses.

Dr. Morgan Estes received her Bachelor of Arts in Human Development and Family Studies from Samford University, her Master of Science in Speech-Language Pathology from the University of South Alabama, and her Doctorate of Education in Learning and Organizational Change from Baylor University. She has practiced as a speech-language pathologist in a variety of settings including skilled nursing facilities, home health, outpatient, telehealth, and university clinics. Her areas of specialty include adult

dysphagia, fluency, and voice/resonance disorders. She serves on multiple thesis committees as both a chair and a reader and has worked in academia for approximately 7 years at both the undergraduate and graduate levels. She is currently an assistant professor for the online master's program in the Department of Speech-Language Pathology at Faulkner University.

Dr. Danielle Rich has been a faculty member at Faulkner since 2020. She has been in academia for over 20 years in speech language pathology. Dr. Rich has been a speech language pathologist for 26 years and has practiced with children as young as four weeks and adults up to 104 years of age. Dr. Rich specializes in dysphagia, language disorders, speech sound disorders, children on the Autism Spectrum and those children who are medically fragile. Dr. Rich enjoys working with students of all ages but especially those that want to be future SLPs opening a door of possibilities and potential of any patient regardless of age and/or diagnoses.

Mrs. Kellie Rine earned her B.A. in Special Education and M.Ed. in Early Childhood Special Education from Harding University and will complete her Ph.D. In Special Education from the University of Northern Colorado in August of 2024. She earned her M.S. in Speech-Language Pathology from Nova Southeastern University and is a Ph.D. candidate at the University of Northern Colorado. Her research areas include early childhood and school-age language and literacy, speech sound disorders, and inclusive service delivery models. Kellie has worked in academia in a variety of capacities and departments. She has served on multiple thesis committees as a chair and as a reader. She has practiced speech-language pathology in a variety of settings which include early childhood, outpatient clinics, private practice, university clinics, and schools. Kellie is currently the Online Clinic Director and an assistant professor in the Department of Speech-Language Pathology at Faulkner University.

Adjunct Faculty

Amy Lamb-Eng earned her B.A.s for Speech & Hearing Sciences and Psychology, and her M.A. for Speech-Language Pathology from Indiana University in her home state. She is a certified and licensed Speech-Language Pathologist who has worked in a multitude of healthcare settings, with the majority of her time spent in inpatient rehabilitation hospitals. Amy has served as program chair for a Disease Specific programs accredited by the Joint Commission, and helped to establish educational opportunities for patients, families, and other healthcare providers related to brain injury. She is also a credentialed Certified Brain Injury Specialist (CBIS) through the Academy of Certified Brain Injury Specialists. Amy is currently serving as the Program Director for the Alabama Head Injury Foundation (AHIF), the statewide traumatic brain and spinal cord advocacy non-profit.

Ashlei English is an experienced Director of Operations with a demonstrated history of working in the hospital and health care industry. She received both her Bachelor of Science

in Communication Disorders and her Masters of Communication Disorders in Speech Language Pathology from Auburn University. Her areas of specialty include adult cognitive-communication disorders, aphasia, and swallowing disorders. Ashlei has over 16 years of clinical experience evaluating and treating patients in a variety of settings including acute care, inpatient and outpatient rehabilitation, and skilled nursing facilities. She is looking forward to a new venture this Spring as an Adjunct Instructor in the Speech Pathology Department of the College of Health Sciences at Faulkner University.

Clinical Supervisors

Mrs. Elizabeth Grant received her Bachelor of Science in Communication Disorders from Auburn University and her Master of Sciences in Speech-Language Pathology from Georgia Southern University. Her areas of specialty include pediatric language, articulation, feeding, sensory integration and engagement/play. She has practiced in both the schools and pediatric outpatient settings both in clinic and via telehealth. Elizabeth served as an adjunct professor in the Department of Speech-Language Pathology during the summer of 2023 and is excited to begin her new endeavor as a Clinical Educator with Faulkner University in the Department of Speech-Language Pathology in the fall of 2023.

Gloria S Powell is a speech language pathologist. She received her Master of Science degree from the University of South Florida and has worked as a speech language pathologist since 2000. She has professional experience in hospital settings ranging from in-patient rehab, acute care and outpatient rehab in roles including educator, trainer, supervisor, and manager. She successfully led the startup of an outpatient rehab location for the hospital. Gloria is passionate about providing aphasia therapy, cognitive retraining, and voice therapy. Additional areas of specialty include adult swallowing and early intervention. She is intensely focused on evidence-based practice in cognitive-retraining, voice disorders and childhood apraxia of speech.

Kandice Lucas obtained her Bachelor of Science degree from the University of Montevallo. She then went to obtain a Master of Arts degree from Faulkner University where she was a part of Faulkner's first Speech-Language Pathology program. She is experienced in working with Adult and Pediatric Dysphagia, CVAs, Phonological Disorders, Childhood Apraxia of Speech, ASD, and Language Disorders. She resides in Chilton County with her husband and enjoys being active in her church.

Student Rights and Responsibilities

Universities and colleges exist for the transmission of knowledge, skills, and dispositions for the general wellbeing of society. A key commitment of the University is the preservation and perpetuation of the principles of a democratic society, individual freedom, a government of law, the American spirit of community service, and personal responsibility. As a Christian liberal arts university, Faulkner accomplishes this through open inquiry, investigation, and engagement to promote knowledge, professionalism, critical thinking, leadership, lifelong learning, and service to others. In this light, Faulkner University has established the following mission- and vision-driven student rights and responsibilities to create a caring Christian environment for the development of the whole person.

Student Rights: Students have a right to:

1. Learn in a caring Christian environment.
2. Participate in all areas and activities of the University, free from any form of discrimination on the basis of race, color, national or ethnic origin, religion, sex, disability, age, or veteran status in accordance with applicable federal and state laws, except as otherwise permitted under federal or state law as a consequence of the University's religious mission and values.
3. Participate in a free exchange of ideas within the mission, vision, and core values of the University.
4. Enjoy personal privacy within the mission, vision, and core values of the University except as otherwise provided by the University's policies, regulations, or procedures and those provided by law.
5. Receive or access the University Catalog, Student Handbook, University Calendar, or other relevant program handbooks via the University website (www.faulkner.edu).
6. Access modifications, enhancements, additions, or alterations to the materials listed in #5 above in a reasonable time frame via the University website (www.faulkner.edu).

Student Responsibilities: Students have a responsibility to:

1. Uphold the principles of personal and moral integrity contained within the Bible and exemplified by Christ.
2. Foster the creation of a caring Christian environment.
3. Foster the character traits of trustworthiness, respect, responsibility, fairness, caring, and citizenship within others and themselves.
4. Respect and observe the personal privacy of others within the mission, vision, and core values of the University, except as otherwise provided by the University's policies, regulations, or procedures and those provided by law.
5. Respect the rights and property of others, including other students, the faculty, the administration, the University, and its vendors.
6. Recognize that student actions reflect upon the individuals involved and upon the entire University community.
7. Know, adhere to, and abide by the regulations, policies and procedures in the current University Catalog, Student Handbook, and relevant program handbooks.

8. Know the modifications, enhancements, additions, or alterations to the regulations, policies, and procedures to the current University Catalog, Student Handbook, and relevant program handbooks posted on the University website (www.faulkner.edu).
9. Know the University calendar, including critical events and deadlines.
10. Read and review all mail—electronic and otherwise—from the University.

Policies Pertaining to the Graduate Program

Admission to the MA/MS SLP Program

MA/MS SLP Admissions Requirements include:

- CSDCAS Application
- Faulkner Supplemental Form
- Letter of Introduction – submitted through CSDCAS; the letter should be written to introduce the student, address why the student wants to be an SLP, and why the student would like to attend Faulkner.
- Official academic transcripts from all previously attended institutions
- Academic transcript indicating an earned bachelor's degree from an accredited institution – submitted through CSDCAS
- Evidence of successful completion of academic coursework in:
 - Biological science
 - Physical science (physics or chemistry)
 - Social/behavioral science
 - Statistics
- A CSD/SLP undergraduate degree or academic coursework/leveling coursework in:
 - Normal language development
 - Phonetics
 - Anatomy and physiology of speech and hearing
 - Speech science
 - Phonological and articulation disorders
 - Language disorders
 - Audiology

All SLP pre-requisite courses and statistics must be taken within 10 years of the admission cycle year unless the applicant has been working in the field of SLP. All courses must also be from an accredited institution.

- Undergraduate cumulative GPA of 3.0 or higher as calculated by CSDCAS
- SLP specific GPA of 3.0 or higher as calculated by CSDCAS
- Three letters of recommendation (at least 1 must be from an academic faculty member; exceptions will be made in extreme extenuating circumstances)
- Signed Essential Functions document
- Qualified applicants will undergo an interview, which will be conducted via teleconference (i.e., Zoom, Google Meet). Applicants are selected for interviews based on a holistic evaluation of their application and supporting materials. Submission of all required application material does not guarantee an interview.

- Submission of evidence of completion of 25 guided observation hours under an ASHA certified SLP who has the ability to supervise
- No transfer credits are allowed.

Additional Requirements

The holistic evaluation process includes a review of both academic and nonacademic factors. No one factor guarantees admission into the program. These include leadership activities, community service, advanced education, and patient care experiences. Students are strongly encouraged to spend time observing speech pathologists in various practice settings in order to gain an understanding of the profession. Both observation hours and employment in a clinical facility will be considered.

International Students

In addition to the above admission requirements, the MA/MS SLP program requires the following items from international students:

- TOEFL 100 iBT score or IELTS 7.5 overall score for applicants whose native language is not English
- Affidavit of Support for each individual source of funding
- Bank Statements that support each source of funding
- Copy of Valid Passport

For additional information, contact CHSAdmissions@faulkner.edu

Leveling courses required for students with a major other than CSD or SLP:

- normal language development
- phonetics
- anatomy and physiology of speech and hearing
- speech science
- phonological and articulation disorders
- language disorders
- audiology
- statistics
- a biological science
- a physical science (physics or chemistry)
- a social/behavioral science

Completion of a leveling program, along with completion of the last four components listed above, will also meet these pre-requisite requirements. Leveling courses must be taken at an institutionally accredited institution and must be taken within 10 years of the admission cycle. Courses taken through a massive open online course (MOOC) do not satisfy pre-requisites.

Essential Functions Document

All applicants are required to sign and submit the Essential Functions document as part of the application packet. The Essential Functions document can be found on the Faulkner SLP website.

Steps to Apply

1. Complete online applications through CSDCAS and www.faulkner.edu
2. Pay the application fee (debit or credit card) when the student submits his/her application online
3. Submit **official** copies of transcripts from each university attended, Letter of Introduction, Essential Functions document, and 3 Letters of Recommendation through CSDCAS.
4. Interview to be performed for qualified applicants via teleconference.

Financial Aid

Faulkner's Financial Aid Office is happy to assist students with financing their education. Follow this link for more information: <https://www.faulkner.edu/undergrad/tuition-financial-aid/>

Transfer Credit

The Department of Speech Language Pathology does not accept transfer students. Students from other programs who wish to apply must do so through the CSDCAS system and will be considered with the applicant pool for that academic year. Any student who has previously attended a Speech Language Pathology program and was dismissed must obtain letters of recommendation from the faculty of that program in order to be considered for admission.

Financial Aid

Faulkner University is a private, nonprofit institution. It must generate income from the following sources: student tuition and fees, grants, private gifts, endowment earnings and auxiliary enterprises. The university reserves the right to adjust fees and rates at any time as deemed necessary. Information concerning loans is available through the Financial Aid Office. Faulkner's Financial Aid Office is happy to assist you with financing your education. Click on this link for more information: <https://www.faulkner.edu/financial-aid/>

Financial Aid Satisfactory Progress

Students must be making satisfactory progress in order to be eligible for federal financial assistance. Financial Aid standards for satisfactory progress are not necessarily the same as academic standards for good standing.

Student Loans

Educational loans provide an excellent source of financial assistance needed to meet the expense of your Faulkner University education. Faulkner offers a variety of loan programs to meet the borrowing needs of our students. The primary source for students is the Federal Direct Loan Program. In order to qualify for the Direct Loan Program, the student must submit the Free Application for Federal Student Aid (FAFSA) to establish eligibility. The FAFSA can be completed by going to the Financial Aid website at www.faulkner.edu, as well as, the other necessary financial aid documents can be obtained from the same site.

Private Educational Loans

In addition to federally supported loans, many private lending institutions offer loans to students and families seeking assistance to meet expenses related to attendance at Faulkner University.

Additional Information on Financial Aid

Please see the Faulkner University Financial Aid page for more information on available sources of financial aid. <https://www.faulkner.edu/financial-aid/financial-aid-for-doctor-of-physical-therapy/>

Financial Literacy Information

Students are strongly encouraged to learn as much as they can about the investment they are making in their career and the best methods to maintain financial health. Long term planning is key to a successful future. Some sources are also listed below.

debt.org/students/debt/

<https://www.fiscal.treasury.gov/dms/resources/federal-student-loans.html>

Veteran's Benefits

Veterans and dependents may be eligible for benefits. For additional information or questions concerning benefits the student may contact the Military and Veteran Services Office at Faulkner. Complaint Policy for Students receiving VA Educational Benefits: Any complaint against the school should be routed through the VA GI Bill Feedback System by going to the following link:

<http://www.benefits.va.gov/GIBILL/Feedback.asp>.

The VA will then follow up through the appropriate channels to investigate the complaint and resolve it satisfactorily.

Essential Functions

Faulkner University is dedicated to graduating highly competent speech language pathologists who are knowledgeable and proficient to practice speech pathology in all healthcare and educational settings at entry level. To accomplish this goal, the program has been designed to prepare students to treat individuals across the lifespan in a variety of settings, independently or as part of a healthcare team. The program is an intensive course of study that includes didactic and clinical preparation. In order to function in complex and diverse environments, students must integrate knowledge, skills, attitudes and behaviors to make effective and safe clinical decisions. There are certain required abilities, standards and qualifications necessary to achieve satisfactory competence to practice speech language pathology. These essential functions are not achieved solely by gaining academic knowledge. In addition to academic knowledge, the student must meet a combination of communication, motor, intellectual/cognitive, sensory/observational, and behavioral/social skills that are required for entry level competency.

The Speech Language Pathology Program at Faulkner University, is in compliance with Section 504 of the Rehabilitation Act of 1973, Section 504 subpart E, the Americans with Disabilities Act of 1990, and the Americans with Disabilities Amendments Act of 2008. The Speech Language Pathology Program at Faulkner University does not discriminate against qualified individuals with disabilities. The Essential Functions document allows each candidate/student to evaluate his or her ability to successfully perform the specified tasks and complete the program.

The Speech Language Pathology program at Faulkner University requires students to demonstrate essential functions that are expected of all speech pathologists. These functions are required to ensure the safety and wellbeing of patients/clients, colleagues, faculty, and other health care professionals. In order to be admitted to and successfully complete the requirements for a master's degree in speech language pathology, students must be able to perform, with or without reasonable accommodations, the essential functions listed below. These skills are performed in the learning environment such as classrooms and laboratories as well as community settings such as schools, hospitals, outpatient, acute care, and skilled nursing facilities. The presence of a disability will not exempt students from completing required tasks and a reasonable accommodation will not guarantee that a student will be successful in meeting the requirements of any one course. During matriculation, if it becomes apparent to Speech Language Pathology faculty and staff that the student cannot perform these essential functions with reasonable accommodations; or the accommodations are not reasonable and would put an undue hardship on the university; or that the performance of these functions would significantly increase the risk the harm or jeopardize the safety of others, the program may withdraw the offer of admission to the Speech Language Pathology program or dismiss the student from the program. The university cannot guarantee that the clinical education facility will be able to offer the same reasonable accommodations that are made available to the University. The Essential Functions are listed below:

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 involves 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 responsivity** 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>

This Document should be cited as: Council of Academic Programs in Communication Sciences and Disorders (2023). *A guide for future practitioners in audiology and speech-language pathology: Core functions*. <https://www.capcsd.org/academic-and-clinical-resources/>

Approved by the CAPCSD Board of Directors
April 3, 2023

Reference update April 25, 2023

Reasonable Accommodations

Reasonable Accommodations are defined as:

-Academic adjustments that assist the individual with a disability to have equal access to the educational program

-Has a direct relationship between the barrier created by the student’s disability and educational requirements of the course

-There will be no accommodations in clinical coursework.

-Does **not** alter a course’s:

- Essential skill requirement
- Essential knowledge requirement OR
- An established objective

MA/MS SLP Degree Plan for Full-time Students

Course #	Course Name	Credit Hours
Year 1: Fall Semester		
SLP6320	Advanced Speech Sound Disorders	3
SLP6351	Neurogenic Disorders 1	3
SLP6360	Dysphagia- Adult	3
SLP6280	Research Methods	2
SLP6391	Clinical Methods and Practicum 1	3
Year 1: Spring Semester		
SLP6352	Neurogenic Disorders 2	3
SLP6310	Advanced Child Language Disorders	3
SLP6330	Voice & Resonance Disorders	3
SLP6365	Pediatric Dysphagia	3
SLP6392	Clinical Methods and Practicum 2	3
Year 1: Summer Semester		
SLP6205	Augmentative and Alternative Communication	2
SLP6215	Autism and Social Communication	2
SLP6270	Aural Habilitation and Rehabilitation	2
SLP6240	Fluency Disorders	2
SLP6393	Clinical Methods and Practicum 3	3
Year 2: Fall Semester		
SLP6991	Internship 1 (off-campus)	9
SLP6381	Research Experiences in SLP 1 (off-campus)	3
SLP6101	Praxis Preparation (online)	1
Year 2: Spring Semester		
SLP6992	Internship 2 (off-campus)	9
SLP6382	Research Experiences in SLP 2 (off-campus)	3
SLP6120	Professional and Contemporary Issues in SLP (online)	1
	Total Credit Hours	66

Course Descriptions

SLP 6101 Praxis Preparation: This course prepares students to sit for the certification exam in speech language pathology, the Praxis II- SLP. The course consists of instructor-led study labs, as well as individual student work in each content area assessed on the Praxis exam

SLP 6120 Professional and Contemporary Issues: Professional issues in speech-language pathology, which include resume writing, interviewing skills, along with contemporary issues, such as counseling, cultural competency, professional competencies, and ethical conduct

SLP 6205 Augmentative and Alternative Communication: Overview of types of AAC, including low-tech and high-tech assessment, device selection, funding/reimbursement, and intervention procedures.

SLP 6215 Autism and Social Communication: Advanced study of autism spectrum disorder. Course will include an in-depth study on identification and diagnosis, assessment, and treatment of autism spectrum disorder.

6240 Fluency Disorders: Theoretical bases, evaluation procedures, and therapeutic techniques in the treatment of various types and degrees of stuttering and cluttering across the lifespan. Psychosocial aspects of stuttering in children and adults, including counseling of patients and their families.

SLP 6270 Aural Habilitation and Rehabilitation: Diagnosis and treatment of hearing-impaired children, including those with traditional amplification and CI. Therapeutic management of older persons with acquired hearing disorders. Psychosocial aspects of hearing loss in children and adults, including counseling of the hearing-impaired and their families.

SLP 6280 Research Methods: Introduction to the scientific method, research study designs, and the research process. Will include introduction research study development and ethics in research. Procedures for locating and critical reading of published research for integration into EBP.

SLP 6310 Advanced Child Language Disorders: Disorders involving semantics, morphology, syntax, and pragmatics in speaking, listening, reading and writing. Pre-linguistic and paralinguistic communication. Social communication. Diagnostic and therapeutic models for language disorders.

SLP 6320 Advanced Speech Sound Disorders: Advanced study of phonological/articulation development and disorders in children. Assessment, classification, analysis, and remediation of speech sound disorders.

SLP 6330 Voice and Resonance Disorders: Anatomical and physiological bases for voice and resonance disorders. Quantitative and qualitative assessment measures. Therapeutic approaches for children and adults.

SLP 6351 Neurogenic Disorders I: Focus on the role of the pyramidal and extrapyramidal motor systems in speech production and speech disorders related to abnormalities in these motor systems. Neurological bases and clinical management of the dysarthrias and verbal apraxia.

SLP 6352 Neurogenic Disorders II: Aphasia and neurolinguistic science, including the related disorders of dementia and right hemisphere pathologies. Neurological bases/causation. Assessment and treatment of aphasia and related disorders.

SLP 6360 Dysphagia-Adult: Anatomical and physiological bases of normal and disordered swallowing in adults. Evaluation and treatment of swallowing disorders, including clinical bedside studies, MBSS and FEES.

SLP 6365 Dysphagia-Pediatric: Anatomical and physiological bases of normal and disordered feeding/swallowing development in infants and children. Role of developmental delays and sensory processing disorders in pediatric feeding/swallowing disorders. Assessment and management strategies for feeding/swallowing disorders in infants and children.

SLP 6381 Research Experiences in Speech Language Pathology I: Individual work on selected research problems leading to completion of a capstone research paper or thesis. The instructor will oversee all phases of research, from identifying a problem to writing conclusions.

SLP 6382 Research Experiences in Speech Language Pathology II: Individual work on selected research problems leading to completion of a capstone research paper or thesis. The instructor will oversee all phases of research, from identifying a problem to writing conclusions.

SLP 6391 Clinical Methods and Practicum I: Supervised clinical practicum in the university clinical center for diagnostic and therapeutic experience with individuals who exhibit communication disorders. The experience may include assessment, treatment planning, direct treatment provision, report writing and patient/parent counseling. Includes 1-hour per week discussion with instructor of principles/methods of prevention, assessment, and intervention, EBP, ethical issues, multilingual/multicultural concerns, current healthcare/education trends, SPED law, healthcare law, service delivery models, ASHA policies/guidelines, certification/licensure requirements, and constructive feedback of student clinical skill progression. Completion of this course with a "B" or higher is required to progress to SLP6393.

SLP 6392 Clinical Methods and Practicum II: Supervised clinical practicum for diagnostic and therapeutic experience with individuals who exhibit communication disorders. The experience may include assessment, treatment planning, direct treatment provision, report writing and patient/parent counseling. Includes 1-hour per week discussion with instructor of principles/methods of prevention, assessment, and intervention, EBP, ethical issues, multilingual/ multicultural concerns, current healthcare/education trends, SPED law, healthcare law, service delivery models, ASHA policies/guidelines, certification/licensure requirements, and constructive feedback of student clinical skill progression. Completion of this course with a "B" or higher is required to progress to SLP6393.

SLP 6393 Clinical Methods and Practicum III: Supervised clinical practicum in the university clinical center for diagnostic and therapeutic experience with individuals who exhibit communication disorders. The experience may include assessment, treatment planning, direct treatment provision, report writing and patient/parent counseling. Includes 1-hour per week discussion with instructor of principles/methods of prevention, assessment, and intervention, EBP, ethical issues, multilingual/ multicultural concerns, current healthcare/education trends, SPED law, healthcare law, service delivery models, ASHA policies/guidelines, certification/licensure requirements, and constructive feedback of student clinical skill progression. Completion of this course with a "B" or higher is required to progress to SLP6991/6992.

SLP 6991 Internship-Pediatric: Internship in a selected medical center, hospital clinic, private clinic, community agency or public school. The internship provides the student with an intensive, professional, clinical experience under direct supervision of a qualified and certified SLP. The student will earn a minimum of 200 clinical hours.

SLP 6992 Internship-Adult: Internship in a selected medical center, hospital clinic, private clinic, community agency, or nursing home. The internship provides the student with an intensive, professional, clinical experience under direct supervision of a qualified and certified SLP. The student will earn a minimum of 200 clinical hours.

Program Goals

In order to fulfill our mission and achieve our vision, the SLP program has set the following goals:

1. Prepare students to become "generalist" clinicians with the knowledge and skills to competently manage diverse caseloads.
2. Teach students to become "scientist" clinicians who apply the principles of EBP to every patient.
3. Train students to use the knowledge and skills they have acquired to serve individuals with disabilities.
4. Maintain student outcome data for timely graduation, Praxis exam passing score rate, and employment within 1 year of graduation at 85% or above.

MA/MS Student Learning Outcomes

1. Students will demonstrate knowledge of typical and disordered human communication and swallowing processes.
2. Students will demonstrate knowledge and skills regarding the prevention, assessment, and treatment of people with communication and swallowing disorders.
3. Students will demonstrate knowledge and skills in research methods, statistics, and the integration of research principles into evidence-based practice.
4. Students will demonstrate knowledge and skills in professional ethical conduct, contemporary issues, regulations/policies, and collaboration.
5. Students will use their knowledge and skills to reach out to the local and global community to be the hands and feet of Christ.

Graduate Program Academic Requirements

Students enrolled in the MA/MS SLP program must:

- Complete all required courses with a grade of “B-” (80%) or higher. Students with a grade below 80% at mid-term will participate in remediation to improve the grade to 80%. If the grade does not improve to at least 80% by the end of the semester, the student will be placed on probation and may be dismissed from the program.
- Maintain a minimum GPA of 3.0 or higher
- Maintain full-time enrollment completing all coursework in sequence with the cohort in five (5) consecutive semesters. If the student experiences an extenuating circumstance for which he/she would like a time extension to complete the program, the student must make a request in writing to the Chair of the Department of Speech Language Pathology and provide supporting evidence.
- Make satisfactory progress toward completion of clinical requirements and the minimum 375 clinical clock hours (plus 25 guided observation hours under an ASHA certified SLP who has the ability to supervise).
- Adequate progress in SLP 6381 and SLP 6382 Research Experiences toward the completion of a thesis (MS track – on-ground only, but students must sit for written comprehensive exam to prepare for the Praxis and the score will not count toward graduation requirements) or EBP Project (MA track) during Semesters 4 and 5
- Adequate progress toward completion of SLO 5 Portfolio.

MA/MS SLP Program Graduation Requirements

- Complete all required courses with a minimum GPA of 3.0 or higher
- Minimum of 375 clinical clock hours (plus 25 guided observation hours under an ASHA certified SLP who has the ability to supervise)

- Passing grade on Thesis (MS track) or EBP Portfolio (MA track)
- Passing score on Comprehensive Exam (MA track only)
- Passing grade on SLO 5 Portfolio
- Meet ASHA's Standards I-V for CCC-SLP per the Standards for CCC-SLP Tracking Form

A commencement ceremony will be held at the end of the final academic semester. Only students who have met all requirements for graduation will be eligible to participate. Any student who has delayed clinical experience for any reason will not be able to participate in the ceremony. The traditional academic regalia will be worn and any addition not formally recognized by the University will not be permitted. Advanced approval is required for any additional ornamentation to the attire

General Requirements for the Department of SLP

Academic Requirements

1. Students will abide by all policies and guidelines stated in the applicable Faulkner CHS Graduate Student Handbook and Faulkner Catalogs. If there is a discrepancy between the CHS Graduate Student and the SLP Handbooks, the policies of the CHS Graduate Student Handbook will be followed.
2. Students are expected to attend all scheduled lectures and learning interactions. No unexcused absences are allowed, and the student's grade can be reduced for absences. Students will be held responsible for all material presented during lecture and discussion, even during an excused absence. For students attending the distance education/online program, cameras must be on during all lectures and students must be located in an environment where he/she can learn (i.e., not driving in the car, not at work, not at a restaurant, etc.). If a student has some sort of extenuating circumstances, this issue must be relayed to the instructor immediately and prior to class beginning.
3. Students will present to class on time. Students who arrive more than ten minutes late without appropriate reasons may be counted as absent. Students are expected to attend the full period of lecture. Per the instructor's discretion, students may or may not be allowed to make up work missed due to unexcused absence.
4. Students will complete all assignments in preparation for lecture and will participate in class discussions and activities. Students are also required to complete and submit all assignments in a timely manner. Students submitting work that is late will be penalized.
5. Students will be expected to submit all papers in the format suggested by the American Psychological Association in the *Publication Manual of the American Psychological Association*, (7th Edition). Washington D.C.: American Psychological Association.

6. Children will not be allowed in the classroom during class as this is disruptive to the learning process. Children should not be left unattended in the Faulkner Center for Therapy and Research for any period of time or for any reason.
7. Students are expected to conduct themselves in a professional manner during class. Talking, texting, passing notes, or any other disruptive behavior are inappropriate and unacceptable regardless of the reason and will not be tolerated. Additionally, those who are attending in the distance education/online modality are required to have their cameras on and be in a location where they can properly attend to the lecture being presented.
8. Students are expected to work independently on all papers, reports, projects, tests, etc. unless the instructor specifically states it is a group assignment. Cooperation between students is viewed as a violation of academic integrity and will be treated as such. Please see the CHS policy on academic dishonesty.
9. For those attending the distance education/online modality, there will be a mandatory on-ground immersion session between Year 1 and Year 2. It is during this period that the student will perform all the academic labs and clinical interactions (i.e., hearing screenings), which were not possible online.

Clinical Requirements

1. Students will abide by all policies and guidelines stated in the applicable CHS Handbook. If there is a discrepancy between the CHS and the SLP handbooks, the policies of the CHS will be followed.
2. Students are expected to participate in all clinical events. Students will notify the clinical supervisor if they are ill prior to the clinical session to be missed. If the student does not notify the supervisor prior to the session to be missed and does not attend, the student will have the clinical grade reduced.
3. Students are expected to be available to the on-ground SLP program 8am-5pm Monday through Friday. For distance education/online students, required hours will be from 4:00 until 7:00 pm CST, along with various other times, which will be announced with plenty of notice. Student work schedules are not a valid reason for missing clinic. Students are advised not to work during the MA/MS SLP program. Students who choose to work will need to arrange their work schedule around clinical practicum as clinical practicum will not be adjusted to accommodate the student's work schedule.
4. Students are required to be prepared for each clinical encounter. This includes submitting treatment plans on time, as well as arriving on time to set up the treatment room and prepare all materials and equipment. Poor treatment planning is not acceptable and will result in a reduction of the student's grade. Additionally, if a student must administer a standardized test to a patient, the

student must review the test to be given prior to administering it. Failure to do so will result in a reduction of the clinic grade.

5. Students will adhere to the guidelines set forth by the Health Insurance Portability and Accountability Act (HIPAA). Students who violate this policy will undergo disciplinary action. See the CHS Handbook for HIPAA violations policy.
6. Students are expected to meet with supervisors prior to the first therapy session to discuss goals and methods. Students are also expected to meet with their supervisor each week for their supervisory conference. These expectations are described in the course syllabi. Failure to attend these meetings will result in reduction of the grade.
7. Students are required to work independently on all clinical reports and/or projects. Cooperation between students is viewed as a violation of academic integrity and will be treated as such. Please refer to the CHS Handbook for policy on academic dishonesty.
8. Students are expected to implement universal precautions in all clinical experiences to prevent the spread of infection. This includes cleaning the therapy room table and any toys with antibacterial wipes. Proper procedures will be taught at the beginning of the student's first semester in the program.
9. Students will conduct themselves in a professional manner during all clinical experiences. Failure to do so may result in reduction of the clinical grade and possible dismissal from the program.
10. Students are required to wear the prescribed apparel while conducting all therapy sessions. Failure to not comply with the uniform will result in reduction of the grade; this includes wearing sweatshirts, sweaters, etc. during a clinical session. If a student believes he/she will need a jacket, he/she must purchase the university approved one. Please see the CHS Handbook for the dress code policy.
11. Students will be required to pass a drug screening prior to participating in any clinical activities. Random drug screenings may occur at any time throughout the program. Students are not able to participate in practicum or internship if they fail the drug screening, and a follow-up drug test will be conducted. If the student fails the follow-up drug test, he/she is not allowed to participate in practicum or internship, which means the student will be unable to complete the program and will therefore be dismissed. If the student tests positive on the drug screening due to prescription medication, the student should provide acceptable documentation from the physician who prescribed his/her medication. The SLP Program Director, Assistant Program Directors, and the respective Clinic Directors (on-ground and online) have the right to verify the validity of any documentation submitted and determine if the documentation is acceptable.

12. Students are required to pass a background check prior to participating in any clinical activities. The completed background checks are made available to the Program Director and the respective Clinic Directors, are saved in the student's record, and are sent to clinical sites when the student is placed for internship. The offer of admission will be revoked if the student fails to complete the background check by the deadline prior to semester 1, or if the results of the background check are unsatisfactory. In the event that any criminal history, sanctions, debarments, exclusions, suspensions, or other adverse results are reported on the initial or subsequent background checks, the results will be discussed with the respective Clinic Directors, Program Director, Dean, VPAA, Faulkner Legal Counsel, and others to determine the best course of action. Background checks may need to be repeated, in such cases as an internship site wanting a current background check in semester 4 or 5 of the program. If a student is required to undergo another background check, it will be the financial responsibility of the student to perform this requirement.
13. Students will abide by the Code of Ethics set forth by the American Speech and Hearing Association (ASHA). The ASHA Code of Ethics can be found here: <http://www.asha.org/Code-of-Ethics/>

Student Health Policy

The health requirements set forth by the SLP Program are intended to protect the student and the patient being served. The student must submit all documentation to the Department of SLP prior to the start of the first clinical practicum course. These documents will be placed in the student's Calipso account. It is the student's responsibility to confirm that the documentation is accurately uploaded as this information is shared with his/her clinical placement sites. The student will not be allowed to begin SLP 6391 without appropriate documentation.

The health requirements for students in the Faulkner University SLP Program are as follows:

1. The student is required to have a PPD tuberculin skin test completed by the student's healthcare provider. This is an annual requirement of the affiliating clinical agencies and will need to be repeated by the student during the program prior to expiration with documentation provided to the Speech-Language Pathology Program. Students who have a medical history of a false positive, allergy to the test, BCG vaccination, or are a converter are **required** to undergo TB QuantiFERON testing (interferon-gamma release assay [IGRA] for TB infection through their provider, annually.
2. The student is required to provide evidence of receiving the Varicella (chickenpox), MMR (Measles, Mumps, and Rubella), DTaP (Tetanus, Diphtheria, and Pertussis), Polio, and Hepatitis B vaccines. If the student has not received the Hepatitis B series, he/she should begin this immediately and submit

documentation as each future injection is completed. If the student has not completed the above series with the exception of Hepatitis B, the student should complete these and provide evidence before beginning clinic. In the case of Hepatitis B, the student should begin this immediately upon notification of acceptance and submit documentation as each future injection is completed.

3. The student must obtain health insurance for the duration of the program.
4. The student is required to pass the initial and all random drug screenings. Failure of a drug screening will lead to a follow-up drug test. Failure of the drug test is cause for removal from the program.
5. The student is strongly encouraged to receive the influenza vaccine in the fall of each year. Students are not mandated to receive this vaccine, but it is strongly recommended. Additionally, it may be required at some placement sites.
6. The student may want to consider receiving the COVID-19 vaccine as it is a requirement for some internship sites, which are primarily in adult settings. While Faulkner does not require the vaccine, students who elect not to receive the vaccine will not be allowed to go to certain placement sites, and those students will be required to find another placement site that will accommodate them. Failure to do so in a timely manner may result in additional time in the internship after the semester is over or has begun, or even deferral of the graduation date. The student will complete the Covid Attestation Form, which is located in Appendix O.
7. The student must have adequate vision to observe communication behavior, conduct speech, language and hearing assessment, and complete speech, language and hearing forms and reports.
8. The student must have adequate hearing such as that required for independent communication in a professional interaction (i.e., conduct speech, language, and hearing evaluations and treatment, to provide education about these disorders and to interact appropriately in the classroom environment).
9. The student must be able to lift 50 pounds.
10. The student will be expected to abide by the Essential Functions document, which he or she signed when he/she applied to the program. If the student is found to be able to not meet the essential functions on the document, the student may be dismissed from the program.

Student Illness Policy

Due to the students' close proximity to one another in the classroom, students who are ill should not attend class as it leads to spread of the illness to others. Student illness will be defined as vomiting/diarrhea, fever of 100.4° F or higher, or diagnosis of an infection without 24 hours of antibiotic treatment. If students are ill, they should notify the instructor of the absence before the class to be missed. The student must provide a

written doctor's note if they wish to request an excused absence. Otherwise, the absence will be considered unexcused. Students, who test positive for COVID-19, should follow the current CDC and University guidelines as it relates to returning to the classroom and clinic.

Medical Insurance Requirement

Each graduate program in the College of Health Sciences requires students to maintain health insurance. Additional insurance requirements can be found in each program's handbook. At this time, the university does not provide insurance covering student medical care or treatment. Students need to secure their own insurance and are responsible for verifying that their insurance is accepted in the state of Alabama and any state where the student may be participating in clinical rotations. Some options include, but are not limited to Healthcare marketplace (<https://www.healthcare.gov/>) and BCBS of Alabama (<https://www.bcbsal.org/web/index.html>).

TimelyCare

TimelyCare is a convenient way for Faulkner University students and employees to receive 24/7, no cost Medical, TalkNow and scheduled counseling for common conditions that can be safely and accurately diagnosed and treated online. This service is available to all students and employees. The link is [TimelyCare.com](https://www.timelycare.com). To log in, students should use their username@faulkner.edu and their daily log in password.

Student Health Providers

The Health Center, located on the first floor of the Tine Davis Gym on the Montgomery campus, provides a registered nurse (RN) to assist students with basic health services and health care needs. These services are provided by the RN and are free to all students (pursuant to the Alabama Board of Nursing: Nursing Practice Act 610-X-6-.03) Services provided include nursing care and patient counseling, health promotion and well-being services such as blood pressure checks and temperature checks, basic treatment of minor cuts, minor sprains, flu, cold, and other minor illnesses and referrals and assistance in making appointments with a physician, nurse practitioner, physician assistant or other healthcare providers for other treatments and care. Note: All fees associated with these providers or services are the sole responsibility of the student.

Student health records are confidential and will not be accessible to or reviewed by the Program Director, Clinic Director, or faculty. Student health records are stored and maintained in the Student Health Center. Program faculty and staff do not have access to student health records as they are protected by the Health Insurance Portability and Accountability Act (HIPAA) regulations. Students are provided notice of these privacy rights via the University Health Services Privacy Notice. Page 5 of the notice instructs students how to file a complaint if these privacy rights are violated.

University Counseling Center

The University Counseling Center, located on the second floor of the Harris-Parker Bible building on the Montgomery Campus, provides confidential counseling services for

personal, emotional, social, and mental health concerns students may face. The University Counseling Center is a service for current Faulkner students. Counseling is available by appointment. Referrals will be made to community mental health providers when the needs of the student cannot be met by the University Counseling Center. Note: All fees associated with community providers or services are the sole responsibility of the student. The University Counseling Center employs three master's level counselors for students

Reporting Personal Injuries

1. Students are to report immediately to the Program Director and/or Administrative Coordinator any personal injuries that occur during regular business hours.
2. In cases that require Emergency Medical Services, students should call 911.
3. If the injury occurs after regular business hours, students should immediately contact the Faulkner University police. The on-duty officer can be contacted at: 334-239-5496, 24 hours per day, 7 days a week.
4. The police and/or student should then contact the Program Director to notify them of the injury.
5. An Injury Report Form must be completed within 48 hours of injury. See Appendix A for the form.

First Aid/AED

Accidents or injuries requiring first aid care should be reported to the Administrative Coordinator. First Aid supplies are stored in the Clinic. More serious injuries or conditions should call 911, Campus Public Safety 334-386-7415, or call Student Health Services at 334-386-7183.

Student Advising

Academic Advising: Graduate students are required to meet with their academic advisor each term for academic advising. During these advising sessions, advisors will use the MA/MS SLP Advisement Guide to cover a range of topics with students, including academic progress, overall clinical progress, practicum and internship choices, career and CFY plans, struggles in the program, and support service needs. Students also have the ability to access their advisor throughout the semester at posted office hours or by emailing or calling to set up an appointment.

Clinical Advising: Advising of clinical performance will occur weekly during the supervisory conference. The weekly supervisory conferences will be documented through the Weekly Self-Assessment of Clinical Development Form students complete and the Weekly Clinical Feedback Form clinical supervisors complete.

Student Communication

Students will be required to provide a viable telephone number and will be provided a Faulkner Google email address and an account for logging in to PCs and wireless networks on campus. Students will be held responsible for information communicated via email as it is considered an official means of communication to students from faculty

and staff. Students are expected to use professionalism in all communications with faculty, staff, clients, client's families, patients, and patient families. Faulkner University email accounts may be accessed by logging onto a computer in a computer lab on the Faulkner campus or via any internet connection with a web browser. Student email accounts have unlimited storage capacity. An enrolled student will need to create/reset their account password before being able to access their account.

Required information for resetting a student's password includes: the Faulkner student ID number, the date of birth, and the last 4 digits of the Social Security Number (see Faulkner Student Handbook). The Faulkner IT Department will not provide the student's identification number when the student calls, even if the student can provide his/her social security number or birthday. The online form requires students to read and accept the University's Computer Policy.

All Faulkner computer users are subject to the University's Computer Policy. A Faulkner computer user account and access to the University's information technology resources are a privilege granted by Faulkner. All Faulkner students must abide by the University's Computer Policy to retain their computer privileges. Any student violating the Computer Policy will be subject to disciplinary proceedings as indicated in the CHS Graduate Handbook.

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA; 20 U.S.C. § 1232g; 34 CFR Part 99) is a federal law that protects the privacy of student education records. The law applies to all educational institutions that receive funds under an applicable program of the U.S. Department of Education. FERPA affords students certain rights with respect to their education records. These rights include:

1. The right to inspect and review the student's education records within 45 days of the day the University receives a request for access.
2. The right to request the amendment of the student's education records that the student believes are inaccurate, misleading or otherwise in violation of the student's privacy rights under FERPA.
3. The right to provide written consent before the University discloses personally identifiable information from the student's education records, except to the extent that FERPA authorizes disclosure without consent. FERPA authorizes the disclosure of certain information about students in the absence of their consent. This information is known as "directory information" and includes the following: student's name, address, place of birth, major field of study, participation in officially recognized activities and sports, dates of attendance, degrees and awards received, and weight and height of athletes on an intercollegiate team sponsored by the University. By this provision students and parents are hereby given notice of the categories of information that the University has designated "directory information" and that such information will be provided without consent of either students or parents UNLESS the parent, student or guardian informs the Registrar in writing that some or all of such information should not be released without their prior consent.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA.
5. The right to obtain a copy of Faulkner University's student records policy. This policy is available in the Office of the Registrar.

Instructors will not discuss a student's performance in either academic or clinical courses with a student's parent(s) or partner/spouse or any other relative. In the event a student becomes incapacitated for whatever reason, the parent/partner/spouse should contact the instructor, but the instructor will not communicate any information regarding the student or his/her progression in the course(s) to the other party. As soon as the student recovers, he/she should contact the instructor to make arrangements for progression in the course/clinic from the point of incapacitation. Please see CHS Handbook for further information.

Health Insurance Portability and Accountability Act (HIPAA)

Students have an obligation to protect and keep confidential all patient data/information whether printed, written, spoken, or electronically produced, and to access this information for appropriate and authorized purposes such as patient care and records processing. Patient information must be accessed, maintained and released in a confidential manner. Any violation of the confidentiality of patient information or unauthorized access may result in disciplinary or corrective action up to and including immediate dismissal from the Speech Language Pathology Program. Per HIPAA guidelines, a release of information form must be completed before any information is mailed, faxed or given to any party, including the patient or his/her caregiver. Students are not to discuss patient names, addresses and medical or financial information with any individuals other than those who are directly involved with care of the patient. This includes any public forum such as the classroom, clinical conferences and seminars either on or off-campus. Patients must sign consent forms before they can be recorded, either audio or video, or observed by any other party.

To remain in compliance with the federal Health Insurance Portability and Accountability Act (HIPAA) regulations and respect the confidentiality of patient information, students in the Speech Language Pathology program may not remove any patient protected health information (PHI) including patient health records and photos from the clinical site.

Unauthorized disclosure of patient information may violate state or federal laws (including HIPAA) and unauthorized release of information may result in dismissal from school and legal action taken against the student.

Please note: HIPAA rules and regulations also apply to individuals, including students, faculty and clinicians, who volunteer to serve as demonstration subjects.

No photos/video of any patient or patient records may be taken. Please avoid having pictures taken of oneself during clinical experiences unless the photographer is

authorized by the facility to take pictures. No information related to patients or the student's clinical experiences may be posted on social media sites including pictures, status updates or comments.

Nondiscrimination Statement

Faulkner University complies with all applicable laws, regulations, and executive orders prohibiting discrimination towards students, faculty, staff, and persons served in the program's clinics. This includes prohibitions on discrimination based on any category prohibited by applicable law but not limited to age, citizenship, disability, ethnicity, gender identity, genetic information, national origin, race, religion, sex, sexual orientation, and veteran status.

In connection with its educational policies, admissions, financial aid, educational programs, or activities, Faulkner University complies with all applicable laws, regulations, and executive orders prohibiting discrimination on the basis of age, citizenship, disability, ethnicity, gender identity, genetic information, national origin, race, religion, sex, sexual orientation, and veteran status to those who meet its admission criteria and are willing to uphold its values as stated in the Conduct Regulations contained in the Student Handbook and relevant program handbooks.

Faulkner University is a church-affiliated liberal arts institution committed to employing a highly qualified and diverse administration, faculty and staff, who reflect the University's religious traditions, values, affiliation, and purpose. Faulkner University complies with all applicable laws, regulations, and executive orders prohibiting discrimination towards faculty and staff on any category prohibited by applicable law but not limited to age, citizenship, disability, ethnicity, gender identity, genetic information, national origin, race, religion, sex, sexual orientation, and veteran status. However, Faulkner University exercises a preference in employment for those qualified applicants who are members of the Churches of Christ, whose lifestyles are consistent with the mission of the University and with the beliefs and values of the Churches of Christ.

Based upon this commitment, Faulkner University follows the principle of nondiscrimination and operates within applicable federal and state laws prohibiting discrimination. As a recipient of federal financial assistance, Faulkner is required by Title IX of the Educational Amendments of 1972, as amended, not to discriminate on the basis of sex in its admissions policies, treatment of students, employment practices or educational programs except as required by religious tenets of the Churches of Christ. Inquiries concerning the application of federal and state laws or regulations may be referred to the Office of Human Resources.

The Faulkner University Center for Therapy and Research complies with all applicable laws, regulations, and executive orders prohibiting discrimination towards persons served in the clinic. This includes prohibitions on discrimination based on any category prohibited by applicable law but not limited to age, citizenship, disability, ethnicity,

gender identity, genetic information, national origin, race, religion, sex, sexual orientation, and veteran status.

Educational Records

Policy of Education Record

Students may inspect a copy of their educational record (transcript) by going to getmytranscript.org, or by visiting a Faulkner campus. In accordance with FERPA (Family Educational Rights and Privacy Act), Faulkner University will only send official transcripts, via the request process, to destinations authorized by the student.

Procedure to Inspect Education Records

Students may inspect and review their education records upon request to the appropriate record custodian. Submit to the record custodian, or appropriate University staff personnel, a written request which identifies as precisely as possible the record(s) the student wishes to inspect. The record custodian or an appropriate University staff person will make the needed arrangements for access as promptly as possible. The student will be notified of the time and place where the records may be inspected. Access must be given in 45 days or less from the receipt of the request. When a record contains information about more than one student, the student may inspect and review only the documents which relate to his or her record.

Rights of the University to Refuse Access

Faulkner University reserves the right to refuse permission for a student to inspect the following records:

1. The financial statement of the student's parents.
2. Letters and statements of recommendation for which the student waived his or her right of access, or which were placed in file before January 1, 1975.
3. Records connected with an application to attend Faulkner University if the application was denied.
4. Those records which are excluded from the FERPA definition of education records.

Refusal to Provide Copies

Faulkner University reserves the right to deny transcripts or copies of records not required to be made available by the FERPA in any of the following situations:

1. The student lives within commuting distance of Faulkner.
2. The student has an unpaid financial obligation to the University.
3. There is an unresolved disciplinary action against the student.

Custodian of Academic Records - The custodian of all academic records for Faulkner University is the University Registrar. The University Registrar's office is located on the Montgomery campus. Any questions about access to your academic record or this policy should be directed to the University Registrar.

Students with Disabilities

Faulkner University complies with the Americans with Disabilities Act of 1990 (ADA). Most campus buildings are equipped for and accessible to handicapped persons, which includes the College of Health Sciences building and Faulkner Center for Therapy and Research. Class schedules are arranged and other measures taken when necessary to provide reasonable accommodation. New construction is in full compliance with the ADA. Inquiries concerning disability access or services for students may be referred to the Center for Disability Services (see CHS Handbook).

Center for Disability Services serves as the central contact point for all students with disabilities at Faulkner University. Students are responsible for informing the university of his/her need for services and/or accommodations, and informing each instructor in the first week of classes so that appropriate accommodations can be made. For more information, please contact disabilityservices@faulkner.edu or call 334-386-7185. Reasonable accommodations can be made so long as the accommodations do not alter an essential skill requirement, an essential knowledge requirement, or an established objective. **There are no accommodations in the clinical courses.**

Alcohol, Illegal Drug, Tobacco, and Vaping Policy

The use of illegal drugs and the abuse of alcohol present major health risks including addiction, acute and chronic illness, and death. Drug and alcohol information, referral, counseling treatment, and rehabilitation programs are available through a variety of on- and off-campus initiatives. Students may obtain further information by contacting the Student Life Office/Counseling Center.

Students who are on campus, at a school-sponsored event, representing Faulkner at an off-campus event, or wearing Faulkner University attire should not consume alcoholic beverages, use tobacco, or consume illegal drugs and will face sanctions if not compliant. Students who return to campus or a clinical rotation intoxicated or when there is suspicion of intoxication (as determined by Faulkner Campus Safety, Police Officers, Clinical Staff) may be subject to alcohol screening and disciplinary action.

Use of tobacco in any form (i.e., smoking, chewing or e-cigarettes/vaping) on campus or at any university– sponsored function off-campus is prohibited and may result in discipline. Vaping in any form is prohibited on campus and at university activities.

The use, possession, distribution, or transfer of illegal drugs is a Category 3 conduct violation. This includes misuse of any chemical substance or prescription drugs. For students with proven history and/or suspension for any drug related offense, rehabilitation therapy (at the student's expense), and drug screening may be required and also may be a condition for enrollment or re-enrollment. Refusal to take this test may result in suspension or dismissal. Additionally, the unauthorized use, possession, distribution or transfer of illegal drugs and alcohol may result in arrest, misdemeanor, or felony convictions, and long prison terms.

The university upholds local, state, and federal laws about the possession, use, and distribution of illegal drugs and/or drug paraphernalia.

All students enrolled in Faulkner University's College of Health Sciences Graduate Programs must abide by Alabama law specifically regarding marijuana usage. Per Ala. Code § 13A-12-213, 214, possession of marijuana for personal use is illegal in the state of Alabama.

Offenses involving on-campus possession, use or distribution of illegal drugs, and controlled substances may be referred to the Faulkner University Campus Safety and Police Department for investigation and possible filing of applicable criminal charges. Please see CHS Handbook for more information.

Drug Testing

All students in the SLP program must pass a drug screening prior to engaging in clinical practicum and are required to comply with randomized drug testing procedures. Failure to pass a drug screening will result in a follow-up drug test. Failure of a drug test may disqualify the student from participating in clinical experiences, including practicum and internship. This will result in the student being unable to pass the required clinical courses, thus resulting in the student being dismissed from the program. Exceptions to this policy may be made if the student tests positive on a drug screening due to prescription medication. The SLP Program Director, Assistant Program Directors, either residential or distance education/online, and the respective Clinic Directors have the right to verify the validity of the documentation submitted for positive drug tests due to prescription medication and determine if the documentation is acceptable. Additionally, students may be randomly drug-tested any time at the discretion and cost of their respective program. Students suspected of or reported to have been using illegal drugs or the misuse of controlled substances or chemicals, on or off campus, may be required to submit to drug testing. Drug testing may include a urine test and/or hair test. Failure to comply may result in further disciplinary action. Drug testing costs may be passed onto a student and posted to a student's account as a fine. Violations of the Drug Policy will be assessed the full range of disciplinary responses, and any student testing positive for any illegal drug or controlled substance, including steroids, may be suspended or dismissed from the university. Additionally, some internship placement sites may require more recent drug testing or a different form of drug testing. In these cases, it will be the financial responsibility of the student for the drug testing to be performed.

Dress Code Policy

CHS students are expected to demonstrate a mature Christian attitude and the ability to discern propriety by their dress and appearance. The University also seeks to prepare students for professional careers where certain standards of dress are required for employment. CHS graduate students are held to a high standard due to the professional nature of the learning environment and the future career paths for which they are being prepared.

CHS students are required to wear business casual attire while they are in the CHS building. Business casual can be described as dress pants/slacks, blouses, sweaters, dresses, and skirts. Clothing should be clean, neat, and in good repair. CHS official scrubs purchased from Uniformacy may also be worn as part of the dress code, provided that the student wears the scrub top with the official Faulkner CHS logo and the approved scrub bottoms. The scrub bottoms that are a part of the scrub uniform are the only ones approved to be worn. Scrub pants may not be worn with a t-shirt during the week, except on Fridays, at which time a t-shirt with scrub pants may be worn, providing that it is Faulkner University related. Other more detailed guidelines for dress code are listed below (this is not meant to be an exhaustive list):

1. Clothing must be clean and business like to present a professional appearance.

Clothing will be deemed inappropriate if:

- a. It appears stained, soiled, excessively wrinkled
- b. It appears too tight or revealing. This includes bare midriffs or cleavage.
- c. It calls attention to itself and is distracting
- d. It provokes, alarms, offends, or disparages other students, faculty, or staff
- e. It causes visitors, patients, co-workers, or those of the administration to question the competence, confidence, and professionalism of Faulkner University College of Health Sciences
- f. It exposes others to unnecessary safety or health risks.

2. Shoes shall be appropriate for the work environment and compliant with professional attire, safe and in good repair. Footwear shall not exceed three inches (3") in height. Flip flops are not appropriate for the classroom, the lab or in clinical settings.

3. Skirt and dress length shall be no shorter than 2 inches (2") above the top of the knee.

4. Caps or head covering are not acceptable, unless they are for religious purposes.

5. Sunglasses shall not be worn unless they are required for medical purposes.

6. Jewelry should be discreet and not large or capable of interfering with classroom or patient related activities. Earrings are limited to (2) per ear and located on the earlobe. During clinical interactions, jewelry should not be worn with the exception of wedding rings, small stud earrings, and a watch. Nose rings and other piercings are not allowed during clinical sessions.

7. Tattoos:

- a. Quarter, half, and full sleeve tattoos must be covered at all times
- b. Any tattoo that provokes, alarms, offends, or disparages must be covered at all times.

8. Hair length, style, and color are expected to be professional and appropriate.

- a. Hair should be clean, neatly styled, and of a naturally occurring color, which includes blonde, brown, black, red, and gray.
- b. Facial hair and nails must be neatly trimmed. Pertinent occupational safety and infection control standards during patient care must be followed.

9. Cosmetics should be appropriate for the professional environment.

10. Appropriate daily hygiene is expected of all students.

11. Use of fragrances, colognes, or aftershave shall be limited and not overpowering. During clinical sessions, any form of fragrance should be avoided.
12. When jeans are allowed to be worn, they shall be free of holes, frays, and tears.
13. When T-shirts are allowed to be worn, they shall be Faulkner University related.
14. Logos, advertisements, slogans, or other messages representing other organizations other than Faulkner University programs promoting political, social, religious, or other causes should not be worn. Provocative, alarming, offensive, or disparaging messages are not permitted.
15. Students shall not participate in activities outside of school that do not align with Faulkner University's missional alignment while wearing a Faulkner University logo.

Clinical Rotation Attire

Students are expected to demonstrate by their dress and appearance a mature Christian attitude and the ability to discern propriety. The University also seeks to prepare students for professional careers where certain standards of dress are required for employment. Students will be required to wear "business casual" dress during classroom interactions and scrubs during clinical activities. In addition, students must avoid:

- Excessively long fingernails
- Any form of "fake" fingernails, including "gels" (though basic nail polish is acceptable)
- Unusual hair colors (any color that is not a "natural" hair color) or styles
- Jewelry with the exception of a wedding ring, watch, or stud earrings.
- Any body piercings other than the earlobe
- Tattoos. Students with a tattoo should conceal it by whatever means necessary (i.e., clothing, socks, Band-Aids, etc.) while in the clinic whether interactions with clients are taking place or not.
- Perfume or cologne

Students are required to wear the approved Faulkner Center for Therapy and Research scrubs during all clinical interactions. Students may wear a long-sleeve gray, white, or black shirt under the clinic scrubs. Students should be aware that clinic participation will require them to lean over a table or crawl around on the floor. Students should take this into consideration when selecting the size of their scrubs. Students may elect to also purchase and wear during Clinic a Faulkner University cardigan or fleece jacket. No other sweatshirt, sweaters, etc. will be allowed. Students should also wear tennis shoes during clinic. For internships, students must wear the Faulkner scrubs, unless directed by an administrator at the clinical site to wear differing attire.

After Hours Dress Code

Due to the nature of the facility, Faulkner will frequently have important guests and other visitors in the building, including after hours. Because of this, the dress code must be upheld any time that students are in the building until 6:00 p.m., Monday through Friday, even if students are not currently in class. On weekdays after 6:00 p.m. and on the

weekends, students may wear jeans and t-shirts in the building to make it more comfortable for studying and other activities, but they should be mindful to still keep their appearance professional.

Dress Code Infraction Sanctions

Failure to comply with the dress code standards listed above and in the CHS handbook will result in documentation of the violation via the Student Conduct Infraction form and sanctions according to the “Conduct Subject to Sanctions” section of this handbook.

Student Attendance Policy
 CHS Attendance Policy

Students are required to attend class meetings in the courses for which they are registered, and to be prepared to participate in the class discussion. Each faculty member has absolute discretion to deem absent a student who arrives late for, or leaves early from, a class meeting. Any student whose absences exceed 15% of all meetings in a course, whether it is excused or unexcused, shall have his/her final grade in the course reduced by one step for every absence over the maximum. A step is defined as 5 points. The points will be deducted from the final course grade. Absences are counted from the first-class meeting of the course.

This attendance policy applies to didactic courses. Students should refer to their program’s individual attendance policy concerning clinical courses.

The maximum number of class meetings will be based on the number of days the course consistently meets each week for the entire semester. For each category of course, the maximum number shall conclusively be deemed as follows:

<u>15 weeks of class per semester</u>	<u>Maximum Absences</u>
Courses regularly meeting 5 times a week all semester	11
Courses regularly meeting 4 times a week all semester	9
Courses regularly meeting 3 times a week all semester	7
Courses regularly meeting 2 times a week all semester	5
Courses regularly meeting 1 time a week all semester	2

<u>14 weeks of class per semester</u>	<u>Maximum Absences</u>
Courses regularly meeting 5 times a week all semester	11
Courses regularly meeting 4 times a week all semester	8
Courses regularly meeting 3 times a week all semester	6
Courses regularly meeting 2 times a week all semester	4
Courses regularly meeting 1 time a week all semester	2

<u>13 weeks of class per semester</u>	<u>Maximum Absences</u>
Courses regularly meeting 5 times a week all semester	10
Courses regularly meeting 4 times a week all semester	8

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Courses regularly meeting 3 times a week all semester	6
Courses regularly meeting 2 times a week all semester	4
Courses regularly meeting 1 time a week all semester	2

<u>12 weeks of class per semester</u>	<u>Maximum Absences</u>
Courses regularly meeting 5 times a week all semester	9
Courses regularly meeting 4 times a week all semester	7
Courses regularly meeting 3 times a week all semester	5
Courses regularly meeting 2 times a week all semester	4
Courses regularly meeting 1 time a week all semester	2

<u>11 weeks of class per semester</u>	<u>Maximum Absences</u>
Courses regularly meeting 5 times a week all semester	9
Courses regularly meeting 4 times a week all semester	7
Courses regularly meeting 3 times a week all semester	5
Courses regularly meeting 2 times a week all semester	3
Courses regularly meeting 1 time a week all semester	2

A faculty member may, at his or her option, adopt a policy requiring a higher level of attendance. However, the professor may lower the student's final course grade by no more than one step per absence when the student's absences exceed those specified in the professor's policy. Any additional attendance policy must be in writing and communicated to students at the first class of the semester. As used in this section "one step" is 5 points, which will be deducted from the final weighted course grade. *(If a student's final course grade is 94% but the student has missed one class beyond the 15% absence rule, the student's final course grade will be reduced to an 89%. If the student has missed two class beyond the rule, the student's final course grade will be reduced an additional 5 points to an 84%, etc.)*

Each graduate academic program has a stricter policy for attendance in external clinical rotations, therefore, the program policy will supersede the above policy. A course meeting will be defined by the DPT, PA and OT program as "the day that the course meets, regardless of how many times the course meets per day." For the SLP program, lecture and laboratory sessions are considered separate course meetings and missed classes will be counted accordingly.

In extenuating circumstances, when the application of the attendance policy may create an undue hardship, the Dean shall have the discretion to ameliorate the hardship by modifying the attendance policies or by otherwise granting an exception thereto. A request must be submitted in writing to the Dean, outlining the rationale for the exception as well as a detailed plan to make-up the missed coursework. In taking such ameliorative action, the Dean shall make the final decision on how to ameliorate the situation and shall report to the full faculty regarding any such ameliorative action that is taken.

Speech Language Pathology Attendance

Attendance to class sessions, laboratory sessions, and clinical rotations is mandatory. Attendance is defined as presence during the entire scheduled activity or event. Students are expected to arrive prior to the start of class and be prepared to engage in classroom activities. This expectation includes completing any pre-readings or other assignments given by faculty. Each student is responsible for reviewing the syllabus and keeping abreast of any material assigned by any/all instructors in the course.

Successful matriculation through each program requires all students to be present and participate in learning activities. Students should be aware that there may be times that students will be required to attend additional events and activities outside of regular class meetings. Every effort will be made to notify students well in advance of the meeting date/time. If these events coincide with a course, the attendance policy will apply to that event.

Faculty recognize that there are valid reasons for absences. Excused absences include illness, jury duty, death in the immediate family, or department or university approved event. Routine medical and dental visits, hair appointments, etc. are not considered valid reasons to be absent and will be considered unexcused. Students are required to bring a note from a physician for any illness that results in an absence. Students should contact the course instructor, prior to the absence, to obtain permission and any coursework to be missed. If prior contact is not possible due to an emergency, the student must contact the course instructor of the course to be missed as soon as possible. The student, regardless of the reason for the absence, is ultimately responsible for all of the material and assignments covered during the missed class period(s). Excused absences for professional conferences and workshops are not guaranteed, but permission can be requested by contacting the Program Director/Department Chair. Once permission for an excused absence is granted, students may be allowed to make-up missed assignments, exams, etc. For unexcused absences, students will not be allowed to make-up missed assignments, exams, etc., and may have the course grade reduced. Additionally, the Speech Language Pathology program allows 3 excused absences during clinical practicum (SLP 6391, 6392, 6393) and internships (SLP 6991 and 6992), which must be approved by both the clinical supervisor and respective Clinic Director prior to the absence. Further absences will result in a reduction of the final letter grade by 5% for each additional occurrence up to two. Further absences than the 5 may result in failure of the course for excessive absences. All excused absences must be accompanied by some form of written documentation (i.e., doctor's excuse, jury summons, etc.). Any time missed in either clinical practicum or internship may be required to be made up at the discretion of the respective Clinic Director and clinical supervisor; these may be done on a case-by-case basis.

Expectations of Students, Faculty, and Staff

The right of sharing in the privileges of a graduate degree at Faulkner University involves the recognition and acceptance of mutual responsibilities. These include the

recognition of the authority of the administration and faculty of Faulkner University over all procedures, policies, and guidelines for governing the graduate degree programs. Certain standards of integrity are expected to be met by students, faculty, and staff, and are stated here for self-discipline and support by all members of the Faulkner University community. Each may expect of the other honesty in all relationships, responsibilities, and tasks; integrity and good stewardship in all financial obligations and dealings; conscientious concern for each other in matters of personal habits, attitudes, and actions; demonstration of a spirit which recognizes the Lordship of Christ and expresses Biblical love for God and man; and appreciation for the campus of Faulkner University and a stewardship concern for maintaining both its natural and physical facilities. Evidence of conspicuous or persistent failures in moral responsibility will lead to disciplinary action that may result in suspension or dismissal from Faulkner University.

Academic Integrity and Honesty Policy

FAULKNER HONOR CODE

Faulkner University is an academic institution founded on the values and principles of Christianity. As a Christian institution, Faulkner emphasizes the importance of integrity and character in all aspects of life. The Faulkner Honor Code emphasizes the importance of Christian character in all aspects of academic life. Faulkner University requires all students live up to the following honor pledge:

“As members of the Faulkner community, we commit ourselves to act honestly, responsibly, and above all, with honor and integrity in all areas of academic and campus life.”

Setting high standards of behavior requires a commitment by every student to work together to maintain these standards and realize disciplinary consequences should follow a breach of the honor system. Just as in the workplace, where high ethical standards are required, Faulkner students must realize that failure to maintain high ethical standards in the classroom will lead to similar disciplinary actions. Faulkner believes that as professionals and students we should be practicing how to be people who are committed to improved character and spiritual development and view adherence to the honor code as a valuable practice. Without the support of the entire student body, the honor system will not work successfully. All students must insist on the absolute integrity of themselves and their fellow students, because academic dishonesty jeopardizes the quality of education and depreciates the genuine achievements of others. It is, without reservation, a responsibility of all members of the Faulkner campus community to actively deter it. Apathy or acquiescence in the presence of academic dishonesty is not a neutral act. Faulkner believes that all that is necessary for evil to prevail in any community is for good people to do nothing. A laissez-faire response will only reinforce, perpetuate, and enlarge the scope of such misconduct. Unfortunately, the reputation for any academic misconduct in the university setting has become widespread and a regrettable aspect of modern education. These reputations have become self-fulfilling and grow unless vigorously challenged by

students and faculty alike. All members of the Faulkner community, students, faculty, and staff, share the responsibility and authority to challenge and make known acts of apparent academic dishonesty.

Faulkner University believes it is the obligation of every student who suspects a violation of the honor code to take action in one of the following ways:

1. Speak to the suspected student (Matthew 18:15-17).
2. Report the incident to the Assistant Dean of Students if it is a violation of the code of conduct.
3. If it is an academic violation, inform the instructor in the course of suspicions and identify, if possible, the person suspected.

Students who fail to report violations of the honor code may be considered to be complicit in the dishonesty and may be punished as such.

Academic Integrity Policy

An academic institution rests on the principle that students will demonstrate integrity and honesty in the products/works developed or submitted. As a Christian institution, Faulkner emphasizes integrity of character in all situations, including academic settings.

In order to prepare students for a successful career and a rewarding social and spiritual life, students must be introduced to the kind of professional censure for dishonesty they will meet in the workplace. Because education is a life-long developmental process, Faulkner seeks to instill values of honesty and integrity in every student by insisting upon the highest professional standards as part of the learning process. Because cheating can seem to produce immediate rewards, it can become a pattern of behavior that is counter-productive and corrosive to spiritual and professional development. Therefore, Faulkner expects the learning process to support spiritual and professional development through a commitment to academic honesty and integrity.

Academic Dishonesty

A key element of academic integrity is to honor the academic process of learning. Faulkner University considers the circumvention of the learning process by cheating, plagiarism, fabrication, or complicity in cheating or fabrication to be an act of academic misconduct with long-term detrimental effects. The following outline of the definition of terms and a general list of academic violations is given for clarity's sake and as an aid to guard against violating the code unintentionally.

Faulkner University seeks to promote excellence and maintain an environment conducive for learning. Students are prohibited from engaging in or conspiring to engage in any form of academic dishonesty, including but not limited to cheating or plagiarism.

Cheating:

The act of using or attempting to use materials, information, study aids, or unauthorized assistance for an academic activity. Cheating is a type of fraud and consists of acts

such as giving and receiving assistance on a quiz, test, or exam; using notes or crib sheets during a quiz, test, or exam; or submitting the same paper for more than one course. Cheating also includes acts such as taking an exam or writing a paper for another student.

Plagiarism:

The act of intentionally or knowingly representing the words or ideas of another as one's own work in any academic assignment.

Fabrication:

The act of falsification of any information in an academic activity. Fabrication includes acts such as falsifying data, misrepresenting work, or lying to protect a student committing an act of academic misconduct.

Complicity:

The facilitation or assistance, intentionally or knowingly, in the act of cheating or fabrication by another.

The following includes many but not necessarily all of the specific practices under each of the above four categories that violate the Academic Integrity Policy:

- Cheating:
 - Receiving or giving unauthorized materials or aid to another student for class assignments or tests.
 - Using unauthorized materials or aid in connection with assignments or tests.
 - Giving, obtaining, soliciting or offering to provide any unauthorized assistance for class assignments or tests.
 - Using any unauthorized electronic device during a test or class assignment (when inappropriate). Such electronic devices include cell phones, smart watches, tablets, beepers, palm pilots, computers, and word processors.
 - Observing the work of other students during in-class assignments (when inappropriate) or tests.
 - Gaining access to the content of a test prior to the giving of the test.
- Plagiarism:
 - Failure to give credit to sources used in a work in an attempt to present the work as one's own.
 - Submitting in whole or in part the work of others as one's own.
 - Use of AI to create an assignment, paper, etc. or to complete an assignment, paper, etc.
 - Submission of papers or projects obtained from any source, such as a research service or another student, as one's own.
- Fabrication:

- Written or oral presentation of falsified materials and facts, including but not limited to the results of interviews, laboratory experiments, and field-based research.
- Written or oral presentation of the results of research or laboratory experiments without the research or experiment having been performed.
- Altering, misrepresenting, or falsifying a transcript, course record, or graded work to gain unearned academic credit.
- Accepting unearned credit or accepting a grade higher than the grade actually earned.
- **Complicity:**
 - Planning or agreeing with another person or persons to commit any act of academic dishonesty.
 - Changing or agreeing to have academic records changed, including receiving an unearned academic grade or credit not.
 - Offering or accepting a payment or bribe related to academic work or records.

In general, it is a violation of the Academic Integrity Policy when a student does not follow any announced policy of an individual faculty member, department, college, or university. A student uncertain of the application of the Academic Integrity Policy to a particular circumstance should always consult with the faculty member.

Penalties for Violation of the Academic Integrity Policy

Any violation of this policy is considered an extremely serious infraction. The penalty for violation of Academic Integrity Policy will result in a zero for the assignment/examination or course, and additional penalties up to and including dismissal from the program without an opportunity to return. A second offense will result in automatic dismissal from the program. Any violation of the Academic Integrity Policy must be reported to the respective program director and the Assistant Dean by following the “Process for Penalizing a Student for Violation of the Academic Integrity Policy.”

Process for Penalizing a Student for Violation of the Academic Integrity Policy

The complainant (instructor, appropriate supervisor/administrator, or university official) is required to complete the “Academic Infraction Form” available in Appendix B of this handbook, and provide a copy to the Assistant Dean for the record keeping. The complainant will then forward the completed Academic Infraction Form to the Student Success Committee, which will be formed by two on-ground and two distance learning/online instructors/professors. The Student Success Committee will inform the student of the ‘Academic Infraction Form’ and provide the student with a copy of the Academic Infraction Form within 72 hours of receipt. The Student Success Committee will convene to review the Academic Infraction Form within 7 days of original receipt. The Student Success Committee may: meet with the complainant, meet with the student, meet with the student and complainant simultaneously, or render a recommendation without any party meetings. Additionally, the Student Success Committee will have access to the pertinent student’s file containing any previous violations and should consider previous violations when rendering a sanction and/or

recommendation. The Student Success Committee may sanction the student only within the parameters of the Penalties for Violation of the Academic Integrity Policy. The Student Success Committee must document the recommended sanction on the “Academic Infraction Form” and send the completed form to the Assistant Dean and the Program Director. The Assistant Dean together with the Program Director will review the committee’s recommendation and the Program Director will enforce the final sanction. The completed infraction form will be placed in the student’s file by the Assistant Dean.

Academic Disciplinary Process

Sanctions for Unacceptable Academic Behavior

A student who exhibits unacceptable academic behavior is subject to sanctions by the instructor. The purpose of this section is to empower the instructor to protect the learning environment by administering certain sanctions to students for unacceptable instructional behavior. The term "classroom or learning environment" is herein to be understood in as broad a sense as possible.

“Unacceptable instructional behavior” encompasses any behavior (including, but not limited to: conduct, gestures, speech, and written communications and regardless of the location, forum, or venue of such behavior) that occurs in, arises from, or is in any way related to the classroom or learning environment when, in the sole discretion of the instructor, such behavior does or could disrupt, adversely affect, or detrimentally impact the learning environment of a given course.

“Unacceptable instructional behavior” includes, but is not limited to, the following:

- behavior that, in the sole discretion of the instructor, is disruptive or harmful to the classroom or learning environment;
- behavior directed at a student in the course or the instructor or anyone aiding the instructor (e.g., proctor, teaching assistant, guest lecturer, etc.,) and that, in the sole discretion of the instructor, is: harassing in nature, including but not limited to: harassing behavior based on characteristics protected by federal or state law; rude, obnoxious, disrespectful or discourteous; threatening (whether the threat is explicit, implicit or veiled); or intimidating;
- refusal of a student to remove himself/herself immediately from a class meeting or function after having been directed to do so by the instructor or person in charge of the class meeting or function;
- a student's continuing to attend meetings (or attempting to or participating in related activities) of a course from which he/she has been suspended, un-enrolled or withdrawn;
- refusal of a student to respectfully comply with an instructor’s standards of behavior and attire in a course, including but not limited to such matters as: texting or emailing instead of participating in class or paying attention; accessing/using electronic devices; inappropriate dress; eating in class; sleeping in class; arriving late to class or leaving early from class.
- Professional behavior issues that have been articulated in the specific course.

When a student (or students) engage(s) in unacceptable instructional behavior, an instructor, in his or her sole discretion, can impose any of the following sanctions:

- Record of offense placed in student file via the ‘Academic Infraction Form’
- Immediate suspension of the student from the course for the remainder of that class meeting period
- Discretionary assignments and/or participation in corrective experiences
- Assessing the student an unexcused absence for the particular class meeting
- Academic Complaint form forwarded to the Student Success Committee for disciplinary actions

The instructor should notify the student both verbally and via email to document the circumstance. The student should also be advised of their right to appeal academic decisions (Appeal Process). The instructor should immediately inform the Assistant Dean by completing and submitting “Academic Infraction Form.”

Academic Appeals/Grievances

If a student has reason to question the decision of an instructor regarding course content, a grade received, or penalties imposed for academic dishonesty, misconduct, or unacceptable classroom behavior, the student must follow this academic appeal procedure which begins with an appeal to the instructor when appropriate. Students should also follow this process if appealing a Notice of Dismissal and for all other academic grievances. It should be understood that an instructor’s decision as to any matter takes effect immediately and remains in place until the appeals process is complete. The Academic Grievance form can be found in Appendix B.

Appeal to the Instructor

In all cases involving the decision of an instructor regarding course content, a grade received, or sanctions imposed for unacceptable classroom behavior, the student should attempt to initially resolve the matter with the instructor. The student should complete the “Student Grievance – Academic Form” (Appendix B), and submit a copy to the Assistant Dean so that a record of the complaint can be maintained. The student may request confidentiality upon submission to the Assistant Dean. However, the request for confidentiality will only be granted in rare cases. The Assistant Dean will then instruct the student to initiate the appeals process by submitting the “Student Grievance – Academic Form” (Appendix B) to the instructor (if appropriate). The form should include the student’s account of all pertinent facts, a statement listing all reasons as to why the instructor’s decision was inappropriate, and a statement of the relief sought by the student. Any issue not raised in the written appeal is deemed waived and forfeited. A student who fails to timely submit a written appeal complying with the requirements of this section waives and forfeits the right to pursue the appeal. The student must make the appeal within seven (7) days of the date of the decision to be appealed. Failure by the student to make the appeal to the instructor within this time frame constitutes forfeiture of the right to appeal. Within three (3) days after receiving the student’s written appeal, the instructor must respond in writing to the appeal and either grant or deny the relief sought. No discussion of the matter should take place between the instructor and the student until the instructor has received and reviewed

the written appeal. If a resolution has been reached at the instructor level, the completed “Student Complaint Record: Academic” detailing the resolution must be submitted to the Assistant Dean for record maintenance. The Assistant Dean will also forward the completed complaint record to the Vice President of Academic Affairs.

Appeal to the Program Director

If it is inappropriate for the student to initially submit the “Student Complaint Record: Academic” to the instructor, the student should still complete the “Student Complaint Record: Academic” (Appendix B), and submit a copy to the Assistant Dean so that a record of the complaint can be maintained and will then direct the student to take the form to the Program Director.

Additionally, if the student is dissatisfied with the instructor’s response in the first stage of the appeal, the student has three (3) days from the date of the instructor’s response to appeal to the respective Program Director who will convene the program committee to review the complaint. Failure by the student to make this appeal within this time constitutes forfeiture of the right to appeal. Within three (3) days of the student’s appeal to the Program Director, the Program Director (with input from the program committee) shall rule on the appeal in writing and provide copies of the completed Student Grievance Form to the instructor, student, and Assistant Dean. If the instructor whose decision is appealed is the Program Director, the student should appeal directly to the Assistant Dean for the College of Health Sciences. If the instructor whose decision is appealed is Assistant Dean for the College of Health Sciences, the student should appeal directly to the Dean of the College of Health Sciences. If the instructor whose decision is appealed is the Dean of the College of Health Sciences, the appeal shall be directed to the Vice-President for Academic Affairs.

The person to whom the appeal has been made may investigate the matter in any way he or she deems appropriate and may resolve the matter with or without a hearing. Within seven (7) days of the student’s appeal in this instance (i.e., to either the Dean of the college or the Vice-President for Academic Affairs), the official to whom the appeal has been made shall rule on the appeal in writing and provide a copy to the instructor, the student, the Assistant Dean for the College of Health Sciences, and the Vice President of Academic Affairs.

Appeal to the Assistant Dean or Dean of the College of Health Sciences

If the student or the instructor whose decision is at issue is dissatisfied with the Program Director’s response, either party has three (3) days from the date of the Department Chair’s response to appeal the matter to either Assistant Dean or the Dean of the College of Health Sciences. Failure by either party to make this appeal within this time frame constitutes forfeiture of the right to appeal. Within three (3) days of the appeal to the appropriate Dean, he or she shall rule on the appeal in writing and provide a copy to both the instructor and the student. The person to whom the appeal has been made may investigate the matter in any way he or she deems appropriate and may resolve the matter with or without a hearing.

The Deans' decision in such disputes is final unless there is a question of impropriety on the part of the instructor or some other University employee that bears directly on the issue appealed. Additionally, students may appeal a program dismissal directly to the Vice-President for Academic Affairs. Even when there is an allegation of impropriety, there can be no appeal to the Vice-President for Academic Affairs until the Dean of the appropriate college or school has returned a decision.

Appeal to the Vice President of Academic Affairs

If the student or the instructor whose decision is at issue is dissatisfied with the Dean's response, either party has three (3) days from the date of the Dean's response to appeal the matter to the Vice-President for Academic Affairs. Failure by either party to make this appeal within this time frame constitutes forfeiture of the right to appeal. Within three (3) days of this appeal, the Vice-President for Academic Affairs shall rule on the appeal in writing and provide a copy to both the instructor/program director/Dean and the student. The person to whom the appeal has been made may investigate the matter in any way he or she deems appropriate and may resolve the matter with or without a hearing.

Only when there is a question of impropriety on the part of the instructor or some other University employee that bears directly on the issue appealed can there be an appeal to the Vice-President for Academic Affairs. Additionally, any decision that results in the dismissal of a student from a CHS program should be appealed to the Vice-President for Academic Affairs. The decision of the Vice-President for Academic Affairs in such cases is final.

*Resolutions/Decisions for all Academic Appeals should be recorded on the "Student Complaint Record: Academic" (Appendix B), and the final completed form should be sent to the Assistant Dean for filing. The Assistant Dean will also forward the completed complaint record to the Vice President of Academic Affairs.

Standard of Review for Matters Appealed

In all matters appealed at whatever level, the standard of review is as follows: All issues of fact as initially determined by the instructor shall be presumed to be correct and the instructor's findings of fact will not be disturbed unless there is clear and convincing evidence to the contrary. All issues involving the exercise of the instructor's judgment (including but not limited to grades awarded, course content, and sanctions for academic dishonesty or unacceptable classroom behavior) shall be presumed to be correct and the instructor's decision on any such issue will not be reversed unless the instructor has committed a gross abuse of discretion.

Academic Dishonesty Prevention and Testing Procedure

In order to reduce, and hopefully prevent academically dishonest behavior, residential students will be required to place all personal items (i.e., book bags, purses, hats/caps, cell phones, smart watches, and headphones of any kind unless pre-approved by the instructor) prior to taking a seat for the exam along the front or rear walls during testing

for classroom-based exams, which also includes the comprehensive exam. It is important to note that the instructor is **NOT** liable for any lost or stolen personal items. Students will also not be allowed to remove his/her shoes during testing or to take off or put on additional clothing (jackets, sweatshirts, etc.) during the exam session. Students will be assigned a seat at the beginning of the semester for testing, and students will not be allowed to leave the testing room for any reason during the exam. Students, who choose to leave, must submit their exam from that point; any unanswered questions will receive a score of 0. Also, any student found talking to another student for any reason during testing will receive an automatic zero on the exam. Students will not be allowed any additional scratch paper as ExamSoft has this capacity and will not be allowed to bring any books, paper, or notes to their seat. Students will be required to purchase a webcam and use ExamSoft for testing, along with the lockdown browser.

Distance education/online students will be required to have a clear space without any personal items near the computer/testing space; this includes book bags, purses, hats/caps, cell phones, smart watches, and headphones of any kind unless pre-approved by the instructor) prior to taking a seat for the exam. For the comprehensive exam, students will be expected to place all personal items (i.e., book bags, purses, cell phones, smart watches, etc.) prior to taking a seat for the exam along the front or rear walls during testing for classroom-based exams. It is important to note that the instructor is **NOT** liable for any lost or stolen personal items. Students will also not be allowed to remove his/her shoes during testing or to take off or put on additional clothing (jackets, sweatshirts, etc.) during the exam session. Also, students should not have any other people present during the testing. Students will not be allowed to leave the testing room for any reason during the exam. Students, who choose to leave, must submit their exam from that point; any unanswered questions will receive a score of 0. Also, any student found talking to another individual for any reason during testing will receive an automatic zero on the exam. Students will not be allowed any additional scratch paper as ExamSoft has this capacity and will not be allowed to bring any books, paper, or notes to their seat. Students will be required to purchase a webcam and use ExamSoft for testing, along with the lockdown browser. It is important to note that the student's face must be visible in its entirety during the completion of the exam. Any unusual eye gaze, movement, speaking to another individual, or atypical circumstances will be flagged by Examsoft as academic dishonesty and subsequently, will be reviewed by the professor to determine if an act of academic dishonesty occurred.

Student Conduct

The President of the University has delegated the responsibility of CHS student conduct to the Vice President for Student Services, managed through the Assistant Dean for the College of Health Sciences. This position is charged with the responsibility for student conduct and student discipline. The CHS Assistant Dean's responsibility for student conduct includes:

- The creation and preservation of a caring Christian environment that encourages the development of Christian character.

- The creation and preservation of an environment that fosters the formation of Christian friendships and relationships.
- Leadership that supports the adherence to University policy, procedures, principles, and regulations.
- Facilitation of growth and maturity within each student addressed through the student judiciary process.

Faulkner University's College of Health Sciences (CHS) has adopted defined policies and procedures for student conduct and for disciplinary actions for violations of policies, procedures, principles, or regulations. The student conduct rules and regulations are not meant to duplicate general state or federal laws; there are some respects in which the lawful interests of the institution as an academic community coincide with the broader public interests treated in general laws. Students who commit offenses against the laws of municipalities, states, or the United States are subject to prosecution by those authorities, as well as liability for disciplinary action under Faulkner University rules when their conduct violates institutional standards.

In addition, the student conduct policies address the lawful interests of the University and/or the Christian nature of her mission or purpose. The student conduct policies address behaviors and actions that are inconsistent with the Christian character of the University. As part of their responsibilities in attending Faulkner, the University expects students to live and conduct themselves in a manner consistent with Biblical principles. For instance, students are encouraged and expected to pursue excellence in all things, which is a visible sign of spiritual growth and development. A similar expression of character is seen in courtesy and good manners. The University expects its students to exhibit behaviors or actions consistent with Biblical principles (to include the University's policy, procedures, principles, or regulations).

Philosophy of Discipline and Standards of Conduct

Anchored in Biblical truth, community life at Faulkner University is a disciplined life. Community standards reflect biblical principles and Christian teaching, encouraging students, staff, and faculty to live lives of holiness, love, and respect for others. The intent of all discipline is to enhance growth and maturity, especially responsibility for one's own behavior and accountability for one's own actions. Faulkner University's philosophy of disciplinary response is neither legalistic nor permissive. Instead, members of our community are called to a high standard of behavior in order to establish and maintain an environment conducive to learning and personal growth. Our ultimate desire is to glorify God with our thoughts, words, and actions.

These expectations include, but are not limited to, the following:

- Respect for the personal worth, dignity, and rights of others.
- Respect for the right and necessity of Faulkner University to develop and maintain a Christian atmosphere conducive to academic study and personal growth.
- Respect for the diverse backgrounds, personalities, convictions, and spiritual traditions of students, staff, and faculty who comprise the Faulkner University community.

- Respect for local, state, and federal laws and ordinances.
- Respect for the discipline, policy, procedures, and authority established by Faulkner University for the systematic management of university activities, the well-being of the members of the university community, and the integrity of the institution.
- Regard for the nature of a moral community by embracing the need to lovingly confront and hold accountable members of the Faulkner University community whose conduct falls outside the boundaries of Christian behavior, university policy, state, and federal laws.

Disciplinary Response

In order to preserve a moral community, it sometimes becomes necessary to confront and hold accountable members of Faulkner University. Procedures have been designed to provide a loving disciplinary response, balanced by justice and mercy. Justice requires that those who violate community standards are held accountable, and those who are innocent are protected. Mercy requires an understanding that all people are sinners in need of God's grace and a mandate to encourage hope rather than condemnation. Therefore, discipline must be both corrective and restorative. The goal must be to redeem individuals and to restore relationships so that people can grow in knowledge and grace. The purpose of the disciplinary response is: To redirect behavior, to protect the rights of others in the community, to encourage and teach responsibility, and to maintain a Christian environment compatible with the educational mission of the university.

Conduct Subject to Sanctions

The violations below are not construed as all-encompassing. The Vice President for Student Services has delegated the responsibility of managing CHS graduate student conduct to the CHS Dean and CHS Assistant Dean. The CHS Dean and Assistant Dean as well as the Vice President of Student Services and other university officials are given discretion in addressing incidents of violation not listed here.

Category One Violations include, but are not limited to:

- Minor, first-time professionalism violations
- Threatening to engage in behavior that would cause damage to university property or to the personal property of others.
- Violation of dress code principles.
- Violation of parking/safety regulations.
- Gambling on campus.
- Use of tobacco in any form on campus or at any university-sponsored event.
- Use of profanity, vulgarity, or obscenity in any form on campus.
- Failure to present official Faulkner ID card upon request of university authorities.
- Failure to accurately list with the university a current place of residence and to promptly inform the university of any subsequent changes in the correct address listing.
- Failure to notify proper university officials of knowledge of a violation of certain

university policies or of students in violation of certain university policies.

- Posting photographs or comments online that document or publicize suspected violations of the Student Handbook. (Refer to the internet information section of the General Policy Guide.)

Category Two Violations include, but are not limited to:

- Multiple, repeated, or severe Category One violations.
- Serious or repeated Professionalism Violations.
- Violations of the CHS Academic Integrity Policy.
- Violations of the CHS Alcohol Policy.
- Consuming alcoholic beverages, using tobacco, or using illegal drugs while representing Faulkner at an off-campus event OR while wearing Faulkner University attire
- Vaping of any kind while on campus
- Violations of the Sexual Stewardship and Purity Policy that occur on campus
- Failure to comply with the directive of a university official acting in the performance of his or her duties.
- Disrespectful behavior toward a university staff or faculty member.
- Knowingly providing false or misleading information to a university authority, including all staff and faculty.
- Engaging in behavior that would cause damage to university property or to the personal property of others.
- Minor instances of disruptive behavior. Disruptive behavior includes conduct that distracts or intimidates others in a manner that interferes with instructional activities, fails to adhere to an instructor’s appropriate classroom rules or instructions, or interferes with the normal operation of the university.
- Veiled or direct threats to harm any member of the university community (to include verbal or physical posture – expressed in person, online, or written via email, text messaging, Facebook, Snapchat, or any other form of social media).
- Minor disturbances of the peace. A disturbance will be defined as an event in which failure to maintain control of the event occurs and/or complaints are reported and/or police/security officers respond to the scene.
- Unauthorized possession or use of university keys.
- Unauthorized entry or use of university buildings, facilities, equipment, supplies, or resources.
- Possession or use on campus of fireworks or chemicals that are of an explosive or corrosive nature.
- Possession and/or use of pornography of any kind while on campus.
- Violation of law or university policy related to computer use or copyright infringement.
- Forgery, alteration, or misuse of university documents, forms, records, or identification cards.
- Producing in writing, whether electronically or in print, any information regarding patients/preceptors/instructors/facilities for any purpose other than the completion of express assignments.

- Using social media to discuss patient/preceptors/instructors/facilities or any aspect of Faulkner CHS in a negative way or that would compromise patient care and confidentiality.
- Negligent HIPAA violations.
- Any activity that qualifies under applicable criminal law as a misdemeanor, regardless if charges are filed.

Category Three Violations include, but are not limited to:

- Repeated or severe Category Two violations.
- Failure to comply with disciplinary decisions, including conditions of probation and previous sanctions.
- Failure to report any criminal history to the university, including but not limited to admissions applications.
- Repeated or severe violations of the CHS alcohol policy.
- Violation of CHS drug and tobacco policy.
- Violation of the CHS weapons policy.
- Misuse of fire or safety equipment.
- Causing or reporting a false warning of a campus emergency.
- Major instances of disruptive behavior. Disruptive behavior includes conduct that distracts or intimidates others in a manner that interferes with instructional activities, fails to adhere to an instructor's appropriate classroom rules or instructions, or interferes with the normal operation of the University.
- Major disturbances of the peace. A disturbance will be defined as an event in which failure to maintain control of the event occurs and/or complaints are reported and/or police/security officers respond to the scene.
- Knowingly accessing a computer, computer network, or computer system beyond the standard assigned and/or accepted permissions.
- Causing physical or emotional harm to another person. Emotional harm includes but is not limited to, intimidation, stalking, cyber-bullying, and/or threats by text messaging or other electronic media.
- Creating a hostile environment, including but not limited to hate speech, harassment, or sexual harassment.
- Veiled or direct threats to harm any member of the University Community (to include verbal or physical posture – expressed in person, online, or written via email, text messaging etc.)
- Any activity that qualifies under applicable criminal law as a felony, regardless if charges are filed.
- Grossly negligent and/or intentional HIPAA Violations.

Professionalism Infractions include, but are not limited to:

- Failure to demonstrate professional relationships with faculty, preceptors, patients, or employees of the University or clinical site
- Does not function or interact appropriately within groups
- Insensitivity to the needs, feelings, or wishes of others
- Use of demeaning or disrespectful language about others
- Abusive or arrogant during times of stress

- Inadequate personal commitment to honoring the needs of patients
- Resistant or defensive in accepting criticism
- Remains unaware of his/her limits
- Resists considering or making changes based on feedback
- Appears to seek or accept the minimally acceptable level of effort as a goal
- Failure to follow protocol regarding absence from class or clinical rotation
- Repeatedly tardy to class, clinic, or mandatory school sponsored events
- Participates in any action that could result in legal action being taken against the student by the clinical site or University
- Failure to fulfill responsibilities reliably
- Misrepresents or falsifies actions and / or information
- Failure to accept responsibility for actions
- Use of his/her professional position to take advantage of a patient emotionally or sexually
- Other professional shortcomings including violations of program specific professional requirements.

*Professionalism Infractions are punishable as either Category One or Category Two violations depending on the number of previous violations and seriousness of the offense.

Sanctions

Students' conduct may be disciplined according to the sanctions in this section.

Category One Violation Sanctions assigned as disciplinary responses to Category One violations may include, but are not limited to:

- Verbal warning followed by email to memorialize verbal warning
- Record of offense placed in student file via the 'Conduct Infraction Form'
- Discretionary assignments and/or participation in corrective experiences
- Fine (Violations of parking/safety regulations) and/or restitution

Category Two Violation Sanctions assigned as disciplinary responses to Category Two violations may include, but are not limited to:

- Record of offense placed in student file via the 'Conduct Infraction Form'
- Discretionary assignments and/or participation in corrective experiences
- Fine (Violations of parking/safety regulations) and/or restitution
- Loss or reduction of scholarships
- Suspension or dismissal from the program

Category Three Violations Sanctions assigned as disciplinary responses to Category Three Violations may include, but are not limited to:

- Record of offense placed in student file via the 'Conduct Infraction Form'
- Suspension or Dismissal from the university
- Suspension or Dismissal from the program
- Fine (Violations of parking/safety regulations) and/or restitution
- Discretionary assignments and/or participation in corrective experiences
- Loss or reduction of scholarships

Procedures for Sanctioning a Student

Informal Sanctions

In instances involving Category One Violations, a complainant may wish to informally resolve the complaint. An informal resolution might take the form of the complainant (instructor, appropriate supervisor/administrator, or university official) communicating the issue with the student in order to establish the kind of behavior that may be deemed objectionable and securing the cessation of such behavior. If the complainant is satisfied with the student's response to the discussion, no formal actions are required. However, if the student's response indicates that further action needs to be taken, formal resolution may then be pursued by the complainant. Written notice of the outcomes of any informal procedure will be emailed by the complainant to the student within 72 hours of the outcomes (Assistant Dean should be copied to the email). When complaints are resolved informally, the offending party should be cautioned that repetition of such conduct could lead to formal complaint or investigation. The use of an informal complaint and resolution procedure is optional. Nothing in this informal complaint process is meant to discourage an individual from filing a formal complaint.

Formal Sanctions

In instances involving Category Two and Category Three violations, formal action must be taken. In these instances, the complainant (instructor, appropriate supervisor/administrator, or university official) is required to complete the "Conduct Infraction Form" available in Appendix D of this handbook. The complainant will then forward the completed Conduct Infraction Form to the Student Success Committee (see section below for more information on this committee). The Student Success Committee will inform the student of the 'Conduct Infraction Form' and provide the student with a copy of the Conduct Infraction Form within 72 hours of receipt. The student has 48 hours to respond on the Conduct Infraction Form and return it to the committee. The Student Success Committee will convene to review the Conduct Infraction Form within 7 days of receiving the student's response. The Student Success Committee may: meet with the complainant, meet with the student, meet with the student and complainant simultaneously, or render a recommendation without any party meetings. Additionally, the Student Success Committee will have access to the pertinent student's file containing any previous violations and should consider previous violations when rendering a sanction and/or recommendation. The Student Success Committee may sanction the student within the parameters of the category sanctions listed above. The Student Success Committee must document the recommended sanction on the "Conduct Infraction Form" and send the completed form to the Assistant Dean and the Program Director. The Assistant Dean together with the Program Director will review the committee's recommendation and the final sanction will be enforced by the respective Program Director. All formal sanctions passed to the Program Director for enforcement are deemed final. The completed infraction form will be placed into the student's file by the Assistant Dean. Additionally, any sanction involving a Category Three violation in which suspension or dismissal from a program is recommended will also be referred to the VP of Student Services for a determination as to whether suspension or dismissal from the University is also warranted. The student can also complete a "Complaint form – Non-academic" for faculty. Please see Appendix E.

Program Committees

Faulkner University's Speech Language Pathology program must form and appoint members to maintain a program committee who will be tasked with reviewing conduct violations documented on Conduct Infraction Forms and recommending sanctions as instructed in the "Formal Resolution" section of this handbook. The committee for Speech Language Pathology will be referred to as the Student Success Committee. The committee must have at least four members. The members of the committee will include two on-ground and two distance education/online faculty members.

Procedures for Violations by Student Groups

Student groups may be found in violation of university policies, and the group may be held responsible, either individually or collectively, for violations by those associated with the group. Alleged violations will be referred to the Assistant Dean for investigation. Disciplinary should be in keeping with the allowable category violation sanctions. Student groups will be afforded the same hearing and appeal procedures provided for individual students.

Graduation Eligibility

Students are not eligible for graduation or release of transcripts until the completion of disciplinary proceedings and the performance of all disciplinary requirements. Questions to any other questions or concerns can be found in the CHS Handbook.

Examination Policy

Students are required to take all examinations as scheduled in the curriculum. If a student is absent for an exam because of an illness, emergency or other circumstance beyond the student's control, the student will be allowed to make up the examination once a valid excuse is provided. Examples of valid excuses include a doctor's note or official documentation. If no valid excuse is provided, the student will receive a "0" for the examination, but will still be required to complete the exam as the questions are tied to the standards. The make-up exam should be taken within 48 hours if possible and must be approved and scheduled with the faculty of record. The students will not be allowed to review the exam or the key until all students have taken the examination.

The examination policy is based on the testing procedures outlined by the licensure examination, which is a timed, computer-based examination. In order to practice Speech Language Pathology, all students must pass the Praxis Examination. Not only will this process maintain the integrity of the examination but will assist in preparing students to take the examination. Examination procedures include:

1. The student will not be allowed to leave the room once the examination has begun. Once the student leaves, they will not be allowed to return until all students have completed the examination and all of the students have left the room.
2. Students will not be allowed to go to the restroom unless there is a documented medical condition or the student becomes ill.

3. No food or drink will be allowed during the examination unless there is a documented medical reason that requires it.
4. No electronic devices (other than a laptop, if required) are allowed in the testing room. This includes watches, phones, etc. All eyeglasses will be inspected prior to starting the exam. No backpacks, books, or purses will be allowed to remain with the student during the exam.
5. No hats or bulky jackets may be worn. Shoes must remain on the feet during the entire examination. Any clothing worn during the exam, should remain on the student until the examination is complete.
6. Students must not congregate near the testing room, discuss the exam with anyone after completing the exam and are expected to be quiet and respectful of others taking the exam.

The examination will be given for a predetermined amount of time. Clocks will be available in the room. A proctoring service may be utilized during testing.

Late Arrival to Examinations

A student who, without prior notification and excuse, arrives late to a required assessment (examination, quiz or practical) will not be allowed extra time to compensate for the late arrival unless the student demonstrates good cause for the late arrival and that prior notification and excuse could not reasonably be given under the circumstances.

Non-Disclosure Agreement

Students must affirm that under no circumstances will they disclose any information regarding the contents of a written or practical examination, case studies, case reports or graded assignments or reports for any of the courses in Faulkner University's Speech Language Pathology Department of which they are enrolled. Students must agree not to copy or reproduce any part of an examination, lab practical, case studies/reports nor give verbal descriptions to other students. This includes, but not limited to: photographs, scans, audio, videos, handwritten copies etc. that could benefit classmates or students in other classes in the program. If a student is not complicit in this matter, they will be brought to the Student Success Committee for disciplinary action up to and including dismissal from the program. See Appendix F for the form.

Technology Requirements

All Speech Language Pathology program students are required to have a laptop with a camera, microphone, and stable WIFI capabilities. The program utilizes ExamSoft and all students must have a laptop that is compatible with this software. Students are expected to maintain their own technology equipment throughout their time in the SLP program. The program is not responsible for students' personal equipment that is left unattended in the building.

Library Resources

Speech Language Pathology students will have access to on-site libraries, including the CHS Learning Resource Center, Nichols Library and the Jones School of Law Library.

In addition to textual sources, the program is supported by over 135 electronic and print journals addressing the various areas of academic coverage within the health care professions, 19 electronic journal databases, and two electronic book collections (Springer and EBSCO). Additionally, the library has subscriptions to Epocrates, PubMed, Accessphysiotherapy, Accessmedicine Cochrane Library and UpToDate.

Research Paper Policy

1. All papers are to be in American Psychological Association (7th Edition) format. Students are expected to purchase this book and use it as a reference for every course they take within the SLP program. The APA manual will be a required text for every course. Students who have difficulty with APA format are encouraged to seek assistance from The Academic Center for Excellence, which is located in Brooks Hall, or can be directed to the Learning Resource Center (LRC) to aid with proper citation.
2. All rough drafts and final papers must be submitted to the instructor through Canvas. The instructor reserves the right to submit papers, especially those which are suspicious, to Turnitin.com, or other software, for further analysis. Failing to follow directions given by the instructor on how to correctly submit the paper may also result in a drop of final paper grade by up to one letter. Students should carefully look over papers prior to submission to ensure they are turning in the final draft of the paper which should be in one complete document. Failure to submit the FINAL version of the paper when due (by instead submitting the rough draft) will result in the instructor grading the paper submitted and assigning a grade based on the errors present. Failure to submit the paper in one complete document may result in reduction of the final letter grade of the paper.
3. All papers must meet the minimum length requirements as specified by the instructor. This number excludes the title and reference pages, unless otherwise stated. Failing to meet the minimum length may result in a reduction of the final paper grade by one letter grade.
4. All papers must be in Times New Roman font size 12 double-spaced, unless otherwise specified by the instructor. Failing to use the appropriate font, size, and spacing may result in the reduction of the final paper grade by up to one letter grade.
5. Only three quotations are allowed per individual paper (unless otherwise noted by the professor) and these quotes are only allowed when the information is so specific/technical that there is no way to paraphrase the information. Quotations must be cited in appropriate APA format, which is to include both quotation marks and the correct reference. Should a student use a direct quote without using quotation marks and/or giving the correct citation, this will be viewed as plagiarism and not an error with APA format; the consequences of this will follow the Faulkner Student Handbook for consequences of plagiarism.
6. Students are required to use primary references from peer reviewed journals (unless otherwise noted by the instructor); these references should reflect current theory and evidence-based practice. References must be in correct APA format. Failing to provide sufficient and current research for the paper will result in a reduction of the final paper grade.

7. Students are expected to include a list of correctly cited APA references. Failure to do so will result in a grade reduction.
8. Wikipedia, WebMD, and other consumer-based websites, which contain information for the general population, are not academic. The content of these websites can, at times, be questionable. Therefore, students should not use these types of sites as a reference within the paper. Students may use these types of sites to aid in further research, but these should lead to professional and peer-reviewed journal articles or books.
9. Textbooks are secondary sources, not primary sources. They should be used rarely, if ever. Instead of citing the textbook, students should access the primary sources listed at the end of each chapter or the back of the textbook and cite those primary sources in their paper.
10. Students must cite everything that is not common knowledge; therefore, all paragraphs must have at least one citation. Students should cite after every sentence if the information comes from another source. For each paragraph that the student paraphrases, but that is not cited in the paper, the final paper grade will be reduced. It is important to note that students who take information directly from another source (i.e., website, journal article, .pdf document, book, etc.) and do not cite appropriately (i.e., using quotation marks and containing the correct APA citation) will be charged with plagiarism and consequences will follow those as specified in the Student Handbook.
11. All papers should be written and submitted in the most current version of Microsoft Word. Papers submitted in other formats, such as Google docs, pages, or sheets will be rejected and the letter grade reduced accordingly.

Late Assignments Policy

Students who turn in late assignments should expect a penalty for tardiness. Therefore, students may lose up to one letter grade of credit for each **DAY** the assignment is late. For example, if the assignment was due on Tuesday and the student did not turn it in until Thursday, the instructor may deduct 2 letter grades, which would start the student with an “80” as the highest possible grade on the assignment, and if there is further reduction in the points based on student performance, the student could be in remediation for the assignment/paper/etc. The remediation will be deemed appropriate at the instructor’s discretion, which could involve a re-write, re-do, etc. of the assignment, paper, etc.

Remediation Policy

Faulkner requires faculty members to enter a mid-term grade at the end of week 8 in each semester. Any graduate student who has earned a grade below B- (80%), at midterm, should automatically be placed on a Remediation Plan. However, a faculty member does not need to wait until mid-term to report an issue. If the faculty member identifies a problem with the student’s performance earlier in the semester, he/she may initiate a Remediation Plan at any time. An academic or clinic advisor may also initiate a Remediation Plan at any time if the student is not performing to the program’s expectations in any area. Remediation Plans must be approved by the Program Director prior to implementation.

Although the student is required to complete the Remediation Plan, additional course points may or may not be awarded toward the course grade. In some circumstances, the instructor and Program Director may decide that additional points will be applied toward the course grade for the Remediation Plan.

If a student is being placed on their second Remediation Plan in a given semester, the faculty member initiating the Remediation Plan should consult with the PD. They will discuss how to best help the student be successful, which may include different approaches depending upon the student's needs, such as developing a comprehensive Remediation Plan or a monitoring schedule.

Probation

If a student earns less than 80% on a final course grade, the student has failed the course. It should be noted that instructors will not "round up" course grades. Therefore, if a student earns a 79.5% as the final course grade, the student has failed the course. Typically, this will result in the student being dismissed from the program. However, prior to a student being removed from the program, the faculty of the Department of SLP will meet according to the process in place in the CHS Graduate Handbook. If the faculty determines the student has potential to succeed in the program, they can recommend to the Program Director to place the student on probation. Terms of probation will be provided to the student and may require the student to complete a Remediation Plan for the failed course or to repeat the course the next time it is offered. The student may choose to accept the terms of probation or be dismissed from the program. The probation period will continue until the student passes the course. If the student fails the course on the second attempt, he/she will be dismissed from the program regardless of the grade the student earned and with no attempt at remediation. Additionally, if the student fails a second course while on probation or within the same semester as the first failure, the student has demonstrated that he/she is not capable of succeeding in the program and will be dismissed.

Professional Conference Participation

Faulkner University strongly encourages students to get involved in leadership and professional activities. This includes attending professional conferences and meetings, as well as for presenting an abstract or poster. There is no guarantee that classes will be cancelled for professional meetings, nor that students will be able to attend the meeting of their choice. In the event that classes are cancelled for a professional meeting in the nearby geographical area, all students will be strongly encouraged to attend.

Any student who would like to attend a conference/professional meeting that is not mandated by the Speech Language Pathology program, must submit a request in writing to the Program Director at least 2 months in advance of the scheduled meeting. This request is required to evaluate the request and outline an individualized plan if approved. If this requirement is not met, the student will not be allowed to attend unless

their absence will not interfere with classroom and/or clinical education courses. In rare circumstances, exceptions may be made on a case-by-case basis.

The Program Director will meet with the Student Success Committee and faculty to discuss the request and render a decision. Considerations will include: academic status, clinical obligations, prior attendance at a meeting, and justification for request. The first priority of the Speech Language Pathology program is always the students' successful completion of program requirements.

Students should be aware that permission granted by the Program Director to submit an abstract does not guarantee attendance at the conference, especially for abstracts with multiple authors. Students must also be aware that the program has the right to revoke the approval to attend a conference if new concerns arise, such as professional, academic or clinical performance issues.

For example, if a student's academic performance has demonstrated a decrease in academic performance and the faculty determines that additional time is necessary to gain the requisite knowledge, the student will not be allowed to attend the scheduled meeting. Students should be aware of refund and transfer policies for travel expenses.

Responsible Conduct of Research

Students, as members of the University community, have the responsibility to conduct themselves in an ethical manner and to ensure the integrity of their research. If a student has reason to question the appropriateness or the validity of research, he or she should speak directly with the supervisor of the project first. If the situation is not resolved, the student should seek advisement from the Department Chair.

The Institutional Review Board (IRB) is the University ethics board for research. It utilizes a peer-review process of proposed research and scholarly endeavors among the university faculty involving human subjects and/or non-human animals. The board also serves as the conduit for external organizations desiring access to Faulkner's students or employees to be recruited as participants. All human subject research must be evaluated and approved by the IRB prior to recruitment of subjects, data collection and dissemination of information to ensure the safety and welfare of the participants.

Students may be asked to participate in research studies being conducted within the College or University. Student participation should be voluntary and not associated with any academic benefit such as earning extra credit in a course for which he/she is currently enrolled. Such enticement would be perceived as coercion.

More information can be found through the IRB course in Canvas, to which all students are given access. It is within this course that students can generate an IRB. Additional information can be found at:

<https://www.faulkner.edu/additional-resources/center-for-assessment-research-effectiveness-and-enhancement-caree/institutional-review-board/>

Leave of Absence

CHS students may need to take a one-time leave of absence from their respective program for various reasons such as personal medical or health issues, family emergencies, etc. A student may request a single leave of absence by submitting a written request and explanation to their program director. The program director should consult the Dean of the College of Health Sciences prior to granting a request for leave of absence. A student must re-enroll no later than twelve months after being granted a leave of absence. If a student fails to re-enroll within twelve months, the leave of absence will automatically convert to a voluntary withdrawal, and the student will have to re-apply to the program.

Inclement Weather

Students who are in off-campus facilities should contact their site supervisors when there is inclement weather to determine whether their presence is required at the off-campus site. The clinical supervisor will be the one to make that determination. If they are enrolled in SLP 6391, 6392, 6393, students should also contact their clinic supervisor for instructions regarding possible closure of the Faulkner Center for Therapy and Research due to inclement weather. The Center for Therapy and Research typically follows the campus' schedule and closures. If the Faulkner Center for Therapy and Research does close, it will be announced through the Faulkner app and through local news outlets.

Parking

Students should park in student parking spaces. Students should never park in the Faulkner Center for Therapy and Research parking lot spaces designated for patients, which is the area in front of the doorway. Also, students must not park in spaces designated for faculty members or visitors.

Background Check Policy

Graduation from the Speech Language Pathology Program at Faulkner University requires students to interact with others in a variety of settings both in and out of the classroom. One requirement of graduation is the successful completion of the clinical education component of the curriculum. Because many clinical education sites are required to perform background checks on all individuals who interact with patients, background checks are often required in order for students to be accepted in a clinical education experience. Therefore, a criminal background check is required of all students offered admission in the Department of Speech Language Pathology. Students may be required to have additional background checks during matriculation depending on the requirements of the clinical education site they are assigned to for their full or part-time clinical education experiences. Students acknowledged and agreed to the release of this information to the clinical education site when they signed the Student Agreement Form, which is located in Appendix N. The offer of admission will be revoked

for failure to complete a background check within the defined timeframe or if the results are unsatisfactory. The Background Check form is located in Appendix G.

In the event the institution receives an affirmative background check response, the student will be notified of the results and provided an opportunity for the student to correct or clarify the items in his or her background prior to a final admission decision. In the event that any criminal history, sanctions, debarments, exclusions, suspensions or other adverse results are reported in subsequent background checks, the offense(s) will be discussed with the student, the SLP Program Director, respective Clinic Director and Faulkner University Legal Counsel and/or other authorities as necessary to determine the best course of action. Depending on the action required, the student may be subject to a hold on enrollment, delay in attending a clinical education experience, a delay of graduation or removal from the Speech Language Pathology program. Students cannot be guaranteed clinical placement or retention in the program if criminal history, sanctions, debarments, exclusions, suspensions or other adverse results are reported.

If, after matriculation in the program has begun, a student is denied acceptance into a clinical placement due to an affirmative background check, the institution will make two (2) additional attempts to place a student, if after the third attempt, placement is not successful, the student will be removed from the program. If a student has any questions or concerns about this policy, they should address the issue with either the program's respective Clinic Director or Program Director. Please see Appendix G. for the Background Check Form.

Disclaimer

The Criminal Background Check Policy and process at Faulkner University does not guarantee the safety of students, faculty, patients or staff, nor is it able to predict the individual's future behavior in the program or the profession. An acceptable student background check, as determined by the institution, state or experiential site, does not guarantee the student will be eligible to complete the program, clinical affiliation, obtain a speech pathology license or employment. Entities such as a state board or health care facility may interpret the results of the background check differently or discover different or new information not present in previous searches.

Intellectual Property and Copyright Restrictions

Faulkner faculty retain ownership of the materials they create for instructional purposes, including, but not limited to, PowerPoint presentations, handouts, rubrics, exams, lecture notes, photos/videos, etc. Students must have direct permission from the faculty member to use any portion of any course material for purposes outside of the class. Students may not, under any circumstance, post course materials on the internet, social media, etc. or share materials with others.

Students must have permission from faculty or guest lectures to record (audio or video) any lectures, labs, personal interactions, etc. If given permission to record, it does not imply the student has permission to share or distribute the recordings.

Class Cancellations

When the university closes, all classes taking place on the Faulkner campus are automatically canceled. Students in clinical education experiences will follow the clinic facility policy if a closure occurs. There may be times when faculty or the program may need to cancel a class meeting. The following procedures will be followed:

1. If a faculty member needs to cancel a class meeting, they must obtain permission from the Program Director.
2. The class will be notified as a whole through university email. Every effort will be made to ensure timely notification, ideally no less than 24 hours.
3. The Program Director will consult with the faculty member to determine what steps should be taken to cover the missed lecture, which may include recording the lecture or determining an alternative date and time for the class meeting.
4. If there is final rescheduling of the missed lecture, the faculty member must notify the Program Director, who will approve the meeting. Any rescheduled course meetings must fall within the published dates of the course. Any deviation outside published dates must have approval of the Dean and VPAA.
5. Once the date and time has been approved, the students will be notified as a whole via university email and added to the calendar.
6. Any student who has a conflict should consult with the faculty member.

After-Hours Access

Students will have access to the Health Science Center after normal 8am-5pm business hours. Hours are Monday through Thursday from 7:00am to 11:30pm and on Friday from 7:00am to 5:00pm. Weekend hours are 9:00am to 8:00pm. Students are expected to behave in a professional manner during after-hours. Students are allowed responsible use of the Computer Lab, Commons, and lecture rooms for study spaces. Students are not permitted to touch equipment in the classrooms, labs, or clinics (such as TVs, cameras, Aquos Boards, medical equipment, etc.). Irresponsible behavior during afterhours can result in a student losing afterhours privileges or being dismissed from Faulkner.

Social Media Policy

When using social media, students and faculty will:

1. Use language and behavior commensurate with a professional and mature Christian attitude.
2. Not disparage, degrade, libel, or otherwise negatively portray Faulkner University, nor any of its students, patients, or employees.
3. Not violate confidentiality of others, including but not limited to violations of HIPAA and FERPA.
4. Ensure all information is accurate and true.

Violation of this policy will result in disciplinary action.

Publicity and Image Use Policy

Faulkner University and its authorized agents have permission to use student images in photographic or video format for promotional and/or educational purposes. This includes but is not limited to press releases; advertising in print, digital, and video formats; view books; yearbooks; digital view books; catalogs; CDs; DVDs; brochures; collateral; and the Worldwide Web.

Procedures for Infectious Exposures and Other Incidents

If a student experiences an infectious exposure or other incident while on a practicum or internship experience, the student should:

1. Follow the procedures of the site, such as washing the site of the needle stick with soap and water, flush the eyes, etc.
2. Notify the respective Clinic Director as soon as possible.
3. Follow the directions given by the respective Clinic Director, who will also notify the Program Director.

See Appendix H for Exposure form.

Comprehensive Exam Policy

Students on the MA track (on-ground and distance education/online) are required to pass the Comprehensive Examination prior to graduation. Additionally, those who are on the MS track must sit for the comprehensive exam in order to prepare for the Praxis exam; however, the score these students obtain will not count towards graduation. The comprehensive examination is given during the summer between Year 1 and Year 2 of the program for students, both on-ground and distance education/online. The MA SLP comprehensive exam is designed by the SLP faculty to identify each students' strengths and weaknesses in both academic and clinical knowledge, and to prepare students for the Praxis Exam. The questions are all multiple choice, and a score of 70% or higher is required to pass.

After the exam, the faculty will analyze student performance to determine how many questions were answered correctly and incorrectly for each course/subject area, including:

1. General Treatment
2. General Assessment
3. Anatomy and Physiology
4. Speech Sound Disorders
5. Motor Speech Disorders
6. Child Language/Cognition
7. Adult Language/Cognition
8. Voice and Resonance
9. Fluency
10. Social Language and Autism
11. AAC
12. Dysphagia

13. Hearing/Aural Rehabilitation
14. Diversity/Cultural Competence
15. Professional Practice Competencies - including Code of Ethics and Scope of Practice
16. Research
17. Speech Science/Phonetics

If the student is not successful at the first attempt, he/she must retake the entire comprehensive examination. If the student is not successful in the second attempt at the written comprehensive exam, the student will be required to take and pass oral comprehensive exams. Prior to oral exams, the student will be given the content area(s) in which he/she performed below expectations on the written exam. The student will be given oral comprehensive exam questions in the identified content area(s) and will be scored as an average of 1-4 where a 4 indicates a "high pass," a 3 indicates a "pass," a 2 suggests a "marginal," and a 1 is a "fail" by a panel of 3 faculty members. Students must have an average score of 2.5 on each of the comprehensive questions to successfully complete the oral exam. A student who earns an unsuccessful grade on any question of the comprehensive exam will need to complete remedial actions as specified by the examination committee. Such actions may include any of the following: retaking the course or re-writing portions of the exam or dismissal from the program as determined by the examination committee.

Thesis Policy

Students in the on-ground MS track may elect to complete a thesis. Students who are interested in this option must complete a written analysis of an article, which will consist of identification of the PICO question for the article, the independent and dependent variables, a description of the methods, results and discussion. In addition, the student must identify the strengths and weaknesses of the study, and how those could be changed to make the study stronger, etc. Students will submit this analysis to the Program Director, along with identifying the professor with whom he/she is interested in chairing the thesis. The Program Director will then appoint a committee to review all the analysis submissions and this committee will determine, based on the strength of the submissions, which students will be allowed to complete the thesis process. The committee will then appoint the thesis chair and the subsequent committee members and notify the student of their committee assignment. From this point, the student will work primarily with the thesis chair to compose the introduction, literature review, and methods sections. The additional thesis committee members will enter this process once the student is ready to present the thesis prospectus. This presentation should be done via teleconference. Once the thesis committee has approved the prospectus, the student should submit the IRB for approval, and once they receive the IRB approval, the student may begin data collection. Once the data has been analyzed and the discussion has been composed, the final draft should be sent to the thesis chair for final review. Once the thesis chair has approved the paper, the thesis chair will disseminate the paper to the rest of the committee members and the thesis defense date will be set. The thesis defense will be completed via teleconference and the student will be excused from internship for this presentation. The committee will determine whether the student

successfully completed the thesis and whether changes need to be made to the final paper, which will be sent to the bindery. Students have the option to purchase a copy of his/her thesis and a copy will be placed in the library.

Students who chose this option will complete an original research thesis throughout the length of SLP 6381 and SLP 6382 with the assistance of the thesis committee. Due dates are listed as follows and are not subject to change. If the student fails to meet the requirements of the thesis based on this timetable, the student fails the thesis and must take and successfully complete the comprehensive exam. The first attempt will not be counted for the requirements for graduation. Additionally, thesis students should not consult with anyone other than the thesis chair to compose the paper.

October 15 (1st year) – Topic finalized and thesis question written

December 15 (1st year) – Literature Review due

January 15 (1st year) – Literature Review edits returned to student

February 1 (1st year) – Methods section due

February 15 (1st year) – Methods section returned with edits

March 1 (1st year) – Document sent to other committee members and begin IRB proposal

March 15 (1st year) – Proposal to IRB submitted

April 1 – June 30 (1st year) – data collection for in person research

April 1 - September 30 (1st -2nd year) – Data collection for surveys or interviews

November 1 (2nd year)– Results and Discussion section due

November 15 (2nd year)– Results and Discussion sections with edits returned

December 1 (2nd year)– Final review by major professor

January 1 (2nd year) – Thesis sent to rest of committee

January 15 (2nd year) - Thesis edits sent to student

February 1 - March 15 (2nd year) - Thesis defense

** If a student fails to meet these deadlines (unless it is the fault of the supervisor), the student will be required to take comprehensive exams. ** There is not a specified length of the literature review, but it should be long enough to address all the needed areas.

Immersion Week

Students participating in the distance education/online modality will be expected to complete an on-ground immersion week, which will be held in the third semester. During this week, students will be expected to travel and stay locally at their cost. Students will be given all of the hand-on components during this week, including all labs, assessment administration, projects, hearing screenings, etc. which must be done in person. This week is mandatory as the comprehensive exam will also be administered. Students should plan ahead so that they may attend. This week will not be re-scheduled for any reason.

Simucase

In both the didactic courses and in some of the clinical practicum/internship courses, students will be required to complete simulated experiences in order to gain exposure to certain low incidence populations. Specifically, both on-ground and distance

education/online students will have simulated experience in didactic courses, and the distance education/online students will also undergo Simucase for the first semester of clinical methods and practicum. Students may also be required to complete Simucase in areas where the student has not met the 5 hour minimum requirements in each area of the Big Nine, and may also be assigned certain simulations if the student has been absent from clinical methods and practicum and/or internships. Students are required to complete the simulated experience in its entirety and to not share information about the simulation with other students as this will be considered a form of cheating. Students must sign the Simucase Agreement Form, located in Appendix C, to demonstrate their knowledge of these policies.

Campus Safety

The Faulkner Police Department serves the Faulkner community by providing professional law enforcement and emergency response services around the clock, every day of the year. In close cooperation with the Montgomery Department of Public Safety, our professionally trained officers are continuously available to answer calls for service and to respond to any emergency on campus.

Department Phone: 334-386-7415

Email: police@faulkner.edu

The on-duty officer can always be contacted at: 334-239-5496

In an effort to provide the best possible emergency services to Faulkner's community, the Faulkner Police Department maintains a close working relationship with the Montgomery Police Department. Patrol and dispatch services are provided 24 hours a day, with immediate access to municipal emergency services. The Faulkner Police Department monitors the National Weather Service radio network. A campus-wide alerting system notifies the campus community of threatening weather conditions.

The department maintains records of incidents that have occurred on campus and such statistical data is available in public safety's annual report. The ultimate responsibility for personal safety rests with each individual. Individuals should be aware of their surroundings and potential risks to personal safety, exercise caution and take reasonable actions to protect themselves, walk with friends in lighted areas at night, keep residence halls secure, lock room doors, do not prop open outer doors, know building evacuation procedures, know how to contact proper authorities, how to drive defensively, and report suspicious activities.

A safety escort service is available for all students during the day or night. Escorts are provided to any destination on campus. The escort service is provided for safety-related reasons only. Because there is safety in numbers, groups of three or more students are encouraged to walk to their destination. The escort is given by either foot or vehicular patrol.

Student Right to Know and Campus Security Act

Faulkner University fully complies with the Student Right-to-Know and Campus Security Act (Public Law 101- 524). The Act requires institutions of higher education receiving Title IV funds to provide annual reports for campus security:

<https://www.faulkner.edu/wp-content/uploads/Annual-Police-and-Fire-Safety-Report-2017-edited.pdf> and graduation:

<https://nces.ed.gov/collegenavigator/?q=faulkner+university&s=all&id=101189#crime>

Emergency Procedures

The Faulkner University emergency notification systems on campus are in place to notify students, faculty, and staff of imminent and urgent situations that may affect the campus. The following notification systems are used by Faulkner University:

Eagle Alert

Eagle Alert is an emergency notification system that notifies faculty, staff, students and others of critical information and situations affecting campus through the use of text messages, voice messages to multiple phone numbers, email, and more. This system makes immediate notifications across campus without delay.

To sign in to Eagle Alert to change contact information, go to

<https://www.getrave.com/login/faulkner>.

If students have any questions, please email Eagle Alert at eaglealert@faulkner.edu or call 334-386-7415.

Outdoor Warning Sirens

Outdoor warning sirens are operated by the local emergency management agencies. These sirens are activated for weather and other emergencies requiring action. Once the sirens are activated, members of the campus community should seek shelter and tune to radios or television for updates and instructions. Local emergency management agencies also routinely test the outdoor sirens. Should there be severe weather or a tornado warning, students should report to rooms 1014 and 1016 in the CHS building or to the ADL suite if in the Clinic.

NOAA Weather Radios

NOAA weather radios are located in some buildings on campus. The NOAA weather alert radios receive information directly from the National Weather Service. This information includes current weather and also any issued watches or warnings.

Building Fire Alarms

Fire alarms are in place to notify building occupants of possible fire dangers in the building. If you hear the fire alarm, evacuate the building immediately.

Questions or suggestions regarding the procedures and response should be directed to Campus Security at (334) 386-7250 or police@faulkner.edu. You can also visit the Campus Safety website at:
<https://www.faulkner.edu/student-life/campus-safety-and-police-department/>

Exit Interview

Each student who graduates from the Faulkner University Department of Speech Language Pathology is required to submit an Exit Interview. These are done through a Google **Forms** survey. Once this is sent, students will need to complete the form as soon as possible in order to give the faculty information about strengths and weaknesses. Students may also request an individual interview with the Department Chair/Program Director and/or academic advisor.

Clinic Policies

Rights and Responsibilities of Stakeholders in Clinical Education

Rights and Responsibilities of the Academic Program

It is the responsibility of the academic program to provide the foundation for the clinical experiences of the student. This includes both clinical practica and the full-time clinical experiences. As such the program will, a) share with the Clinical faculty the general responsibilities for planning, executing, and evaluating the clinical education program, and b) adhere to formal conditions for agreement written in the contract.

Rights and Responsibilities of the Student Speech Language Pathologist:

- To develop behaviors consistent with an adult learner such as, but not limited to, self-directed, independent, critical thinker, adaptable, and flexible.
- To review, understand, and comply with any policies and procedures of the assigned facility before reporting to the assigned site. This will include all information provided to the School and/or material sent to the student by the facility.
- To comply with all federal and state laws and regulations regarding the practice of Speech Language Pathology. Comply with all department regulations of the clinical facility and the University, inclusive of but not limited to hours, attendance, dress code, record keeping, use of non-protected health information, and safety regulations.
- To review and comply with all medical and liability requirements required of the University and the facility. This includes TB testing, immunizations (MMR, Hepatitis A/B, Meningitis B), CPR, liability and current health insurance and hospitalization, background check, drug testing) and these must be submitted before beginning any clinical rotation.
- To understand the objectives and grading criteria of the clinical education courses
- To seek additional assistance when clarification of criteria is needed.
- To avail oneself of learning experiences offered by each facility and its personnel.

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- To seek and utilize those experiences to meet grading criteria. To request additional experiences to meet grading criteria.
- To request guidance and assistance when needed. Students are encouraged to use appropriate chain of command when seeking assistance. Students are encouraged to contact the respective Clinic Director when they have difficulties seeking guidance or assistance in the clinical setting.
- To review, understand, and properly utilize the evaluation tool for clinical education via Calipso. To request clarification and guidance about the tool before the clinical experience. To answer questions the Clinical Instructor (CI) may have about the school's individual tool.
- To discuss performance evaluations with their CI and to improve performance by the acceptance of just criticism.
- To demonstrate interest in and loyalty to the clinical education facility.
- To maintain high quality of performance and ethical conduct befitting a professional Speech Language Pathology student.
- To complete and submit all paperwork and assignments required by the school for satisfactory completion of clinical experiences.

Rights and Responsibilities of the Clinical Education Site, including the Center for Therapy and Research:

- To provide Speech Language Pathology direction by qualified personnel.
- To provide guidance and supervision of students by qualified speech language pathologists
- To orient the student(s) to the clinic/Speech Language Pathology department, review specific types of patients unfamiliar to students, and a review of methods, policies, and procedures of the clinical site such as dress code, working hours, patient schedules, record-keeping, and approaches to Speech Language Pathology interventions.
- To provide a variety of educational experiences for the student in regards to types of patients (age, gender, diagnosis); including examination, evaluation, and intervention methods used. Educational experiences should be appropriate for the setting and consistent with a student's grading criteria/level of education for the specified clinical rotation.
- To involve students in record-keeping, medical record documentation, educational sessions, and supervisory opportunities as appropriate for a student's level of education.
- To guide and supervise the student(s) in their activities according to individual needs and abilities.
- To provide feedback to the student by performing ongoing informal evaluations of performance. *To discuss concerns with the respective Clinic Director as early as possible in the clinical experience.*
- To formally evaluate the performance of the student using the assessment tool at least twice (midterm and final) during the affiliation. To discuss with the student the results of these evaluations.

- To encourage professional growth of students.
- To share with the University faculty the general responsibilities for planning, executing, and evaluating the clinical education program.
- To adhere to formal conditions for agreement written in the contract.

Rights and Responsibilities of the Patient/Client:

Patients have the right to refuse treatment from a Student Speech Language Pathologist. Patients, family members, and other members of the public have the right to provide feedback (both positive or negative) to the Speech Language Pathology program. Feedback can be provided to the following:

Dr. Amy Ogburn
Program Director/Professor
Faulkner University
5345 Atlanta Highway
Montgomery, AL 36109
Email: aogburn@faulkner.edu
Phone: (334) 386-7331

Amy Hatcher, MCD, CCC-SLP
Clinic Director/Assistant Clinical Professor
Faulkner University
5345 Atlanta Highway
Montgomery, AL 36109
Email: ahatcher@faulkner.edu
Phone: (334) 386-7967

Emily Linck, Ph.D., CCC-SLP
Online Clinic Director
Faulkner University
5345 Atlanta Highway
Montgomery, AL 36109
Email: elinck@faulkner.edu
Phone: (850) 304-3566

Dr. Cassie Boyd
Interim Dean
Faulkner University
5345 Atlanta Hwy
Montgomery, Al 36109
Email cboyd@faulkner.edu
Phone: (334) 386-7551

Client Confidentiality Policy

Individuals seeking services from the Faulkner Center for Therapy and Research have a right to deal with their concerns in a private and secure way. For this reason, all personal information about patients of the Faulkner Center for Therapy and Research is to remain confidential at all times. This policy is in agreement with federal law, the Health Insurance Portability and Accountability Act (HIPAA). Violations of this federal law carry a large monetary penalty (i.e., \$25,000.00 for each occurrence) for the University and now carries with it actions for specific individuals, which include a \$50,000 fine and imprisonment for up to one year. Therefore, discussion of a patient outside the clinic or with individuals not associated with the clinic is inappropriate and will not be tolerated. Client information is not to leave the clinic for any reason. Violation of this policy will result in grade reduction and/or disciplinary action. All patient information is located within PracticePerfect, which is the electronic medical record (EMR) system used by the Faulkner Center for Therapy and Research. Students are not allowed to view any patient's information other than the ones to which he/she is assigned. Failure to comply is a HIPAA violation, and will be dealt with in a disciplinary manner. The Confidentiality form is located in Appendix I.

Students are required to complete HIPAA and OSHA Training. Students will be provided further information on how to complete those training sessions.

HIPAA and OSHA

HIPAA identifies protected health information (PHI) and acts to protect the patient's right to privacy and confidentiality. Students are prohibited, at any time, from disclosing PHI or disseminating PHI via verbal, electronic, or any other means without the explicit written or documented verbal consent of the patient. Students have the right to access specific patient information only as it relates to the speech pathology care of that patient. Students may not access information on patients who are not on their Speech Pathology service. Students should additionally be aware that this includes verbal conversations in which discussions regarding PHI may be overheard by others. As such, any discussions regarding a patient's care plan that include the patient's name or other PHI, must occur in private settings where confidentiality is assured. All HIPAA policies are inclusive to any individual, including students, faculty, clinicians and volunteers who are demonstration subjects for courses.

OSHA training educates students on the protective measures all healthcare personnel required to prevent the spread of communicable disease. This includes, but is not limited to, proper hand washing technique, utilization of personal protective equipment (PPE), understanding isolation precautions, and bloodborne pathogen training. Students will also review immunization and tuberculosis requirements.

Speech Language Pathology students are required to take the HIPAA and OSHA training courses prior to participation in clinical education and will sign the HIPAA Confidentiality Statement, which is located in Appendix J. Please note that individual clinical sites may require students to participate in their facility's HIPAA and OSHA

training modules as well. Students will be expected to comply with the policies and procedures for HIPAA and OSHA training at their assigned clinical site.

CPR/AED Training

In order to be approved for participation in clinical education, students must have a current CPR/AED certification. Any expense associated with CPR/AED training is the responsibility of the student. Students must have on file a copy of their current CPR/AED card. CPR must be completed through the American Heart Association. No other CPR/AED cards will be accepted.

Policy on Use and Disclosure of Protected Health Information

Information about patients is not to be released unless the patient has completed a release form. The requested information will then be distributed to the specified party. Information requests require a minimum of 72 hours before they are processed.

Clinical Participation Policy

Due to the student's close proximity to patients during both evaluation and treatment, it is the policy of the Department of SLP that students who are ill refrain from conducting therapy sessions. Student illness will be defined as:

1. Vomiting and/or diarrhea within 24 hours prior to therapy.
2. Fever of 100.4° F or higher within 24 hours prior to therapy.
3. Students diagnosed with an infection must have begun antibiotic treatment for at least 24 hours prior to returning to the clinic.

Students who are ill must notify the Clinic Manager and the clinical supervisor of the patient who will be affected by the absence as soon as the student realizes he or she is ill. Students will also be required to submit written documentation from a physician. Students may ask their supervisor to have a classmate fill in for them, but the supervisor must approve the student to be filling in for the session. Additionally, the Clinic Manager should be informed of the change in student personnel. Distance education/online students will notify the clinical supervisor at their placement site immediately, and the supervisor will determine if the student is too sick to perform his/her clinical responsibilities. Distance education/online students will also inform the Online Clinic Director so that she may monitor student attendance. Students who fail to notify the clinical supervisor of their absence, who fail to request permission to have another student fill in, or who fail to do both should expect extreme consequences. This behavior may result in reduction of the final course grade or failure of the course.

Client Charts

All patient medical files are housed within the PracticePerfect database, which on-ground students may access in the Documentation Room of the Faulkner Center for Therapy and Research. This information is HIPAA protected. Students should not store any patient specific information on any of the computers, which could be accessed by another student. Case history, insurance information, referrals, orders, and medical reports are located in the medical file within PracticePerfect.

Identification of Student Clinicians

Student clinicians must wear a CHS name badge when participating in any clinical interaction. On-ground students will be given a CHS name badge on the first day of clinic, and it is the student's responsibility to know where his/her CHS name badge is at all times. Distance education/online students will be given blank badges in order to have after-hours access to the building while attending the immersion week. The CHS name badge also serves as the "key card" that gives students enrolled in a clinical practicum access to restricted areas in the clinic. The CHS name badge is to be worn on the upper left side of the scrub top, unless it is a distraction to the patient. Failure to wear the CHS name badge will result first in a verbal warning and will be followed by the inability to observe the clinical interaction or a reduction in the final clinic letter grade.

Additionally, all students should present their Faulkner Identification Card whenever requested by University personnel. Broken, lost or stolen Faulkner Identification Cards should be reported immediately to the Office of Student Life on the Montgomery campus. The replacement cost for broken, lost or stolen Faulkner Identification Cards is \$30.00. The University considers the use of another student's Faulkner Identification Card as identity theft and a violation of the Faulkner Student Conduct Regulations. The misuse or abuse of Faulkner Identification Card privileges is also considered a violation of the Faulkner Student Conduct Regulations. The Faulkner Identification Card is used to purchase food and to get into athletic and other Faulkner events for free.

Infection Control

Standard Universal Precautions must be taken in treatment rooms and in the lobby area of the clinic to include:

1. Waiting room toys and motivational devices must be disinfected frequently. Toys should be nonporous. Children invariably place toys in their mouths and therefore great care should be taken when selecting, handling, and cleaning objects which may potentially contain saliva. Always thoroughly wash hands after contacting a potentially infectious item or wear gloves while cleaning. Gloves should be worn while disinfecting therapy materials or clinic surfaces using a disinfectant.
2. Hand washing should be completed before and after each patient session. If hand washing is not possible, use of alcohol-based hand sanitizer may be substituted.
3. Surfaces in all work areas should be disinfected regularly. Routine disinfection should be performed on tables, countertops, or other workspaces both before and after patient contact. Patient "touch" surfaces, such as doorknobs and chair armrests, should also be routinely disinfected.
4. Hands should be washed before putting on gloves and after glove removal for oral examinations. New gloves and new equipment (i.e., tongue depressors, etc.) should be used for each patient.

5. After use, gloves should be properly disposed of and hands should be washed immediately.

Clinical Practicum Assignments and Scheduling

Students begin clinical practicum the first year of the MA/MS SLP program. All students will complete three semesters of clinical practicum and two semesters of internship. However, the make-up of those practica completed in the on-ground program will be different from those in the distance education/online program. For on-ground students, the first clinical year is completed in the Faulkner Center for Therapy and Research. Scheduling of clinic hours and the assignment of patients for the on-ground students is the responsibility of the On-Ground Clinic Director. Assignments may be made at any time during the semester. Patient information may be in the patient file, located within PracticePerfect. The second clinical year is directed toward the development of clinical and professional skills in off-campus facilities. For those students attending the distance education/online program, the first semester of clinical practicum is performed through Simucase, which is a website that offers simulated clinical experiences. The second and third semesters of the first year in the distance education/online program will be completed as a part-time clinical practicum at a local clinical setting, which will be arranged by the Online Clinic Director. The days/times for the student to attend clinic will be determined by the Online Clinic Director, along with input from the student and the clinical supervisor. However, these clinical placements are designed to be part time, which should be 3 to 5 hours of clinical hands-on clock time per week. The fourth and fifth semesters are then completed in a similar fashion as the on-ground program with students completing a full-time internship in each semester. Both clinical training years are viewed as an extension of the undergraduate and graduate program's academic activities in both the distance education/online and on-ground program. It should be noted, regardless of whether a student is on-ground or distance education/online, that the student will not be placed at a facility in which the student is or has been employed either for the practica (distance education/online only students) or for the internships (both distance education/online and on-ground), unless there is undue hardship (i.e., no other possible placement sites within a 100 miles). If for some reason, a student needs a change in the placement site, he/she can request it through the Clinical Site Change Request form, which is located in Appendix K.

Students will be assigned to a variety of practicum sites in their second (or third) year of clinic training. These assignments will provide a wide range of clinical and professional experiences to develop specific clinical/professional skills and to satisfy patient contact hour requirements specified by the American Speech-Language-Hearing Association, the Alabama Board of Examiners in Speech Pathology and Audiology, and the Department of Speech-Language Pathology. The respective Clinic Director will determine the specific clinical assignments for each student. Assignments will be based on the student's level of clinical and professional competence, ASHA guidelines, licensing and departmental requirements and the student's specific career goals. Students will be allowed to request desired clinical assignments; however, the final

assignment is determined by the respective Clinic Director. Practicum sites will include pediatric and adult facilities.

Unless special arrangements have been made with the Chair of the SLP Program and the respective Clinic Director, students are considered to be “full time” in terms of availability. This availability does not mean that students must be in the building when not actively involved in a specific practicum, but must be available for clinic assignments during normal business hours. Full-time status does not imply that special assignments (i.e., weekend clinic) may be arranged without the students’ knowledge during times when their schedules are free. Students will be given ample notification of special assignments (at least two days in advance) and will be expected to participate. Students are not permitted to attend his/her clinical practicum if the clinical supervisor is not onsite, unless other arrangements have been made to offer adequate supervision. These arrangements must have been made with the respective Clinic Director. Students must inform their respective Clinic Director should this situation arise so that it may be addressed in an appropriate manner.

Clinic Hours and Grading

Students are responsible for entering their clinical hours within Calipso accurately as this a pre-requisite skill to billing for services. Students will need to note the number of minutes, the area(s) within the big 9, and whether the session was assessment or treatment. This task is part of the clinical methods and practicum grade and the internship grades. It is the responsibility of the clinical supervisor to ensure that these hours are accurate. Once the supervisor has reviewed these hours, he/she will sign off on them in Calipso to add them to the student’s cumulative hour record. Students should do this at the end of each day rather than waiting until the end of the semester as it can be very overwhelming for the supervisor to do all of it at one time. Students who wait to enter hours should expect delays in finishing the semester, along with a grade reduction. The grading form for both clinical methods and practicum and pediatric and adult internship can be found in Appendix L.

Clinical Supervision

The primary role of the clinical supervisor is to assist the student in the development of clinical and professional competencies. Students receive supervision according to specification by the American Speech-Language-Hearing Association. Minimally, 50% of assessment and 25% of treatment sessions are supervised, either within the treatment room, the observation room, or via closed circuit television. The amount of observation is considerably higher during a student’s first 100 hours. In a typical supervisory observation, the student’s strengths and weaknesses, according to educational level, will be identified and discussed. Specific recommendations for modification may be provided or the student may be asked to investigate a variety of other treatment options. In addition to observation, supervision encompasses conferences prior to and following assessment and/or treatment sessions. Supervisory conferences are patient-centered where the emphasis is on determining the correct patient goals, management strategies, etc. The majority of the supervisory conference

should also be directed toward the development of specific clinical and professional competencies within the student.

Patient Absences

If a patient calls to cancel a session, the Clinic Manager will record the absence and notify the student and supervisor. If the patient fails to call or show up, it is noted in the medical record via a SOAP note. If the patient no calls/no shows more than three times during the semester, he/she is dismissed from therapy. If the patient has absences, which are not due to clinician/supervisor cancellations, that exceed more than 6 in a term, unless previously agreed upon by the patient and the clinical supervisor, he/she will be dismissed from therapy. Additionally, a patient who is chronically late, which is 6 or more tardies during a semester, will be dismissed. Patients who are 15 minutes or more late are counted as a no call/no show.

Off-Site Internships

Professionals all over the United States have agreed to participate in the clinical education of speech-language pathology students at Faulkner University. The strong commitment of the participating professionals makes it possible for students to practice in a wide variety of settings and experience different disorder types. Off-site clinical educators receive no compensation for their teaching and typically provide supervision in addition to their own clinical responsibilities. Off-site clinical educators meet the standards specified by the American Speech-Language Hearing Association and are kept abreast of current ASHA, state, and departmental requirements by the Clinic Directors. Sites may have particular health and safety requirements in addition to those specified for entrance into practicum in SLP. Students placed in those sites must comply with the additional requirements. Facility rules and dress code will be followed without question. Sites often require that students experience ancillary professional activities in addition to direct patient contact. Students may be asked to make presentations to staff members, to develop family education activities, to attend staff meetings, or to participate in other programs. Cooperating clinical educators are given information regarding the specific competencies expected at various levels of a student's education. There may be additional skills required within particular sites, and those will be managed by the off-site clinical educator. Any concerns regarding assignments and/or expectations in the setting should be discussed first with the off-site supervisor and then, if necessary, with the respective Clinic Director. The Clinic Director will then contact the off-site clinical educators shortly after a rotation begins and again at the end of the rotation to discuss the student's progress, along with other meetings as needed to aid the student's development of clinical skills. Off-site clinical educators provide written feedback to the student and to the respective Clinic Director about student performance and provide a recommended grade. The respective Clinic Director will assign the final semester grade using the off-site clinical educator's feedback. Additionally, the respective Clinic Directors will meet monthly with the graduate students in each type of internship to discuss progression, problems, etc. Students will receive points for both their attendance and participation in these meetings, which will contribute to the final clinical grade.

An off-site clinical educator may determine that a student is performing unsatisfactorily within a particular setting. In that case, the off-site clinical educator should contact the respective Clinic Director immediately, and remediation measures will be developed. If a student is dismissed from the internship placement prior to completion, the respective Clinic Director and Program Director will determine the next steps, which could include placement at a different site or failure of the rotation/course. Consequences may include no credit for the hours earned, dismissal from the program, etc. These procedures are discussed in the Internship Handbook.

Process for Requesting New Clinical Education Sites

New clinical education sites will only be developed by the respective Clinic Directors. Students are responsible for suggesting five potential sites for future clinical placements in both pediatrics and adults. In order to do so, students are required to complete the Clinical Site Change Request Form, which is located in Appendix K. This will include providing contact information for the speech language pathologist located at the site. The respective Clinic Director will initiate the clinical affiliation agreement, if one is not currently had.

While students are allowed to request the development of a new clinical site, students need to understand that the process for approval of a site, including obtaining an agreed upon clinical affiliation agreement between the facility and Faulkner, can be very lengthy, possibly several months. Only after the agreement is fully executed may the site be considered for clinical placement.

Clinical Experience Expenses

Students are responsible for all costs associated with the clinical education experience. This includes:

- Transportation to and from the clinical facilities as well as appropriate insurance for their vehicle.
- Housing during all clinical experiences.
- Any cost associated with acceptance to the particular clinical site (i.e., additional drug testing, background check, other facility required documentation)
- Any required uniform/scrubs
- Any additional minor equipment the facility deems necessary, such as a pen light or a stethoscope
- All meals and snacks
- Other miscellaneous items that may arise

Communication Expectations for Clinical Experiences

All students are required to have a Faulkner University email throughout their time in the Speech Language Pathology program at Faulkner University. This policy is in place to facilitate communication between faculty, staff and students. During clinical experiences, email will be the primary method of communication between the program

and the student. To stay informed, each student is required to check their Faulkner email every day.

Internship Placement Policy

Internships are overseen by the respective Clinic Directors, Program Director, and Dean of CHS. The respective Clinic Director is responsible for locating internship sites and obtaining necessary paperwork. Clinical Affiliation or legal agreements related to internships are negotiated and approved by Faulkner Legal Counsel. The Program Director or Dean of CHS will sign the contracts once they are approved by Legal Counsel.

All internship placements are made by the respective Clinic Director, in consultation with the Program Director or Dean of CHS. The respective Clinic Director will oversee students while they are on their internship placements to ensure they are meeting expectations and making satisfactory progress. Any changes to student internship placements during the internship semester, will be handled on a case-by-case basis by the respective Clinic Director, Program Director, and Dean of CHS, in consultation with the VP for Academics and/or Legal Counsel as necessary.

The internship placement process is as follows (this is also true for practicum placement for distance education/online students):

- First, an attempt will be made to place the student at one of the requested sites listed on the Internship Information Form
- If this is not possible, an attempt will be made to place the student within a 70-mile radius (one way) from the desired location
- Third, an attempt will be made to place the student within a 70-mile radius from where they have documented housing
- Fourth, an attempt will be made to place students together where they can share expenses should they be placed somewhere they do not have housing
- Finally, after that, every attempt will be made to place the student at a clinical site in the continental US that ensures they will graduate on time.

Clinical assignments are made 6-8 months in advance. Once assignments are finalized, students are not allowed to request a change of site. In extenuating circumstances, a change may be considered. In these cases, students should submit written documentation to the respective Clinic Director detailing the reasoning for the change request. Faculty will review the request and provide a response. The Change of Site Request form is located in Appendix K.

In the event that a clinical site must cancel a clinical rotation, available options will be reviewed by the respective Clinic Director to identify alternative sites for appropriate placement. In the event that a change of sites results in a delayed start every effort will

be made to make up the missed time in order to ensure students meet the minimum requirement of 200 hours of full-time clinical education.

In order to avoid any conflict of interest, students must disclose prior sites of employment as well as any affiliated company in which the student is on scholarship. Failure to disclose conflict of interest information may result in removal of a student from a clinical site.

Clinical Protocol

1. The student should never leave a child or dependent adult in the treatment room alone. If the student has an emergency and must leave the treatment room, the student should take the patient with him/her or ask the nearest faculty or staff member for help. At no time should a child or dependent adult be away from the student's line of sight.
2. Parents/Guardians may not observe, be in the treatment room, or participate in a treatment session without specific pre-approval of the clinical supervisor.
3. To avoid the possibility of allergic reactions, students are not allowed to give children edible reinforcement without prior permission from the parent/guardian. Students should not provide foods or liquids to patients presenting with dysphagia without prior permission from the clinical supervisor. Additionally, clinical supervisors must be physically present in the room if a child or an adult is being administered foods and/or liquids.
4. Students must maintain open lines of communication with parents/guardians and provide information regarding the patient's progress and home practice activities as pre-approved by the clinical supervisor. This is typically done as a monthly progress report.
5. Students are not allowed to discuss potential referrals of the patient with the parents/guardians without first discussing it with the clinical supervisor.
6. Cell phone use (including taking photos or videos) by the clinician is expressly forbidden unless it has been pre-approved by the clinical supervisor. Cell phone use (including taking photos or video) by the parent/guardian is also prohibited in the treatment area as this may represent a HIPAA violation.
7. Parents/guardians with young children must remain in the waiting room. Young children who are not receiving therapy may not be in treatment areas.

Materials

Treatment materials are kept in the materials room. Students may gather materials for each session no more than 30 minutes prior to the beginning of the session and must return these materials to their designated location immediately following the session. Students should keep in mind that materials are to be shared by all students and, therefore, a student must not monopolize a certain material. There will be a work-study student assigned to the materials room to ensure that all materials are properly checked out and returned in good condition. If a student returns materials with missing or broken pieces, the student may be charged for replacement items. Distance education/online students will be given all access to the on-ground materials to the extent possible. All assessments will be available to those participating online.

Evidence-Based Practice Papers

Students will be expected to complete a series of evidence-based practice papers within each clinical course and the research experiences courses. These reflect the student knowledge and understanding of the research that either offers support or repudiates the use of the applied strategy to the desired outcome. For the on-ground students, in the first two semesters, students will conduct in-person, hands-on clinical EBP papers, which will have a data collection term of 6 to 8 weeks, which will allow for a more in-depth analysis. In the third semester, students will research an assessment or treatment strategy within a given population, whom the student is currently treating, to determine the strengths and weaknesses of this strategy and an analysis of the present research. In the two internships, the students, who pursue the MA tract, will conduct an EBP of will complete two EBP products each semester. The first product will be a paper, which is similar to the one completed in the Fall and Spring semesters of the first year, and involves data collection and interpretation. The second product will be a research poster which must outline the important components of the EBP paper and disseminate the pertinent findings. The poster be designed similarly to what would be acceptable at a peer-reviewed conference. Students will be provided a template from which to work for this assignment. For the distance education/online, in the first semester, students will research an assessment approach/treatment strategy within a given population, whom the student is currently studying in Simucase, to determine the strengths and weaknesses of this strategy and an analysis of the present research. In semesters two and three, students will conduct in-person, hands-on clinical EBP papers, which will have a data collection term of 6 to 8 weeks, which will allow for a more in-depth analysis. In the two internships, the students, who pursue the MA tract, will conduct an EBP of will complete two EBP products each semester. The first product will be a paper, which is similar to the one completed in the Fall and Spring semesters of the first year, and involves data collection and interpretation. The second product will be a research poster which must outline the important components of the EBP paper and disseminate the pertinent findings. The poster be designed similarly to what would be acceptable at a peer-reviewed conference. Students will be provided a template from which to work for this assignment.

Praxis Quizzes

In the fall and spring semesters of the first year, students will be required to complete five Praxis quizzes, with 20 questions each, in order to prepare them for the Praxis exam. These will be tailored based on what students have already learned, either in their undergraduate program or currently in their graduate program. These are reflected in the clinical grade. Instructors may elect to substitute a grade on the lowest exam, but this is at the instructors' discretion with an equivalent assignment. In the summer, students will be administered four Praxis exams, which have 25 questions each. Again, instructors may elect to substitute a quiz with an equivalent assignment.

Professional Practice Competency (PPC) Quizzes

During each semester, students will be administered quizzes to assess the students' current knowledge regarding professional practice competencies within the clinical

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courses. These quizzes should not be disregarded by students as it could immensely affect the student's final grade in the course and could result in failure of the course. Quiz due dates are not negotiable. If a student has a problem accessing the quiz (i.e., Canvas is disabled, etc.), the student must notify their academic supervisor immediately in order to complete the quiz later in the week. Failure to do so will result in the student receiving a 0 for the missed quiz. If a student misses a PPC quiz, the student will receive a 0, but students must complete the missed quiz as they are tied to accreditation standards. Students will complete the quiz, but the grade will remain a 0. Failure of PPC quizzes could lead to failure of clinic courses. Students who fail clinic courses could ultimately lead to dismissal from the program as it will interfere with progression in the program and subsequent prolongation of matriculation. Additionally, this information will be covered on the Praxis exam and is critical to competent practice.

Assessment Reviews

Students will be required to review the standardized assessments regularly administered by speech language pathologists. These reviews will require students to administer the assessments to one another in groups of two to three. These are due approximately every other week and the syllabus will announce which exam is due in each week based on the clinical supervisor. For the students in the distance education/online program, some of these, which are unable to be performed in an online modality, will be completed during the on-ground immersion week.

Complaints/Grievances

The Department of Speech Language Pathology at Faulkner expects students to follow the Complaints and Grievance Policies and Procedures described in the CHS Graduate Student Handbook. Students who have an academic grievance should complete the Academic Grievance Form located in Appendix M.

If concerns still exist after the student has exhausted all university complaints procedures, and those complaints are related to the program's compliance with accreditation standards, students should contact the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) at the ASHA Action Center [Members: 800-498-2071; Non-Members: 800-638-8255]. Further information may be found on the ASHA website at <http://www.asha.org/academic/accreditation/accredmanual/section8.html>

Distance education/online vs. On-ground difference

The only difference between the distance education/online and on-ground modalities is the way in which the modality is offered. All students will experience the same academic and clinical content, but distance education/online students will be required to attend a week of immersive on-ground clinical and laboratory experiences, which are not possible online. The comprehensive exam will be given to both groups of students at the same time, which is the first day distance education/online students are on site. The comprehensive exam will be offered the Monday a week after final exams of the

summer semester, unless conditions permit otherwise. Both groups of students will undergo the second attempt at the comprehensive exam on the Friday of that week.

Appendix A.

Injury Report Form Department of Speech Language Pathology

Student Information

Student Name:

Contact Information (phone/email):

Incident Information

Date/Time of Incident:

Building/Classroom/Campus Location:

Witnesses:

Describe what happened:

Did incident require medical attention? If yes, who provided care (person or clinic)?

Student Signature

Date

Program Director Acknowledgement

Comments:

Director Signature

Date

Appendix. B



FAULKNER

COLLEGE OF HEALTH SCIENCES

Academic Infraction Form

For use by CHS faculty to report incidents involving the violation of the Academic Integrity Policy and other academic misconduct.

Student Name _____

Program: _____ Date of Infraction: _____

Name of person originating this *Infraction Form* : _____

Title/role of person initiating this *Infraction Form*: _____

This form is being completed based on:

- my direct observation(s) or encounter(s) with this student
- information about this student provided to me by a third party

Please check the box(es) next to the academic infraction committed by the student and provide details and comments about the infraction in the space provided. See CHS Handbook for additional information regarding academic infractions.

Violations of the Academic Integrity Policy

Cheating

- Receiving or giving unauthorized materials or aid to another student for class assignments or tests.
- Using unauthorized materials or aid in connection with assignments or tests. Giving, obtaining, soliciting or offering to provide any unauthorized assistance for class assignments or tests.
- Using any unauthorized electronic device during a test or class assignment (when inappropriate). Such electronic devices include cell phones, smart watches, tablets, beepers, palm pilots, computers, and word processors.

- Observing the work of other students during in-class assignments (when inappropriate) or tests.
- Gaining access to the content of a test prior to the giving of the test.

Plagiarism

- Failure to give credit to sources used in a work in an attempt to present the work as one's own.
- Submitting in whole or in part the work of others (including AI) as one's own.
- Submission of papers or projects obtained from any source, such as a research service or another student, as one's own.

Fabrication.

- Written or oral presentation of falsified materials and facts, including but not limited to the results of interviews, laboratory experiments, and field-based research.
- Written or oral presentation of the results of research or laboratory experiments without the research or experiment having been performed. Altering, misrepresenting or falsifying a transcript, course record or graded work to gain unearned academic credit.
- Accepting unearned credit or accepting a grade higher than the grade actually earned.

Complicity.

- Planning or agreeing with another person or persons to commit any act of academic dishonesty.
 - Changing or agreeing to have academic records changed, including receiving an unearned academic grade or credit not.
 - Offering or accepting a payment or bribe related to academic work or records.
- Other: _____

Unacceptable Instructional Behavior

- Repeated absences
- Repeated tardies
- Behavior that, in the sole discretion of the instructor, is disruptive or harmful to the classroom or learning environment;
- Behavior directed at a student in the course or the instructor or anyone aiding the instructor (e.g., proctor, teaching assistant, guest lecturer, etc.,) and that, in

the sole discretion of the instructor, is: harassing in nature, including but not limited to: harassing behavior based on characteristics protected by federal or state law; rude, obnoxious, disrespectful or discourteous; threatening (whether the threat is explicit, implicit or veiled); or intimidating;

- Refusal of a student to remove himself/herself immediately from a class meeting or function after having been directed to do so by the instructor or person in charge of the class meeting or function;
- A student's continuing to attend meetings (or attempting to or participating in related activities) of a course from which he/she has been suspended, un-enrolled or withdrawn;
- Refusal of a student to respectfully comply with an instructor's standards of behavior and attire in a course, including but not limited to such matters as: texting or emailing instead of participating in class or paying attention; accessing/using electronic devices; inappropriate dress; eating in class; sleeping in class; arriving late to class or leaving early from class.

Other: _____

Submitter comments/details regarding infraction (Attach additional pages if necessary):

Instructions for Submitter:

1. Complete this *Academic Infraction Form* and send a copy of the initiated form to the appropriate Program Director and Office of the Dean.
2. The Program Director will send the form to the program committee who will inform the student and provide the student with a copy of the form within 72 hours of receipt.
3. The

program committee will convene within 7 days of original receipt to review the infraction and other contents in the student file, and meet with the complainant, meet with the student, meet with the student and complainant simultaneously, or render a recommendation without any party meetings

4. The Program Committee should document the recommended sanction on the form and send the completed form to the Program Director and Office of the Dean.
5. The Office of the Dean together with the Program Director will review the committee's recommendation and the Program Director will enforce the final sanction.
6. The completed infraction form will be maintained by the Program Director with a copy sent to the Office of the Dean to be kept in the student's file located in the Dean's suite.

Submitter Signature _____ Date _____

The following section is to be completed by the program committee.

Student Progress Committee (Circle): PT OT SLP PA

Student Name _____ Committee Meeting Date _____

Important Dates:

Form Received from Submitter: _____ *Form sent to student:* _____

Date Infraction form sent to student: _____ *Date of student response:* _____

Committee Members Present:

Individuals interviewed by committee:

Key comments from meeting:

Committee Sanction Recommendation(s):

Initials of Committee Members present:

To be completed by the Program Director:

Date infraction form received from program committee: _____

Response to sanction recommendations by program committee:

- Approve
- Deny
- Altered

Final Sanction:

Date sent to Office of the Dean: _____

Date form placed in student file: _____

Did the student fulfill sanction requirements?

- Yes
- Partially

- Yes, but needed an extension
- No

Program Director Signature _____ Date _____

***Please turn in a completed copy to the Office of the Dean.**

Appendix C.

Simucase Student Agreement

In the Faulkner Speech Language Pathology program, students will be required to participate in clinical practicum and/or didactic courses that will allow them to earn clinical clock hours via Simucase. The simulations provide students with clinical experience, including experiences with low incidence populations. Simulation content is created from real patient encounters. Simulation fosters active engagement in a safe learning environment. The student's role is to enter into this experience engaging with the patient, family, and other members of the team as if the situation were real. This will provide the student with the best active learning opportunity possible. Remember: be patient and professional. Students will only get out what they put into this experience. Attendance is mandatory and active participation in all training, pre-brief and debrief sessions is necessary in order to earn ASHA hours. Students should indicate their understanding of all the requirements below by signing this agreement.

I understand that:

- I must have a Simucase account and access to Zoom in order to earn clinical credit.
- I need an overall competency score of 80% or greater on the simulations in order to earn clock hours.
- All simulations must be completed 24 hours prior to the debrief sessions or during the assigned time period.
- The student's supervisor and the Simucase Customer Experience are available to answer questions prior to a debrief session if he/she is having difficulty completing the simulation.
- All simulations have a recommended completion time and the student's cumulative attempts must meet or exceed the recommended completion time of a simulation in order to earn clinical clock hours.
- The student's supervisor has the right to award less time than the recommended completion time if he/she does not submit all attempts.
- The clients in Simucase are real patients and students should treat them with the same respect they would at an onsite clinic and maintain their confidentiality. This means students will not share information (answers) about the client with fellow students.
- Students will provide his/her supervisor with written notice if he/she unable to attend a training, pre-brief and/or debrief session and no more than three excused absence is allowed without penalty.
- Students are expected to ask and answer questions about the simulations throughout the pre-brief and debrief sessions and the supervisor will evaluate his/her participation at the end of the semester.
- Students will be required to have their microphones and cameras on during all pre-brief and debrief meetings and will attend in a quiet area free of distractions where he/she can give the supervisor and peers his/her undivided attention.
- Students will submit all clock hours within 24 hours following the debrief session via Calipso. Failure to submit the hours within 24 hours will result in forfeiture of the hours completed.

Student's signature

Date

Appendix D.

Student Conduct Infraction Form

For Use by Faulkner CHS Course Directors, Faculty, Staff, and Clinical Preceptors

Student Name: _____

Program: _____

Date of Infraction: _____

Name and of person originating this **Infraction Form**: _____

Title/role of person initiating this **Infraction Form**: _____

This form is being completed based on:

- my direct observation(s) or encounter(s) with this student
- information about this student provided to me by a third party

Please check the box(es) next to the conduct infraction committed by the student and provide details and comments about the infraction in the space provided. See CHS Handbook pg. 17-21 for additional information regarding conduct infractions.

Category One Violations:

- Threatening to engage in behavior that would cause damage to university property or to the personal property of others
- Violation of dress code principles
- Violation of parking/safety regulations
- Gambling on campus or concerning program activities
- Use of tobacco in any form on campus or at any university-sponsored event
- Use of profanity, vulgarity, or obscenity in any form on campus
- Failure to present official Faulkner ID card upon request of university authorities
- Failure to accurately list with the university a current place of residence and to promptly inform the university of any subsequent changes in the correct address listing
- Failure to notify proper university officials of knowledge of a violation of certain university policies or of students in violation of certain university policies
- Photographs or comments on social networking sites that document or publicize suspected violations of the Student Handbook.)
- Other: _____

Category Two Violations:

- Multiple, repeated, or severe Category One violations
- Professionalism Infraction
- Violations of the CHS Academic Integrity Policy
- Violations of the CHS Alcohol Policy
- Violation of the Policy Regarding Sexual Conduct on Campus
- Failure to comply with the directive of a university official acting in the performance of his or her duties
- Disrespectful behavior toward a university staff or faculty member.
- Knowingly providing false or misleading information to a university authority, including all staff and faculty.
- Engaging in behavior that would cause damage to university property or to the personal property of others.
- Minor instances of disruptive behavior. Disruptive behavior includes conduct that distracts or intimidates others in a manner that interferes with instructional activities, fails to adhere to an instructor’s appropriate classroom rules or instructions, or interferes with the normal operation of the university.
- Veiled or direct threats to harm any member of the university community (to include verbal or physical posture – expressed in person, or written via email, text messaging, Facebook, Snapchat, or any other form of social media).
- Minor disturbances of the peace. A disturbance will be defined as an event in which failure to maintain control of the event occurs and/or complaints are reported and/or police/security officers respond to the scene.
- Unauthorized possession or use of university keys.
- Unauthorized entry or use of university buildings, facilities, equipment, supplies or resources.
- Possession or use of fireworks or chemicals that are of an explosive or corrosive nature on campus
- Possession and/or use of pornography of any kind on campus
- Violation of law or university policy related to computer use or copyright infringement.
- Forgery, alteration or misuse of university documents, forms, records, or identification cards.
- Producing in writing, whether electronically or in print, containing any information regarding patients/preceptors/instructors/facilities for any purpose other than the completion of express assignments.
- Using social media to discuss patient/preceptors/instructors/facilities or any aspect of Faulkner CHS in a negative way or that would compromise patient care and confidentiality
- Negligent HIPAA violations.
- Any activity that qualifies under applicable criminal law as a misdemeanor, regardless if charges are filed.
- Other:_____

Category Three Violations

- Repeated or severe Category Two violations.
- Failure to comply with disciplinary decisions, including conditions of probation and previous sanctions
- Failure to report any criminal history to the university, including but not limited to admissions applications.
- Repeated or severe violations of the CHS alcohol policy.
- Violation of university drug policy
- Violation of the university weapons policy
- Misuse of fire or safety equipment.
- Causing or reporting a false warning of a campus emergency.
- Major instances of disruptive behavior. Disruptive behavior includes conduct that distracts or intimidates others in a manner that interferes with instructional activities, fails to adhere to an instructor’s appropriate classroom rules or instructions, or interferes with the normal operation of the University.
- Major disturbances of the peace. A disturbance will be defined as an event in which failure to maintain control of the event occurs and/or complaints are reported and/or police/security officers respond to the scene.
- Knowingly accessing a computer, computer network, or computer system beyond the standard assigned and/or accepted permissions.
- Causing physical or emotional harm to another person. Emotional harm includes but is not limited to, intimidation, stalking, cyber-bullying, and/or threats by text messaging or other electronic media.
- Creating a hostile environment, including but not limited to hate speech, harassment, or sexual harassment.
- Veiled or direct threats to harm any member of the University Community (to include verbal or physical posture – expressed in person or in written via email, text messaging etc.)
- Any activity that qualifies under applicable criminal law as a felony, regardless if charges are filed.
- Grossly negligent and/or intentional HIPAA Violations
- Other: _____

Professionalism Infractions

- Failure to demonstrate professional relationships with faculty, preceptors, patients, or employees of the University or clinical site
- Does not function and interact appropriately within groups
- Insensitivity to the needs, feelings or wishes of others
- Use of demeaning or disrespectful language about others
- Is abusive or arrogant during times of stress
- Failure to maintain a professional appearance / attire
- Inadequate personal commitment to honoring the needs of patients
- Resistant or defensive in accepting criticism
- Remains unaware of his/her limits
- Resists considering or making changes based on feedback
- Appears to seek or accept the minimally acceptable level of effort as a goal

Speech-Language Pathology Student Handbook

- Failure to follow protocol regarding absence from class or clinical rotation
- Repeatedly tardy to class, clinic, or mandatory school sponsored events
- Participates in any action that could result in legal action being taken against the student by the clinical site or University
- Failure to fulfill responsibilities reliably
- Misrepresents or falsifies actions and / or information
- Failure to accept responsibility for actions
- Use of his/her professional position to take advantage of a patient emotionally or sexually
- Other: _____

Submitter Comments regarding infraction (Attach additional pages if necessary):

Instructions for Submitter:

1. Complete this ***Student Conduct Infraction Form*** and forward this form to the appropriate Program.
2. The committee will inform the student within 72 hours of receiving this form and the student may respond to the infraction within 48 hours by completing the student response section of this form.
3. The committee will review the infraction and other contents in the student file, and may meet with the student and/or person submitting the form, and will then make a recommendation.
4. The Program Committee will send this form along with its recommendation to the Assistant Dean of Students who will approve or revise the committee recommendation and add the infraction form to the student’s file.
5. The Assistant Dean of Students will then provide a copy of the form to the appropriate program director who will be responsible for enforcing the sanction(s).
6. All final forms and documentation will be kept in the student files located in the CHS Dean’s Suite.

Submitter Signature_____

Date_____

The following section is to be completed by the student within 48 hours of notification from the program committee.

Student response to infraction (Attach additional pages if necessary):

Student Signature_____ Date_____

The following section is to be completed by the program committee.

Student Progress Committee (Circle): PT OT SLP PA

Student Name _____ Committee Meeting Date _____

Important Dates:

Form Received from Submitter: _____ *Form sent to student:* _____

Date Infraction form sent to student: _____ *Date of student response:* _____

Committee Members Present:

Individuals interviewed by committee:

Key comments from meeting:

Committee Sanction Recommendation(s):

Initials of Committee Members present:

To be completed by the program committee:

Classification of student response to a Professionalism Infraction Notice

Circle the classes that best describe the student's response to the conduct infraction.

	<u>Class 1</u>	<u>Class 2</u>	<u>Class 3</u>	<u>Class 4</u>
Recognition	Spontaneously recognized that behavior was inappropriate	Recognized error when brought to their attention	Receptive to recognizing inappropriate nature of their behavior after discussion	Remained resistant to recognizing inappropriate action or denied it occurred
Responsibility	Spontaneously accepted responsibility	Accepted responsibility when described to them	Remained resistant to accepting responsibility but agreed to comply anyway	Rejected responsibility
Sample Content	'I forgot to make a note of that schedule change; I'm sorry I missed it and embarrassed I messed up.'	'I had no idea they took attendance at orientation so seriously. It won't happen again.'	'I realize the course wants it done a certain way. I still think it's unnecessary, but I'll do what they say.'	'The course is blowing it way out of proportion. I spoke my mind and they are taking it out of context.'
Documented Response				
Comments				

Appendix E.

Non-Academic Complaint/Grievance Form
For use by students to report non-academic grievances.

Name of Reporting Student _____ Date: _____

Program: _____ Student ID _____

What office, department, service, or facility was involved?

If known, give the name of staff, faculty, or students involved. If unknown, give a description or write "unknown."

List all individuals present during the incident? It is always helpful to have others who witness the situation - please name anyone who can give a first-hand account. In the list, include yourself and whoever else was involved in the situation. If no one else was present, just put 'N/A'

Date of Incident: _____

Where did this happen? (Ex: on or off campus, building, parking lot, specific room, etc.)

Describe the situation of your complaint, incident, or grievance in detail. (Attach additional pages if needed.)

Has any other University employee been involved or informed? If so, who?

In your opinion, how could this situation be resolved? What resolution are you seeking?

Student Signature _____ Date _____

Appendix F.

Non-Disclosure Agreement
Department of Speech Language Pathology

I affirm that I will not share any information regarding the content of an examination, lab practical, quizzes, case study, case report or required paper for any of the courses associated with the Faulkner University Speech Language Pathology Program of which I am enrolled. I will, under no circumstance, make a reproduction of tests, lab practical materials, case studies/reports, or give verbal descriptions of examination(s) or practical content to other students. Reproductions may include but are not limited to, hand written copies, photographs, scans, videos, photocopies, etc. that could potentially unduly benefit other members of my class or other classes. If I do so, I understand that I may be brought forth in front of the Department's Student Success Committee and subject to their decision regarding breach of contract. Disciplinary action may include removal from the program.

Print Name: _____

Signature: _____

Date: _____

Appendix G.

Background Check Form



Background and Employment Screenings Release and Authorization

I hereby authorize Faulkner University or authorized representatives bearing this release to obtain and release any information pertaining to my background, including but not limited to, information concerning my employment history, education, character, general reputation, credit history, judgments, liens, driving history, and criminal/civil history whether same is of record or not for employment purposes. I understand that, as an applicant for a position with this university, I may be asked to demonstrate that I am capable of performing tasks which are pertinent to the job. I also understand my employment may be conditioned on these results as well as the results of a drug screening, if required.

I hereby fully release and discharge all sources providing information from all claims and damages arising out of or in relation to any investigation of my background and testing/screenings as outlined above, for said purposes.

I authorize representatives of Faulkner University to send this authorization and release to third persons or parties as needed to obtain needed information. I agree that a photocopy or facsimile of this document, as signed by me, will be as valid as the original.

The following information is being requested in order to obtain accurate retrieval of records:

Full Name: _____

Alias/Maiden Name(s): _____ Social Security #: _____

Date of Birth: _____ Driver's License #: _____ State: _____

Current Address: _____

How long at this address? _____

Have you lived at any other address in the last seven (7) years? Yes No

If yes, please list all previous locations within the past seven (7) years and amount of time at each. (If you cannot recall a specific past address, please list city and state.) If additional space is needed, use additional page.

How long at this address? _____

Street City State

How long at this address? _____

Street City State

How long at this address? _____

Street City State

How long at this address? _____

Street City State

I have read and agree with all statements included within this form. I certify that the statements and/or information furnished by me are true, correct and complete to the best of my knowledge.

Signature: _____ Date: _____

Appendix H

Exposure Incident Report
Department of Speech Language Pathology

Name _____

Date ____/____/____

Date of Birth ____/____/____ Telephone (Cell) _____

Date of Exposure ____/____/____ Time of Exposure _____AM ___PM ___

Location of Incident _____ Hepatitis B Vaccination
Status _____

Describe the circumstances under which the exposure incident occurred:

Name what body fluids, if any, you were exposed to:

Describe the route of exposure (mucosal contact, contact with non-intact skin, percutaneous):

Describe any personal protective equipment (PPE) in use at the time of the exposure incident:

Did the PPE fail? If yes, how?

Identification of source individual(s) name(s):

Other pertinent information:

Physician/Healthcare Provider Information

Name of physician/health care provider:

Facility:

Phone Number:

Address:

Was the student treated in an emergency room? Yes _____ No _____

Was the student hospitalized overnight as an in-patient? Yes _____ No _____

Appendix I

Confidentiality Statement
Department of Speech Language Pathology

By signing below, I understand that during the course of my educational training, I may have exposure and access to highly confidential information which includes but is not limited to medical and personnel records. It is my responsibility to protect the rights and confidentiality of patients, employees, physicians, and the clinical setting. Confidential information should only be used in conjunction with the learning experiences while in the clinical setting. I also understand that any information brought to the university setting in order to fulfill course requirements for the Speech Language Pathology program must exclude patients' names, physicians' names, medical record numbers and other personal information that will aid in the identification of patients.

I understand that a violation in the confidentiality of patients, personnel and physicians may result in disciplinary action which may include a recommendation for dismissal from Faulkner University Speech Language Pathology program.

I have read and understand the above statement concerning confidential information and agree to maintain the confidentiality of all such information.

Signature

Date

Name (printed)

Witness Signature

Date

Appendix J

HIPAA Confidentiality Statement
Department of Speech Language Pathology

The Federal Health Insurance Portability and Accountability Act (HIPAA) and related laws and regulations were established to preserve the confidentiality of medical and personal information, and to specify that such information may not be disclosed except as authorized by law or unless authorized by the patient. These privacy laws and regulations apply to all personnel including students. All students are required to agree to and sign this confidentiality statement.

I _____ understand that, as an observer for clinical education purposes, I may see or hear confidential information (such as, but not limited to: medical information, medical history, radio-logical reports, daily treatment information, etc.) about a patient, verbal discussions about patient care, and electronic communications that include confidential patient information.

I acknowledge that it is my responsibility to respect the privacy and confidentiality of this information. I will not access, use, or disclose any confidential information outside of my educational experience. I understand that I am required to immediately report any information I may have about the unauthorized access, use and/or disclosure of any and all confidential information.

Student's Name (Please Print)

Student's Signature

Date

Appendix K.

Clinical Site Change Request
Department of Speech Language Pathology

Student Name _____

Date _____

Clinical Internship (circle one): 6991 6992

Current Assigned
Location _____

Requested New
Location _____

Reason for change request (circle one)

Child at Home

Medical Condition

Other

*If 'Other' please provide rationale, if 'Medical Condition' please attach letter from physician indicating that you are receiving ongoing treatment that requires you to remain local.

Explanation:

Student
Signature/Date _____

Clinic Director
Signature/Date _____

Approved / Not Approved

Rationale:

Appendix L.
 Clinical Evaluation Form

<h2>Evaluation</h2>	
1.	Conducts screening and prevention procedures, including prevention activities (CFCC V-B, 1a)
2.	Demonstrates current knowledge of the principles and methods of prevention and assessment, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates (CFCC IV-D)
3.	Collects case history information and integrates information from clients/patients, family, caregivers, teachers, and relevant others, including other professionals (CFCC V-B, 1b)
4.	Selects appropriate evaluation procedures (CFCC V-B, 1c) [?]
	[?] May include behavioral observations, non-standardized and standardized tests and instrumental procedures
5.	Administers non-standardized and standardized tests correctly (CFCC V-B, 1c) [?]
	[?] Includes scoring when applicable
6.	Adapts evaluation procedures to meet the needs of individuals receiving services (CFCC V-B, 1d)
7.	Demonstrates knowledge of communication and swallowing disorders and differences (CFCC IV-C) [?]
	[?] Includes appropriate etiologies, characteristics and anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates
8.	Interprets, integrates, and synthesizes all information to develop diagnoses (CFCC V-B, 1e)
9.	Interprets, integrates, and synthesizes all information to make appropriate recommendations for intervention (CFCC V-B, 1e)
10.	Completes administrative and reporting functions necessary to support evaluation (CFCC V-B, 1f)
11.	Refers clients/patients for appropriate services (CFCC V-B, 1g) [?]
	[?] Following evaluation, student appropriately refers patients for speech-language pathology services and/or other professional services. An "appropriate" referral constitutes referring when necessary and not referring when not necessary. Please note: Student should receive a score, as verification of this particular skill, in each of the 9 disorder areas of which are being evaluated.
	Comments:

Intervention

1.	Develops setting-appropriate intervention plans with measurable and achievable goals that meets client/patient needs, demonstrating knowledge of the principles of intervention and including consideration of anatomical/physiological, developmental, and linguistic cultural correlates. Collaborates with clients/patients and relevant others in the planning process (CFCC IV-D, V-B, 2a)
2.	Implements intervention plans that involve clients/patients and relevant others in the intervention process (CFCC V-B, 2b)
3.	Selects or develops and uses appropriate materials and instrumentation (CFCC V-B, 2c)
4.	Measures and evaluates clients'/patients' performance and progress (CFCC V-B, 2d)
5.	Modifies intervention plans, strategies, materials, or instrumentation to meet individual client/patient needs (CFCC V-B, 2e)
6.	Completes administrative and reporting functions necessary to support intervention (CFCC V-B, 2f)
7.	Identifies and refers patients for services as appropriate (CFCC V-B, 2g) [?]
	<p>[?] During intervention, student identifies the need and makes appropriate recommendations for continued speech-language pathology management and/or other professional services. Please note: Student should receive a score, as verification of this particular skill, in each of the 9 disorder areas of which are being managed.</p>
Comments:	

Additional Clinical Skills

1.	Sequences tasks to meet objectives
2.	Provides appropriate introduction/explanation of tasks
3.	Uses appropriate models, prompts or cues. Allows time for patient response.
4.	Demonstrates effective behavior management skills
5.	Practices diversity, equity and inclusion (CAA 3.4B)
6.	Addresses culture and language in service delivery that includes cultural humility, cultural responsiveness, and cultural competence (CAA 3.4B)
7.	Demonstrates clinical education and supervision skills. Demonstrates a basic understanding of and receives exposure to the supervision process. (CAA 3.1.6B) [?]

<p>[?] Students should demonstrate a basic understanding of and receive exposure to the supervision process. (Per CAA Update Webinar Q/A 5/11/2022)</p>
<p>Comments:</p>

Professional Practice, Interaction and Personal Qualities	
1.	<p>Demonstrates knowledge of basic human communication and swallowing processes. Demonstrates the ability to integrate information pertaining to normal and abnormal human development across the life span (CFCC IV-B; CAA 3.1.6B) [?]</p>
	<p>[?] This includes the appropriate biological, neurological, acoustic, physiological, developmental, and linguistic cultural bases (CFCC IV-B)</p>
	<p>[?] Integrates and applies knowledge of the interdependence of speech, language and hearing (CAA 3.1.6B)</p>
2.	<p>Demonstrates knowledge of processes used in research and integrates research principles into evidence-based clinical practice (CFCC IV-F; CAA 3.1.1B Evidenced-Based Practice) [?]</p>
	<p>[?] Accesses and critically evaluates information sources, applies information to appropriate populations, and integrates evidence in provision of Speech-Language Pathology services (CAA 3.1.1B - Evidence-Based Practice)</p>
3.	<p>Demonstrates knowledge of contemporary professional issues that affect Speech-Language Pathology (CFCC IV-G; CAA 3.1.1B) [?]</p>
	<p>[?] Includes trends in professional practice; academic program accreditation standards; ASHA practice policies and guidelines; cultural competency and diversity, equity, and inclusion (DEI); educational legal requirements or policies; and reimbursement procedures (CFCC IV-G)</p>
	<p>[?] Engages in contemporary professional issues and advocacy (CAA 3.1.1B)</p>
4.	<p>Demonstrates knowledge of entry level and advanced certifications, licensure, and other relevant professional credentials, as well as local, state, and national regulations and policies relevant to professional practice (CFCC IV-H)</p>
5.	<p>Communicates effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the individual(s) receiving services, family, caregivers, and relevant others (CFCC V-B, 3a; CAA 3.1.1B Effective Communication Skills, CAA 3.1.6B) [?]</p>

	[?] Communicates in a responsive and responsible manner with clients/patients/students, communities, and interprofessional team colleagues and other professionals (CAA 3.1.1B - Effective Communication Skills)
	[?] Demonstrates professionalism and professional behavior that is reflective of cultural and linguistic differences (CAA 3.1.6B)
	[?] Demonstrates interaction skills and interpersonal qualities, including counseling and collaboration (CAA 3.1.6B)
6.	Provides counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others (CFCC V-B, 3c; CAA 3.1.6B) [?]
	[?] Demonstrates clinical counseling skills appropriate to the individual, family members, caregivers, and others involved in care (CAA 3.1.6B)
7.	Manages the care of individuals receiving services to ensure an interprofessional, team-based collaborative practice (CFCC V-B, 3b; CAA 3.1.1B) [?]
	[?] Works effectively as a member of an interprofessional team (CAA 3.1.1B)
8.	Demonstrates skills in oral and other forms of communication sufficient for entry into professional practice (CFCC V-A) [?]
	[?] Demonstrates speech and language skills in English, which, at a minimum, are consistent with ASHA's current position statement on students and professionals who speak English with accents and nonstandard dialects
9.	Demonstrates skills in written communication sufficient for entry into professional practice (CFCC V-A) [?]
	[?] Writes and comprehends technical reports, diagnostic and treatment reports, treatment plans, and professional correspondence in English
10.	Demonstrates knowledge of standards of ethical conduct, behaves professionally and protects client welfare (CFCC IV-E, V-B, 3d; CAA 3.1.1B-Accountability; 3.8B) [?]
	[?] Adheres to the professional code of ethics (CAA 3.1.1B - Accountability; 3.1.6B)
	[?] Adheres to the Speech-Language Pathology scope of practice documents (CAA 3.1.1B - Accountability)
	[?] Adheres to professional fiduciary responsibility for each client/patient/student served (CAA 3.1.1B - Accountability)

	[?] Adheres to federal, state, and institutional regulations and policies related to the profession of Speech-Language Pathology and its services, including compliance with confidentiality issues related to HIPAA and FERPA (CAA 3.1.1B - Accountability)
11.	Demonstrates an understanding of the effects of own actions and makes appropriate changes as needed (CAA 3.1.1B - Accountability)
12.	Demonstrates professionalism (CAA 3.1.1B - Professional Duty, 3.1.6B) [?]
	[?] Demonstrates knowledge of one's own role and those of other professions to appropriately assess and address the needs of the individuals and populations served (CAA 3.1.1B - Professional Duty)
	[?] Demonstrates knowledge of the roles and importance of interdisciplinary/interprofessional assessment and intervention and coordinates care effectively with other disciplines and community resources (CAA 3.1.1B - Professional Duty)
	[?] Demonstrates knowledge of the roles and importance of individual and collective (e.g., local, national organizations) advocacy for clients/patients/students' right to care (CAA 3.1.1B- Professional Duty)
	[?] Demonstrates knowledge of the role of clinical teaching and clinical modeling as well as supervision of students and other support personnel (CAA 3.1.1B - Professional Duty)
	[?] Demonstrates professionalism and professional behavior that is reflective of cultural and linguistic differences (CAA 3.1.6B)
	Comments:

Met/Not Met

1.	Demonstrates openness and responsiveness to clinical supervision and suggestions
2.	Personal appearance is professional and appropriate for the clinical setting
3.	Displays organization and preparedness for all clinical sessions
4.	Practices the principles of universal precautions to prevent the spread of infectious and contagious diseases (CAA 3.8B)
5.	Differentiates service delivery models based on practice sites (e.g., hospital, school, private practice) (CAA 3.1.1B - Accountability)

6.	Explains healthcare landscape and how to facilitate access to services in the healthcare sector (CAA 3.1.1B - Accountability)
7.	Explains educational landscape and how to facilitate access to services in the educational sector (CAA 3.1.1B - Accountability)
8.	Identifies and acknowledges the impact of both implicit and explicit bias in clinical service delivery and actively explores individual biases and how they relate to clinical services (CAA 3.4B)
9.	Identifies and acknowledges the impact of how their own set of cultural and linguistic variables affects clients/patients/students' care (CAA 3.4B) [?]
	[?] These variables include, but are not limited to: age, disability, ethnicity, gender expression, gender identity, national origin, race, religion, sex, sexual orientation, veteran status
10.	Identifies and acknowledges the impact cultural and linguistic variables of the individual served may have on delivery of effective care (CAA 3.4B) [?]
	[?] These variables include, but are not limited to: age, disability, ethnicity, gender expression, gender identity, national origin, race, religion, sex, sexual orientation, veteran status
11.	Identifies and acknowledges the interaction of cultural and linguistic variables between caregivers and the individual served (CAA 3.4B) [?]
	[?] These variables include, but are not limited to: age, disability, ethnicity, gender expression, gender identity, national origin, race, religion, sex, sexual orientation, veteran status
12.	Identifies and acknowledges the social determinants of health and environmental factors for individuals served and how these determinants relate to clinical services (CAA 3.4B) [?]
	[?] These variables include, but are not limited to including: health and healthcare, education, economic stability, social and community context, and neighborhood and built environment
13.	Identifies and acknowledges the impact of multiple languages. Explores approaches to address bilingual/multilingual individuals requiring services, including understanding the difference in cultural perspectives of being d/Deaf and acknowledge Deaf cultural identities. (CAA 3.4B)
14.	Recognizes that cultural and linguistic diversity exists among various groups (including d/Deaf and hard of hearing individuals) and fosters the acquisition and use of all languages (verbal and nonverbal), in accordance with individual priorities and needs (CAA 3.4B)
15.	Engages in self-assessment to improve effectiveness in the delivery of clinical services (CAA 3.1.6B)
	Comments:

Comment Boxes

1.	Strengths:
2.	Improvements since last evaluation if applicable:
3.	Opportunities for growth:
4.	Recommendations for continued growth:
5.	Considering the student's knowledge and experience obtained thus far in the program, is the student meeting your expectations? Is the student performing above expectations, meeting expectations or performing below expectations?
6.	Do you recommend an intervention or action plan for this student? If yes, what skills should be supported and what specific recommendations do you have for the intervention or action plan?

Appendix M.

**Student Complaint Record: Academic
Policy No. 1903**

***For use by students to report both academic grievances, and
to be completed by students for Academic Appeals.***

To be completed by the student:

Student Name _____ Date: _____

Program: _____

Course Name and Number (if applicable): _____

Nature of Complaint (check all that apply):

- Inappropriate faculty content, instruction, material, and/or assessment
- Inappropriate faculty conduct
- Faculty incompetence in oral or written communication
- Inequities in assignments
- Scheduling of class or exams at other than authorized and published times
- Routinely canceling classes or dismissing students early
- Deviation from syllabus
- Failure to provide disability accommodations
- Inadequate or inappropriate advising
- Failure to communicate in a reasonable time frame
- Unfair or inappropriate grading practices
- Violation of University policies/procedures
- Other _____

Student Signature _____ Date _____

Summarize the complaint below. Be detailed and specific. (Attach additional pages if necessary.)

Describe action(s) already taken by you (the student) to resolve the matter (if applicable).

**Note: If the nature of the complaint makes it inappropriate for the student to meet with the instructor, program director, or advisor, then the student should submit this form to and meet with the Assistant Dean of Academics or Dean of the College of Health Sciences.*

To be completed by the instructor:

Describe action(s) taken by the instructor in an attempt to resolve the grievance.

Instructor Signature _____ Date _____

To be completed by the Program Director / Chair (if applicable/necessary):

Describe action(s) taken by the Program Director in an attempt to resolve the grievance if unresolved or unable to be resolved at instructor level.

Program Director Signature _____ Date _____

To be completed by the Assistant Dean of Academics (if applicable/necessary):

Describe action(s) taken by the Assistant Dean of Academics in an attempt to resolve the grievance if unresolved or unable to be resolved at program director level.

Assistant Dean Signature _____ Date _____

To be completed by the Dean of CHS (if applicable/necessary):

Describe action(s) taken by the Dean of CHS in an attempt to resolve the grievance if unresolved or unable to be resolved at Assistant Dean or Program Director level.

Dean of CHS Signature _____ Date _____

To be completed by the Vice President of Academic Affairs (if applicable/necessary):

Describe action(s) taken by the VP of Academic Affairs in an attempt to resolve the grievance if unresolved or unable to be resolved at Dean's level.

VP of Academic Affairs Signature _____ Date _____

FINAL RESOLUTION OF THE GRIEVANCE/APPEAL

To be completed by the Vice President of Academic Affairs in all cases:

Describe the final resolution reached.

VP of Academic Affairs Signature _____ Date _____

*** Turn in completed form to the Vice President of Academic Affairs for completion and to the CHS Assistant Dean of Academics for filing.**

Appendix N.

Student Agreement Form
Department of Speech Language Pathology

I acknowledge, and my signature confirms that I have received and will review and abide by the Faulkner University College of Health Sciences Handbook. Also, I acknowledge that I will abide by the requirements of this Speech Language Pathology Handbook, as well as the Faulkner University Graduate School student handbook, and the Faulkner University Student handbook.

Name(Print): _____

Signature: _____ Date: _____

Witness: _____ Date: _____

Appendix O.

Covid Attestation

As of today's date, I attest that I (please check one):

- Have received the Covid 19 vaccine with or without additional boosters.

- Have not received the Covid 19 vaccine.

I understand that if I have not received the Covid 19 vaccine, it could affect my ability to be placed in certain clinical practicum (online)/internship sites. While I understand Faulkner does not require the vaccine, should I elect to not receive the vaccine and if I am placed at a site, which requires the vaccine, I understand that I must locate another placement site, which will accept me without the vaccine. The delay in finding the site and acquiring the clinical affiliation agreement could potentially render the hours earned in my placement insufficient to meet the requirements, which could delay my matriculation through the program.

Student Name: _____

Student Signature: _____

Date: _____