Table of Contents

Overview .................................................................................................................................................. 5
Welcome to Baylor .................................................................................................................................... 6
General Information ............................................................................................................................... 7
Mission Statement ................................................................................................................................. 8
The CSD Graduate Program .................................................................................................................. 9
Student Resources .................................................................................................................................. 11
Program Requirements .......................................................................................................................... 12
Graduate Program Overview ................................................................................................................. 12
New Student First Steps ....................................................................................................................... 13
Graduation Requirements ..................................................................................................................... 13
Checklist for Success ............................................................................................................................ 17
Preparing for Life after Graduation ...................................................................................................... 18
Practicum and Internship Policies ......................................................................................................... 19
Clinical Clearances ............................................................................................................................... 19
Practicum Placement Process ............................................................................................................... 19
Scheduling ............................................................................................................................................ 19
Scheduling of Clients ............................................................................................................................. 20
International Placements ....................................................................................................................... 20
Relocation ............................................................................................................................................. 20
Supervision .......................................................................................................................................... 20
Attendance ............................................................................................................................................ 20
Cultural/Linguistic Diversity ................................................................................................................ 21
HIPAA/Protected Health Information ................................................................................................. 22
Dress Code .......................................................................................................................................... 22
Initial Client Contact ............................................................................................................................ 22
Paperwork .......................................................................................................................................... 22
Therapy .................................................................................................................................................. 22
Civil Rights Issues Resolution .................................................................50
Title IX .................................................................................................51
Family Educational Right and Privacy Act of 1974 ...................................51
American Speech-Language Hearing Association (ASHA) Code of Ethics ...........................................52
Council of Academic Accreditation, ASHA Procedures for Complaints against Graduate Education Programs ..............................................................................61
The CSD faculty is so pleased that you have chosen to study with us at Baylor University. We anticipate that the next few years will be the most exciting period of learning as a new beginning of a life-long commitment to your continued learning in the field of speech-language pathology. Please know that the CSD faculty is committed to the success of each and every graduate student. Best wishes for the most productive, rewarding, and enjoyable experiences as you deepen your academic knowledge and clinical skills in our graduate program and make new friends and colleagues. May God bless each one of you abundantly as you begin your new journey!

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

(*Policies and procedures are subject to change at the discretion of Baylor University, the College of Health and Human Sciences, and the Department of Communication Sciences and Disorders).
Welcome to Baylor
Welcome to the Communication Sciences and Disorders Program! No matter where in the world you come from, we want you to feel a part of the community.

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

Welcome to Waco.
The city of Waco is located in the "Heart of Texas" on the banks of the Brazos River. About 105,000 people live in the city limits, but over 200,000 reside in the metropolitan area. The major thoroughfare in Waco is Interstate 35 which travels north to south. Dallas and Fort Worth are to the north and Austin and San Antonio are to the south. The city of Waco has a mild climate with an annual temperature of 67.8 degrees, summer highs in the nineties, winter lows averaging 30-40 degrees, and an annual precipitation of 31.3 inches. Sunshine is frequent; snow is rare; and, the last major tornado to hit the city was in 1953. Waco is home to a historic Suspension Bridge, the Texas Ranger Hall of Fame, Dr. Pepper Museum, Cameron Park Zoo, Texas Sports Hall of Fame, Fort Fisher, and many historic homes. Annual events include Christmas on the Brazos, Brazos River Festival, and the Cattle Baron's Ball.

Welcome to Baylor University.
Baylor University, the oldest university in Texas, is a Southern Baptist University with an enrollment of over 17,000 students. Campus events include musical and theatrical performances, lectures series, Diadeloso (Day of the Bear), and many sporting events. The university is a member of the Big 12 Athletic Conference with the University of Texas, Texas Christian University, Texas Tech University, University of Kansas, Kansas State University, Iowa State University, University of Oklahoma, Oklahoma State University, and the University of West Virginia.
**General Information**
The following websites provide a thorough overview of our college, the Baylor University’s Graduate School and Baylor University.

**College of Health and Human Sciences website:** [http://www.baylor.edu/chhs/](http://www.baylor.edu/chhs/)

**Graduate School (general):** [http://www.baylor.edu/graduate/](http://www.baylor.edu/graduate/)
- Baylor Graduate Catalog: [https://www.baylor.edu/graduate/index.php?id=959244](https://www.baylor.edu/graduate/index.php?id=959244)
- Benefits and Financial Aid: [https://www.baylor.edu/graduate/index.php?id=958443](https://www.baylor.edu/graduate/index.php?id=958443)
- Graduate Student Association: [http://www.baylor.edu/gsa/](http://www.baylor.edu/gsa/)
- **Student Service:** Baylor Libraries, Academy for Teaching and Learning (ATL), Counseling Center, Information Technology Services (ITS), Office of Access and Learning Accommodation (OALA) [https://www.baylor.edu/students/](https://www.baylor.edu/students/)
- Information for current students: [http://www.baylor.edu/graduate/currentstudents/](http://www.baylor.edu/graduate/currentstudents/)

**Baylor University’s Student Policies and Procedures:**
Baylor University rules, regulations, and policies applicable to students are available at [http://www.baylor.edu/student_policies/index.php?id=22170](http://www.baylor.edu/student_policies/index.php?id=22170). Since the Student Policies and Procedures and other student-related publications may be revised semester to semester, it is the responsibility of the student to view revisions online or to obtain revisions from the Judicial Affairs office. Copies of these publications and all revisions are available to all students through the Judicial Affairs office.
Welcome to Waco, Texas, and one of the finest residential graduate programs offered in Speech Language Pathology in the nation. The Department of Communication Sciences and Disorders (CSD) is located in the Robbins College of Health and Human Sciences (RCHHS). Both the residential and online graduate programs are accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) on behalf of the American Speech-Language-Hearing Association (ASHA).

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

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

Mission Statement

The mission of the Baylor University Department of Communication Sciences and Disorders is to educate men and women for worldwide leadership and service in the areas of Speech Language Pathology, Audiology, and Deaf Education by integrating academic excellence, clinical experiences, and service to the community.
The mission of the CSD Department strongly supports a Baylor Foundational Assumption that “we find the highest order of personal fulfillment in working constructively for the betterment of others, and that we have an obligation to do so.”

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

The department seeks to fully integrate academic and clinical experiences to enable students to learn current theories, principles, cutting edge technologies and practices in order to prepare students for success as a Speech-Language Pathologist. The department creates an educational and work environment which inspires co-discovery through the dynamic interaction of teaching and learning. Students are equipped for the workplace challenges of today and tomorrow by experiencing a variety of academic, clinical, and service experiences within a culturally diverse society.

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

Your graduate program should lead to:
- A Master of Science in Communication Sciences & Disorders from Baylor University
- Fulfillment of Academic and Clinical Requirements for Certification from American Speech-Language Hearing Association (ASHA**) except for the Clinical Fellowship Year (CFY for ASHA) experiences
- Fulfillment of Academic and Clinical Requirements for Licensure by the State of Texas.

To check other state’s licensure requirements, see this link: [https://www.asha.org/advocacy/state/](https://www.asha.org/advocacy/state/)

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

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

In March 2012, the Master of Science program in Communication Sciences and Disorders was accredited for the 2012-2020 cycle.

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

- CSD Homepage: http://www.baylor.edu/csd/
- CSD Virtual Tour (YouVisit program): http://www.baylor.edu/csd/index.php?id=940687
- CSD Student Resources: http://www.baylor.edu/csd/index.php?id=50582
- CSD YouTube page: https://www.youtube.com/channel/UCvQCu0DktT9LIas1N2WmRKg

Faculty and Staff
The Baylor CSD department has a growing team of full-time academic and clinical faculty members and several part-time faculty members. http://www.baylor.edu/csd/index.php?id=940029

Contact Information
CSD Graduate Program Coordinator
Ms. Elizabeth Wittliff
Elizabeth_Wittliff@baylor.edu
Phone: 254-710-4330

CSD Graduate Program Director
Mrs. Susan Sherman, MS, CCC-SLP
Susan_Sherman@baylor.edu
Phone: 254-710-1243

CSD Clinical Coordinator
Mrs. Deborah Rainer, MS, CCC-SLP
Deborah_Rainer@baylor.edu
Phone: 254-710-6369

CSD Department Chair
Dr. Diane Loeb, Ph.D., CCC-SLP
Diane_Loeb@baylor.edu
Phone: 254-710-4721
**Student Resources**

**Student Resources**

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

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

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

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

Leveling Requirements
Students who have been accepted to Baylor’s CSD Graduate Program, but did not have an undergraduate degree in CSD is considered a Graduate Student with Leveling Status. These students are required to complete up to 25 hours of specific undergraduate courses for state licensure and professional certification. These courses will be taken in their first two semesters and will not be included on the graduate transcript. After completing the required 24 hours, the student will begin the graduate program and will no longer be able to take undergraduate coursework to fulfill graduate course requirements.

ASHA Requirements
ASHA standards for certification in Speech-Language Pathology require demonstrated knowledge of the biological sciences, physical sciences (physics or chemistry), statistics, and the social/behavioral sciences (Standard IV-A). Your basic sciences coursework will be reviewed prior to your admission to the program to determine fulfillment of the ASHA requirements: ASHA specifies that these courses must be taken from an accredited college or university. They must appear on your undergraduate transcripts. Classes taken at the high school level are not eligible to meet this requirement, with the exception of advanced placement (AP) courses that appear for credit on your college/university transcript. Course descriptions, syllabi, and other materials may be required to demonstrate that a given course fulfills the requirement. Students must have completed all basic science requirements before their second semester of coursework begins. Students who fail to complete the basic science requirements by this deadline will be placed on a remediation plan. *Please see this link for more detailed information about the possible content areas for biological and physical sciences, social/behavioral sciences, and statistics (source: [http://www.asha.org/Certification/Course-Content-Areas-for-SLP- Standards/](http://www.asha.org/Certification/Course-Content-Areas-for-SLP- Standards/)).
**New Student First Steps**
During your graduate program, you will learn much about the professions of speech, language, and hearing. To jump start your education, begin by reading the *ASHA Code of Ethics* which is the basis for our professional behaviors and will guide your behavior throughout your graduate program and SLP Career. You must also learn and understand the department’s policies and procedures, clinical policies, and clinical forms (these can be found in this handbook).

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

**Graduation Requirements**

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

- **Graduate Requirements Thesis Track**: A Thesis Track is available which requires written approval from a faculty member who is willing to act as the thesis committee chair and the graduate program director. Students on the Thesis Track must complete 45 semester hours, an additional 3 semester hours for Thesis (CSD 5V99), the successful defense of their thesis, 400 clinical hours, pass the graduate comprehensive examination, and take and report the national Praxis results to CSD Baylor.

- **Leveling Requirements**: Students who have not completed an undergraduate major in Communication Sciences and Disorders must complete up to 25 hours of leveling courses as assigned at the time of admission prior to beginning graduate coursework.

**Accreditation and Program Course Requirements**
All graduate students are required to have, maintain, and keep current their academic information (i.e., the Undergraduate and Graduate KASA forms) and clinical hour information on Calipso. As you progress through the program, you will be informed about the nature and
type of information to be included.

- **Knowledge and Skills Acquisition (KASA)** You are required to maintain your KASA data at all times throughout the graduate program using Calipso.

- **Learning Outcome Behavioral Observations (LOBOs)** Throughout your academic and clinical experiences, you will be required to achieve Learning Outcome Behavioral Observations. Achieving each of these learning outcomes brings you one step closer to demonstrating that you possess the knowledge and skills to graduate and enter the field of Speech Language Pathology. **If you do not achieve a particular LOBO, you will be provided a probationary remediation plan.** The Graduate Director and supervisor and/or instructor will discuss the remediation plan with you if a remediation plan is developed. All LOBOs and/or remediation plans must be achieved prior to graduation. Please see the link for the Learning Outcome Behavioral Observations. [https://www.baylor.edu/csd/index.php?id=88125](https://www.baylor.edu/csd/index.php?id=88125)

**Master's Comprehensive Examination**

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

You will take the comprehensive examination during the end of the third semester of your graduate program (i.e., end of the summer, fall, and spring terms). This examination includes questions from all areas of the profession (e.g., anatomy and physiology of speech and hearing, articulation, adult language, aphasia, motor speech disorders, voice, fluency, child language, cleft palate, diagnostic audiology, auditory processing disorders, aural rehabilitation, research design and analysis, and so forth). **There are 200 questions and a passing score is 70% or higher.** If the student fails, he or she must retake the comprehensive examination during the internship semester.

**ETS Praxis Examination:**

All students are required to take the "ETS Praxis Exam for Speech-Language Pathology" AFTER the completion of the Graduate Comprehensive Examination and prior to Certification Day (i.e., in time for Baylor to receive the scores), which typically occurs in the student’s last semester during Finals Week. Please visit the following websites to learn more about the Praxis exam.

- [http://www.asha.org/certification/praxis/praxis_scores.htm](http://www.asha.org/certification/praxis/praxis_scores.htm)
- [https://www.ets.org/praxis/asha/requirements](https://www.ets.org/praxis/asha/requirements)
- [https://www.ets.org/s/praxis/pdf/praxis_state_agency_codes_list_d.pdf](https://www.ets.org/s/praxis/pdf/praxis_state_agency_codes_list_d.pdf)
- [http://www.asha.org/Certification/Certification-Standards-for-SLP--Summative-Assessment/](http://www.asha.org/Certification/Certification-Standards-for-SLP--Summative-Assessment/)
- [http://www.asha.org/certification/praxis/praxis_registration/](http://www.asha.org/certification/praxis/praxis_registration/)

**How to Register for the ETS Praxis Online**
1. Go to the ETS Praxis Registration page
   https://www.ets.org/portal/site/iserpraxis/menuitem.b2588abcd5f34520eef744127beb1509/
2. Follow the instructions by clicking on “Register for a Praxis Test”, “Confirm Your Account”, “Background Information”.
3. Select Your Test (For this page, your “Certifying Agency is American Speech-Hearing Association”, so click on that from the small drop-down window).
4. Select a Test. For this Choose 5331 for Speech-Language Pathology (see the following captured image)
5. Add Test (Price is $120.00). Click on “Schedule Computer Test”
6. If you want to take the exam in Waco, use zip code of 76710 and select Waco Test Center (Address: West Waco Drive, Waco, TX 76710, Center Code is APCN-0320). Otherwise, find the nearest exam location near you.
7. Change the calendar for the date/time and find any available time
8. Confirm
9. When asked about your “Attending Institution”, use the small window on the RIGHT side of the box to select the Country (USA) and the state (TX) Find and select BAYLOR UNIV SLP/AUD for your attending institution.
10. Select score recipients. You can send your scores to four places without any charge. You MUST send your scores to these 2 places:
    Baylor Speech Pathology – Code 0288
    ASHA – Code 5031
    You will also want to send your scores to your state licensing agency. For Texas residents, send to Texas State Board of Examination for SLP/A – Code 8327
11. Purchase test preparation materials (Strongly recommend!!)
12. Review order and payment information
13. Send an email to the Graduate Program Director regarding your test site/day.
Speech Pathology Internship
Prior to graduation, you are required to successfully complete a Speech Pathology Internship course. The course is 6 hours but you will still be listed as a full-time graduate student. The internship ensures that you have a good level of clinical competency prior to graduating. The internship work schedule will directly follow the academic schedule of classes and must be consistent across all graduate students. In other words, the first internship work day will be consistent with Baylor’s first-class day of the semester. The Graduate Program Director, in consultation with the Clinical Coordinator, may set the Internship Completion Date to the last Friday class day of the semester.
File for Graduation
In the beginning of the final semester when you are on your internship, you must let the graduate school know that you are planning on graduating. If you forget to do this, you will NOT graduate! To file for graduation, you must fill out and submit the online intent to graduate form. [https://www.baylor.edu/graduate/index.php?id=959289](https://www.baylor.edu/graduate/index.php?id=959289) Once you have filed for graduation, you will receive a confirmation email with more information for graduating students. You should receive this email within 5-7 days of filing for graduation.

Certification (State Licensure and ASHA)
All students are required to complete online Certification during the last week of their final semester. Students will be asked to make sure their hours are complete in Calipso and that their KASA and LOBO forms have been submitted to the Graduate Program Director and the Clinic Coordinator. Typically, Certification documents will be due the first day or two “Study Days” which immediately follow the last class day of the semester. The State of Texas Certification Documentation or Other State Certification Documentation, and the CSD Graduate Program Certification Documentation will be completed by Graduate Program Director and the Clinic Coordinator. Being prepared with all required documentation is mandatory and comprises 25% of the final Internship Grade. More specific information will be emailed to you later. The Departmental Program Director approval to the ASHA will be provided online by the Department Chair after you complete your clinical fellowship year (CFY) and after you submit your certification application to the ASHA.

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

ASHA Application for Membership
You are required to complete the application for ASHA membership prior to graduation. This information is required in order for the department to maintain ASHA accreditation. The department only requires that the application be completed prior to graduation. This helps you when you apply to ASHA for your Certificate of Clinical Competence.

Checklist for Success
- Meet with the Graduate Program Director to confirm your plan of study.
- Meet with the Clinic Coordinator to begin the clinical practicum search. Your observation hours must have been received, reviewed, and approved prior to any clinical practicum.
- Carefully read the Residential Graduate Student Handbook.
- Read the university's policy on academic dishonesty in general and plagiarism.
- Learn the policies regarding class and practicum attendance.
- Read carefully the ASHA Code of Ethics. Complete and submit Ethics assignment at the
end of this document.

- Discuss client confidentiality with your placement supervisor.
- Fill out your undergraduate KASA Form on Calipso within two weeks of the first day of class.
- Maintain and keep current your graduate Calipso report and LOBOs at all times.
- Pass the departmental Graduate Comprehensive Examination during the last semester of your academic course work.
- Take the Praxis examination and ensure that the score is sent to the department.
- File for graduation and ensure that all documentation in your Calipso and in your LOBOs file is complete.
- Successfully complete the Speech Pathology Internship (CSD 5649).
- Complete the ASHA application for certification online.
- Complete the two exit surveys before graduation.
- Participate in online Certification. This is the final stage before graduation. You will be provided with all the necessary paperwork to submit to the Texas Board of Examiners for state licensure and a certification letter from the Department Chair, indicating that you have completed the program.

Preparing for Life after Graduation

Career Preparation
You will be interviewing for jobs sooner than you think! Meet with the Career Services team and talk with other graduate students as you are going through the program to find out what procedures they are using to find employment opportunities. As a service to you, we will pass job opportunities on to you through email.

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

Check on Commencement
- **Walking:** We would love to have you walk in the commencement ceremony. If you are unable to attend, you must let the Registrar’s office know by filling out the non-participation form on the commencement website.  
  [https://www.baylor.edu/graduate/index.php?id=959289](https://www.baylor.edu/graduate/index.php?id=959289)
- **Diploma:** As of August 2019, you will not receive your diploma at Graduation. Your diploma will be distributed by mail two to three weeks after commencement.
- **Transcript:** An official transcript will be available after five business days from Academic Records.
Practicum and Internship Policies

Clinical Clearances
The following items appear in your Calipso account. Please upload immunization records, CPR training card, driver’s license, and health insurance card. You will be receiving specific instructions from the Clinical Coordinator as to when these items must be completed.

Background Check
Drug Screen
Driver’s License
Health Insurance
HIPAA Training
Keeping Minors Safe Training
Influenza
Measles, Mumps, & Rubella
Varicella
Hepatitis B
Tetanus
TB Test

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

- your preferred placement address for internship
- program requirements and policies
- available opportunities within a 100-mile radius

Once a placement assignment has been secured, you may be asked to interview. You must reach out to your assigned supervisor within two (2) business days of receiving an interview notification. Your supervisor will receive a similar interview notification, so they will expect you to reach out, make introductions, and determine a meeting time.

After all steps have been completed, your placement will be confirmed.

Scheduling
The placement portion of a program is a major commitment. You should prepare to complete your placement during regular business hours, which are defined as Monday through Friday between 8 a.m. and 5 p.m. You must also be available to accommodate the site supervisor’s availability. The Clinical Coordinator will not pursue or arrange for placement schedules that occur exclusively during the evening or weekend; therefore, you may need to adjust your schedule to ensure completion of placement hours and clinical responsibilities.

The Clinical Coordinator will make every reasonable attempt to place students as close to their preferred placement addresses as possible; however, if there are insufficient resources for sites in an area, students may need to travel up to 100 miles to complete their placement. Travel will be at the student’s expense. The student may not reject an approved placement. See Internship Policies.
You should be prepared to complete 10-15 hours per week at your clinical practicum placements and 35-40 hours a week at your internship placement. There is flexibility in how these hours can be broken up; however, you should not work shifts in fewer than four-hour increments if possible.

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

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

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

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

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

**Relocation**
Any student planning to relocate must provide notice to the Clinical Coordinator.

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

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

**Attendance**
Absences of clinicians: Clinicians must notify their clinical faculty member in the event they will not be in therapy. In the event of an emergency or sudden illness, the faculty member will get a substitute. Please have your clinical faculty member’s e-mail and phone number in order to reach them. In case of emergency in which you cannot reach your clinical faculty, contact Mrs. Rainer (Clinical Coordinator) at 254-717-0664. Otherwise, the clinician is responsible for providing a substitute clinician.

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

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

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

(Off-Campus): Clinicians will follow the guidelines as set forth by the off-campus facility and/or faculty.

**Cultural/Linguistic Diversity**

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

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

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

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

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

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

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

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

**Dress Code**
- No piercings except for one earring (no dangling or extra-large earrings) in each lobe
- Tattoos must be covered
- Nice athletic shoes with your scrubs
- No hair in the face - if necessary, use a clip to keep it back during therapy
- No perfume or scented lotions
- No excessive jewelry
- Facial hair must be trimmed neatly
- Scrubs are to be worn and must be black or charcoal with the Baylor Communication Sciences and Disorders logo – purchased from the Baylor Book Store. These are to be worn in evaluations and treatment of clients.
- Hair must be considered a natural color such as blonde, brunette, natural red.

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

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

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

**Self-Evaluation**
During each semester, you should record at least one of your sessions and critique it. A self-evaluation form will be completed by you each semester.

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

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

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

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

**Clinical Hours and Competencies**

Of the 400 required clinical hours, 325 hours must be obtained at the graduate level in speech pathology. Specific settings are not required; however, the Baylor program will provide a minimum of 3 placement sites for each student.

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

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

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

**On-Campus**

1. Daily logs - a specific note concerning what occurred in therapy. These notes may be brief but must be factual. They must be written in SOAP form, which is Subjective, Objective, Assessment, and Plan and must be initialized (with clinician's initials circled). They are to be written immediately following the session and are to be kept up-to-date at all times. These logs are to be kept in the client's working folder until the end of the semester. At that time, these will be placed in the permanent folder.

2. Treatment date sheets (attendance forms) are to be kept on each client. This form will be kept in the working file until the end of the semester at which time it becomes a part of the client's permanent file.

3. Plans of Care are to be written for each client each semester. These are to be written with your faculty member. New clients entering mid-semester must also have a plan of care.

4. Progress reports are due at the end of the semester. A rough draft will be turned in to the faculty member for corrections, and then final copies are turned in to the faculty member for signatures.

5. Client folders are kept in the filing room and must be checked out from either the Clinical manager, or the student workers in the file room. Per Protected Health Information, these are not removed from the clinical site. The file room and its contents are kept locked at all times with the exception of the regularly posted schedule. No student is allowed to remove files without the worker from the file room or the Clinical Manager being present. Files are to be returned before the daily closing of the file room. The contents of each folder are to be kept in this order:

   (bottom to top-left side)                       (bottom-to-top right side)
   1. doctor’s form                               1. diagnostic protocols
   2. consent form                                 2. logs
   3. reports from other places                   3. conference report
   4. case history                                4. attendance sheet
   5. diagnostic report                           
   6. treatment plans                             
   7. progress reports                            

   # 5, 6, 7 on left and all on the right side are in order by semester with the most current semester on top

   Working files (to be checked out from student workers) are used on a daily basis and will contain a de-identified copy of the treatment plan, current SOAP notes, and treatment date form. There will be no identifying information in any of the working files. At the end of the semester, SOAP notes and attendance will be moved to the client’s permanent folder.

6. Weekly lesson plans are to be turned in to your faculty member each week. Days and times are determined by the clinical faculty member.
7. Client conferences are conducted at the end of the semester. Either a schedule card or drop form are needed at this time.

8. Diagnostic reports are written within 48 hours following each diagnostic session.

9. Clinical dates are given out and are posted each semester.

10. At each site, you will be expected to complete a log of hours obtained weekly. In some sites, you will have your faculty initial daily. In the BU clinic, each faculty member checks weekly logs for hours.

**Off-Campus**

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

**Therapy**

**On-Campus**

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

2. In a diagnostic or group treatment, a student may only count the time they are working directly with a client. For example, in a diagnostic, one student could be working with a child while another student works with the parent on case history. In this scenario, each could count the time.

3. If you must leave the therapy room with a client, please notify your clinical faculty member.

4. To take a client outside the clinical setting, check with your clinical faculty. If the child is a minor, the parent must accompany any outside activity.

**Off-Campus**

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

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

**Materials**

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

**Self-Evaluation**

During each semester, your faculty will record at least one of your sessions and critique it. In addition, a self-evaluation form will be completed by you each semester.

**CPR Training/TB Testing/Immunizations**
All graduate students will be required to take CPR classes before going to off-campus medical placements. Each student must seek their own CPR classes. Sometimes these may be offered “in-house” at a personal fee to the student if an instructor is available.

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

Internship sites require current immunization records. These are to be placed in Calipso at the beginning of the graduate training.

Baylor does two background checks – one at the beginning of 5149 and one for internship. A drug screen will be performed through a separate company during your 3rd semester.

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

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

**Internship Policies**

Effective August 1, 2019, the following internship policies will be in place.

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

Protocol
If a problem is experienced with a supervisor/student, it becomes the responsibility of the student and supervisor to discuss and work through the situation at the placement site.

If it cannot be corrected at this level, then the student should discuss the matter with the Clinical Coordinator. If the matter cannot be settled at this level, then the Graduate Program Director and the Chair of the Department will be participating in the matter to its resolution.

Professional Attitude and Demeanor

Body language
- Learn to read it - clients and others
- Learn to monitor your own

Communicate appropriately with
- Placement supervisor
- Observers
- Client family member
- Client
- Caregiver
- Other professionals

Examples:
- Clients and families may easily misinterpret careless comments
- Avoid judgmental remarks and unnecessary questions
- Flippant remarks
- Don’t overexaggerate
- Don’t talk about what you can’t do
- Be careful about careless comments among colleagues and peers
- Use discretion on what to say, when to say and to whom
- Avoid assumptions and generalizations

Interact appropriately with
- Placement supervisor
- Observers
- Client family member
- Client
- Caregiver
- Other professionals

Demeanor
- Respect for authority
- Respect for client and family or caregiver
- Not haughty
- Not demeaning or belittling
• Lack of defensiveness
• Demonstrate patience
• Demonstrate flexibility
• Demonstrate confidentiality
• Be courteous at all times
• Develop poise
• Dress professionally

**Grading**

Students will receive grades on sessions - some evaluations and some therapy sessions. Not every session will receive a grade. If a student is making below a 3.4 (first practicum students), a 3.7 (2nd practicum students) or a 4.0 (3rd semester practicum students) on the therapy grading scale, a remediation plan may be implemented. If a student is making below a 2.9 (first practicum students), 3.2 (2nd practicum students), or a 3.5 (3rd practicum students) on the therapy grading scale for a semester, those hours will not be signed for the semester, and the semester will have to be repeated. The student will be placed on clinical remediation. The student and remediation committee will make a plan of action to increase the student’s strengths in the practicum course. The plan of action may occur around mid-term in any given semester or at the end of a semester. In the case of an internship, the competencies as well as a grade will determine if further student practicum is required.

Failure to successfully complete a remediation plan may result in dismissal from the program. If dismissal is recommended, an appeal may be made to the Department Chairperson.

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

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

1st Practicum

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.90 – 5.00</td>
<td>A</td>
</tr>
<tr>
<td>3.70 – 3.89</td>
<td>B+</td>
</tr>
<tr>
<td>3.40 – 3.69</td>
<td>B</td>
</tr>
<tr>
<td>3.20 – 3.39</td>
<td>C+</td>
</tr>
<tr>
<td>2.90 – 3.19</td>
<td>C</td>
</tr>
<tr>
<td>2.89 or below</td>
<td>In need of clinical remediation</td>
</tr>
</tbody>
</table>

2nd Practicum

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.20 – 5.00</td>
<td>A</td>
</tr>
<tr>
<td>4.00 – 4.19</td>
<td>B+</td>
</tr>
<tr>
<td>3.70 – 3.99</td>
<td>B</td>
</tr>
<tr>
<td>3.50 – 3.69</td>
<td>C+</td>
</tr>
<tr>
<td>3.20 – 3.49</td>
<td>C</td>
</tr>
<tr>
<td>3.19 or below</td>
<td>In need of clinical remediation</td>
</tr>
</tbody>
</table>

3rd Practicum and Internship

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.50 – 5.00</td>
<td>A</td>
</tr>
<tr>
<td>4.30 – 4.49</td>
<td>B+</td>
</tr>
<tr>
<td>4.00 – 4.29</td>
<td>B</td>
</tr>
<tr>
<td>3.80 – 3.99</td>
<td>C+</td>
</tr>
<tr>
<td>3.50 – 3.79</td>
<td>C</td>
</tr>
<tr>
<td>3.49 or below</td>
<td>In need of clinical remediation</td>
</tr>
</tbody>
</table>

“Current Evaluation” Scale

1. **Not evident:** Skill not evident most of the time. Student requires direct instruction to modify behavior and is unaware of need to change. Supervisor must model behavior and implement the skill required for client to receive optimal care. Supervisor provides numerous instructions and frequent modeling. (Skill is present <25% of the time.)

2. **Emerging:** Skill is emerging, but is inconsistent or inadequate. Student shows awareness of need to change behavior with supervisor input. Supervisor frequently provides instructions and support for all aspects of case management and services. (Skill is present 26-50% of the time.)

3. **Present:** Skill is present and needs further development, refinement or consistency. Student is aware of need to modify behavior, but does not do this independently.
Supervisor provides on-going monitoring and feedback; focuses on increasing student’s critical thinking on how/when to improve skills. (Skill is present 51-75% of the time.)

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

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

**Safety Precautions**

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

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

**Gloves**
- Gloves should be worn when performing invasive oral speech mechanism exams; managing tracheostomy tubes; using laryngeal mirrors; performing feeding therapy; and performing endoscopic exams.
- Gloves should be worn when touching blood or other body fluids which contain blood.
- Gloves should be worn if client has non-intact skin.
- Change gloves after contact with each client.
- After removing gloves, wash hands immediately.
- Discard gloves in therapy room before exiting. No special disposal containers are necessary unless gloves are contaminated with blood or bloody fluid.

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

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

Observation and Significant Other / Family Participation

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

Treatment Procedures

- **Language Stimulation:**
  - Wash hands
  - Assemble toys/objects
  - Do intervention
  - Clean or disinfect surfaces
  - Clean or disinfect toys/objects
  - Wash hands

- **Endoscopic Examination:**
  - Wash hands and put on gloves
  - Perform exam
  - Remove gloves and wash hands
  - Disinfect endoscope and contaminated surfaces with spray/wipe/spray procedure
  - If blood is present on endoscope, sterilization is required

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

Photos of Clients
Due to HIPPA guidelines, you are no longer allowed to take pictures of your clients for your own personal use with your cameras.

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

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

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

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

Name (printed) _____________________________________________________________

Signature _________________________________________________________________

Address: _________________________________________________________________

Date ________________________________________________________________________
Academic Information

Cancellations, Drops, and University Withdrawals
Please see the Academic Calendar for the respective dates.

Cancellation
When a student decides not to attend classes for a semester, prior to the first day of classes for that semester, a cancellation occurs. A cancellation of the student’s schedule cannot occur on or after the first class day. Cancelled classes do not appear on the official academic transcript. Cancellations and related refund requests must be made in writing, mailed to the Cashier’s Office, One Bear Place #97048, Waco, TX 76798-7048 or via email to Cashiers_Office@baylor.edu. Cancellation requests must be received prior to the first-class day for the semester or a fee for late cancellation will be charged. For cancellations, all tuition, fees, and meal plans will be refunded at 100 percent.

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

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

Please contact Financial Aid and the Billing office to determine course fees and refund rules and guidelines.

University Withdrawal
Officially discontinuing all classes for which a student is registered on or after the first class day (through the 50th class day). Beginning the 1st class day of each semester, a student will not be able to withdraw from their complete class schedule online. A student cannot withdraw from the university after the 50th class day during a fall/spring semester.

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

- The University Withdrawal effective date is established by the date on which a student submits
the mandatory University Withdrawal Form (or contacts designated staff in Academic Support Programs).

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

Please contact Financial Aid and the Billing office to determine course fees and refund rules and guidelines.

**Right to Withhold Transcripts and/or Block Registration**

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

**Length of Program Completion**

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

**Withdrawal from the University**

A university withdrawal occurs on or after the first class day and following financial settlement. To withdraw officially from the university and request appropriate refunds, a student must submit a Withdrawal Form. Please follow the specific requirements outlined by your Student Success Advisor.

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

**Transfer Credit**

The curriculum for the online Master of Science in Communication Sciences and Disorders is designed to facilitate your learning through each course of the program. It is essential that each student take all credits to fully support their learning. Credit transfer is not allowed.

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

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

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

The FAFSA must be completed in sufficient time to allow Baylor to receive the results no later than May 1, so that students will be notified of eligibility before invoices for fall charges are mailed. Baylor normally receives results of the FAFSA from the federal processor within three to five business days from the date you file the form electronically. The deadline for completion of the aid application process is April 3 of the spring semester or October 31 if attending only in the fall.

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

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

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

**Financial Obligations**

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

Financial settlement should be taken care of before the start of classes. If a student is not settled by the first class day, Baylor will notify that student to set up a payment arrangement with the Financial Aid office.
Grading System
Passing grades for graduate students are A (4.00), A- (3.67), B+ (3.33), B (3.00), B- (2.67), C+ (2.33), and C (2.00). The grade of C- carries 1.67 grade points per hour, D+ carries 1.33 grade points per hour, D carries one grade point per hour and D- carries .67 grade points per hour; however, they will not apply toward the total number of hours required for program completion. If a grade of C-, D+, D, D-, or F is made in a required course, the student must repeat the same course at Baylor and make a grade of C or better to meet the degree requirements for graduation. Courses taken at Baylor may be repeated where the grade received is C+ or lower. Student’s transcripts will reflect both grades and both will be included in the overall grade point average.

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

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

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

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

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

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

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

Clinic Performance/Probation (CSD Clinical Remediation Policy)

- If the student receives a final score below a B on the grading scale in any clinical practicum course (CSD 5149) or during the externship (CSD 5649), s/he will be placed on a “clinic probationary remediation program” by the CSD Department and will repeat the course.

- The Graduate Program Director, the Clinical Coordinator, the Department Chair, and the Clinic Educator(s) will determine an appropriate plan of action to remediate the relevant deficiencies. The remediation plan will be developed and carried out in the semester immediately following the semester the student was placed on probation.

- The student must obtain a score of B or better in the subsequent clinic practicum courses and meet all requirements of the remediation contract/plan that were established until the completion of his or her graduate requirements.

- A student will not be able to begin his/her externship until the remediation plan has been satisfactorily completed.

- The ultimate goal of the remediation plan is for the graduate student to pass clinical competencies at their expected clinical level. A remediation plan may include but is not limited to: completion of additional observational hours, submission of a written summary of the observed therapy sessions, completion of additional clinical hours, and review of recorded video sessions.

- Failure to complete the remediation plan will result in a dismissal from the program.
**Procedures for Dismissal**

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

Issues identified by a faculty member, the Graduate Program Director, the Clinical Coordinator, or any placement supervisor will be discussed immediately at the CSD Executive Committee meeting. A meeting is subsequently scheduled between the student and the Graduate Program Director, Clinical Coordinator, and Department Chair. The main goal of this meeting is to address the concern and seek the best solution. Written documentation of the problem, criteria for probation or retention and results of the meeting are presented to the student and to the faculty, with a copy for the student’s file. The student is also encouraged to respond to the faculty in written form. Any subsequent meetings are similarly documented. A student who is dismissed from the program may appeal the decision. See Section XIII (Conflict Resolution Academic Appeals Policy and Procedure).

**Change of Address and Telephone Number**

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

**Students Called for Active Military Duty**

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

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

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

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

Students having federal/state financial aid will be withdrawn according to the published withdrawal policy. Any refund or credit for a student being called into active military duty who has such financial aid will be considered on a case-by-case basis.
Health Insurance
Information about the Baylor University Health Insurance Plan can be found at: www.baylor.edu/health_center under the “Insurance” quick link, or by calling 254-710-1493.

Rates for each academic year are listed on the website at https://myahpcare.com/
Graduate students taking one (1) or more credit hours and enrolled in the master’s degree may enroll in the insurance plan.

Auditing a Course
A student may audit a course with the written permission of the Graduate School. The fee for auditing a course is one-fourth of the current tuition rate of one semester hour. Tuition funds may not be used to cover classes that are being audited. Only lecture courses may be audited. Audit enrollment is subject to the instructor’s willingness to have nonparticipating students. Students who drop an audited course by the fifth class for the fall or spring semester are eligible for a full refund. Full refunds also apply to students who drop an audited course by the third class day for the full summer session, by the second class day for Summer I and II, and by the first class day for the minimester. No refunds are given after the designated drop date. Audited courses may not exclude a student seeking credit, may not be repeated at a later date for credit, may not be changed in status after the registration period, and are not considered part of the course load. The course will not count toward degree requirements.
University Policies

Professional Conduct
CSD Policy on Unprofessional Conduct
The Baylor CSD Graduate Program strives to maintain and promote the highest level of professionalism among graduate students as it fosters an environment committed to excellence in graduate education and the practice of speech-language pathology. CSD graduate students are responsible for adhering to the Baylor University’s Student Conduct Code, which is available at http://www.baylor.edu/student_policies/index.php?id=32256.

In addition, students in the graduate program in Communication Sciences and Disorders are simultaneously involved in academic and professional aspects of the career. Students are expected to demonstrate respect towards faculty members, staff members, student colleagues, and clients and family members at placement facilities thereby creating a collegial environment conducive to the best learning climate and community service.

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

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

- Engage in active listening and ask questions when they don’t understand.
- Demonstrate good problem-solving skills.
- Understand that evaluating and treating clients requires a high degree of critical thinking.
- Welcome and seek new learning opportunities.
- Exhibit exemplary speaking and writing skills in English.
- Fulfill commitments on time and with accuracy.
- Take responsibility for their actions and behaviors.
- Demonstrate maturity and professionalism in everything they do.
- Strive to do their best work the first time.
- Respect the values, interests, and opinions of others.
- Accept and use feedback and constructive criticism to learn and improve their performance.
- Engage in on-going evaluation of their knowledge and skills.
- Embrace opportunities to work with a diverse population of clients, fellow students, faculty members, and professionals.

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

- Absence without prior permission
- Inappropriate dress code
- Display of vulgar language or photographs that imply disrespect for any person or group because of age, race, ethnicity, religion, gender, or sexual orientation
- Posting of inappropriate material (i.e., photos, video clips, or verbal expressions) on any form of social media owned by the student or others (e.g. Facebook, Twitter, Instagram, websites)
- Aggressive communication styles
- Insufficient response to communications
- Dishonest or unprofessional interactions with patients, families, staff, faculty, or peers
- Disruptive behavior in the classroom or professional meetings
- Repetitive tardiness
- Disrespect for clients, fellow students, and faculty
- Breaches in confidentiality regulations such as HIPAA and FERPA
- Cheating and plagiarism
- Other forms of academic misconduct as defined by the Baylor Student Conduct Code
- Unethical behavior as described by ASHA.

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

- Disclosing personal health or clinical information of other persons. Removal of information about an individual’s identity does not constitute proper protection of health information. Inclusion of any of the following information that may be used to
identify a person violates the HIPPA regulation such as name, date of birth, age, gender, race, diagnosis, address, type of intervention, or photographs.

• Disclosing any private (protected) academic records of another student such as course, exam scores, assignment grades, adverse academic actions, any form of professional conduct checklists, or remediation plans. These constitute a violation of FERPA.

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

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

• The CSD Executive Committee will have a meeting with the relevant instructor, placement supervisor, or relevant student(s). During this meeting, the faculty member will share with the student the concern about the violation. The Executive Committee will discuss the case in order to ascertain what consequences are necessitated. The student will be able to respond to questions and share his or her perspective during this meeting.

• If the Executive Committee deems the reported case to be serious enough to warrant dismissal from the program, the committee will meet in a closed session to determine the consequence of the unethical behavior. Ultimately, unprofessional behavior may be grounds for immediate dismissal from the graduate program regardless of previous academic or placement performance.

• If the student is dismissed, the typical university appeal procedures will be in effect. Refer to “Appeal of Grade or Dismissal” at http://www.isu.edu/graduate. Instances of unprofessional and/or unethical behavior, notes of official meetings addressing these instances, and the ultimate decision regarding consequences for the behavior(s) will be documented in the student’s academic file.

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

Constitution of the Baylor University Honor System
Honor Code Policy and Procedures
I. HONOR CODE: Baylor University students, staff, and faculty shall act in academic matters with the utmost honesty and integrity.

II. HONOR CODE VIOLATIONS: A Baylor University student violates the Honor Code if the student engages in dishonorable conduct in connection with an academic matter.
III. DEFINITIONS: As used in this policy, the following terms have the indicated meanings:

A. Academic matter means an activity that may affect a grade or in any way contribute toward the satisfaction of the requirements for graduation without reference to the focus of such activity. Academic matters include, but are not limited to, the following activities:

(1) An examination.

(2) A research assignment or other activity to be done outside the class.

(3) Work that is in whole or partial satisfaction of requirements for the receipt of course credit for participation.

(4) An activity for which course credit is given.

B. Baylor University means the various academic units, including the Robbins College of Health and Human Sciences, the College of Arts and Sciences, the Hankamer School of Business, the School of Education, the School of Engineering and Computer Science, the Graduate School, the Honors College, University Libraries, the School of Music, the Louise Herrington School of Nursing, the George W. Truett Theological Seminary, and the School of Social Work. The academic work in the Baylor School of Law is governed by its own honor code, which is stated in the School of Law catalog.

C. Dishonorable conduct means an act of academic dishonesty. The term dishonorable conduct includes, but is not limited to, the following acts:

(1) Offering for course credit as one's own work, in whole or in part, the work of another.

(2) Plagiarism, that is, incorporating into one's work offered for course credit passages taken either word for word or in substance from a work of another, unless the student credits the original author and identifies the original author's work with quotation marks, footnotes, or another appropriate written explanation.

(3) Offering for course credit one's own work, but work that one has previously offered for course credit in another course, unless one secures permission to do so prior to submission from the instructor in whose course the work is being offered.

(4) Offering for course credit work prepared in collaboration with another, unless the student secures the instructor's permission in advance of submission. A student does not prepare work in collaboration with another if he or she merely discusses with another a matter relevant to the work in question.
(5) Invading or attempting to invade the administrative security maintained for the preparation and storage of examinations.

(6) Using, during an examination period, material not authorized by the instructor giving the examination.

(7) Taking an examination for another student or knowingly permitting another person to take an examination for oneself.

(8) Giving, receiving, or obtaining information pertaining to an examination during an examination period, unless such action is authorized by the instructor giving the examination.

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

(10) Taking, keeping, misplacing, tampering with, or damaging the property of Baylor University, a faculty member, or another student, if one knows or should reasonably know that one would, by such conduct, obtain an unfair academic advantage. This section is intended to include, but not be limited to, material in a university library.

(11) Misrepresenting facts about one's self or another for the purpose of obtaining an advantage, either academic or financial, or for the purpose of injuring another student academically or financially, including providing false grades for resumes for placement use.

(12) Failing to follow the instructions of a professor in completing an assignment or examination, if one knows or should reasonably know that one would, by such conduct, obtain an unfair academic advantage.

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

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

(15) Communicating with a member of the Honor Council, other than the chair, about an alleged violation of the Honor Code that has been brought to the Honor Council, but not heard. It is the intent of this paragraph to prevent ex parte communications with members of the Honor Council.

(16) Altering or falsifying academic documents such as transcripts, change of schedule forms, closed class cards, doctors’ excuses, grade reports, and other such documents.
IV. PROCEDURES FOR ADDRESSING HONOR CODE VIOLATIONS

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

(1) Handling the Matter Directly with the Student
a. If the faculty member handles the matter directly with the student, the issue must be addressed within 21 calendar days after discovering the violation. If the faculty member would like additional time beyond 21 calendar days to try to resolve the matter with the accused student, the faculty member may ask the Honor Council chair to grant such time within the initial 21-day time period. If the chair determines such time would be beneficial, the chair may grant one or more extension(s) for a specified, reasonable period of time.

b. If the faculty member finds the student guilty of dishonorable conduct in connection with an academic matter, the faculty member must file a report with the OAI. The report will describe the nature of the violation and the sanction (action taken). The OAI will send a copy of the report to the student and retain the original report in its files. If the student has a prior violation on file with the OAI, the OAI will refer the student's file to the Honor Council. The Honor Council will consider additional sanctions for repeat violations. The OAI will notify the student that the file has been referred.

c. If the faculty member finds the student not guilty of dishonorable conduct in connection with an academic matter, no report is filed, the allegations are dismissed and the matter is closed.

(2) Referring the Matter to the Honor Council
If a faculty member believes a student may be guilty of dishonorable conduct in connection with an academic matter and chooses to "refer" the matter to the Honor Council, the faculty member must first report the matter as described in IV. A., but instead of indicating a decision and sanction (action taken), the faculty member must indicate the choice to have the Honor Council hear the matter. The referral must be made within 21 calendar days after discovering the violation. If the faculty member would like additional time beyond 21 calendar days to try to resolve the matter with the accused student, the faculty member may ask the Honor Council chair to grant such time within the initial 21-day time period. If the chair determines such time would be beneficial, the chair may grant one or more extension(s) for a specified, reasonable period of time.
B. Students Accused of a Violation
If a student is accused of dishonorable conduct and the matter is not resolved with the faculty member to the student's satisfaction, the student may refer the matter to the Honor Council. Such a referral must be made within 21 calendar days from the time the Office of Academic Integrity sends the report to the student. The Honor Council may grant additional time for the referral if extenuating circumstances are present.

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

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

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

V. VIOLATIONS: SANCTIONS, REPORTING, AND RECORDS

A. Sanctions Imposed by the Faculty Member
If the faculty member finds a student guilty of violating the Honor Code and chooses to handle the matter directly with the student, the possible sanctions include, but are not limited to, failure/grade penalty on the assignment, rewriting the assignment, failure/grade penalty on the test, and failure/grade penalty in the course. If a faculty member feels that it may be appropriate for a student to be put on probation, suspended, or expelled for an Honor Code violation, the faculty member must refer the matter to the Honor Council.

B. Sanctions Recommended by the Honor Council
If the Honor Council determines that the accused student has violated the Honor Code, it recommends to the executive vice president and provost the sanction(s) it believes should be imposed against the student. Possible sanctions include, but are not limited to, those mentioned in section V.A. above as well as probation, suspension, and expulsion as defined below:

(1) Probation
Written notice explaining the serious nature of misconduct and outlining the terms of
probation will be sent to the student. Terms of probation may include other requirements or restrictions including, but not limited to, community service, educational classes, and/or prohibition from participation in co-curricular activities.

(2) Suspension
Termination of student status at the University for a specified period of time.

(3) Expulsion
Termination of student status at the University permanently or for an indefinite period of time.

C. Reporting Honor Code Violations
As stated in section IV.A.(1), a faculty member who finds a student guilty and handles the matter directly with the student must report the violation and the sanction to the Office of Academic Integrity.

D. Expungement
Students may petition to have their honor code records expunged during the semester prior to graduation. The petition shall be on a form available from the Office of Academic Integrity. If the petition is granted, the student's records will be expunged only upon the student's completion of degree requirements for graduation. The chair of the Honor Council may allow an earlier petition if a student can demonstrate with documentation required by the Office of Academic Integrity that he/she is applying to professional or graduate schools or if there are other meritorious reasons which justify an early review of the student's record. If an expungement is requested and granted prior to completion of degree requirements, the expungement will be deferred. During this deferment period, the record of the violation will not be disclosed to external third parties by the Office of Academic Integrity or Judicial Affairs except as required by law, but will be maintained internally for academic integrity and disciplinary purposes. Should the student have another honor code violation reported during this deferment period, the deferred expungement may be voided pending the outcome of the current reported allegation. Expungement is not a pardon and does not eliminate or modify in any way any sanction(s) in the matter. Records that involve a suspension or expulsion shall not be expunged.

(1) Decision
Once a petition is received, the matter shall be decided by the chair and two faculty members of the Honor Council selected by the chair. At least one of the faculty members of the three-person panel shall be from the school where the Honor Code violation occurred. While considering the matter, the panel may meet or confer with the requesting student or any other individual with knowledge of the Honor Code violation. The chair shall also notify the faculty member who taught the course in which the Honor Code violation occurred that a petition for expungement has been received. (This notice will only be provided if the faculty member is employed by Baylor University at the time the petition is received.) A unanimous decision of all three faculty members is necessary for expungement. Under ordinary circumstances the three-person panel will decide the matter and inform the student of its decision in writing within 21 calendar days. The decision of the panel is final and may not be appealed.
(2) Factors
The three-person panel may consider any of the following factors when reviewing a petition:
(a) the nature of the violation;
(b) the number of violations;
(c) the student's attitude and demeanor at any relevant time throughout the process;
(d) the student's reason(s) for the expungement request; and
(e) any other factor which the panel believes is reasonable and appropriate.

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

VI. ADDENDUM:
ADVICE TO STUDENTS ACCUSED OF VIOLATING THE HONOR CODE

Modified 1-12-07; 1-17-08; 1-21-09; 2-9-2010; 4-29-2011;

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

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

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

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

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

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

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

A complaint must be written and include at a minimum:

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

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

If resolution by the formal process is desired, the student making the complaint files the
complaint by providing a copy to the Vice President for Student Life. Any questions you have about Baylor's policy and procedures may be obtained from the Affirmative Action/EEO Officer in the Personnel Office.

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

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

**Family Educational Right and Privacy Act of 1974**

Students are considered to be “in attendance” once they have registered for courses for their initial term of enrollment.

The rights may be summarized as follows:
1. The right to inspect and review the student's educational records.
2. The right to request an amendment of the student's educational records to ensure they are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights.
3. The right to consent to disclosures of personally identifiable information contained in the student's educational records, except to the extent that FERPA authorizes disclosure without consent. Baylor University may disclose personally identifiable information from the educational records of its students without the written consent of the student in some cases. See the "Cases When Prior Consent for Disclosure Is Not Required" section below for a listing of such exceptions.
4. The right to file with the U.S. Department of Education a complaint regarding an alleged violation under FERPA or its implementing regulations. The department's address is:
   Family Policy Compliance Office U.S. Department of Education
   400 Maryland Avenue, S.W.
   Washington, DC 20202-5920
American Speech-Language Hearing Association (ASHA) Code of Ethics

CODE OF ETHICS


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documents and any information they contain.

**PREAMBLE**

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

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

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

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

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

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

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

**TERMINOLOGY**

**ASHA Standards and Ethics** – The mailing address for self-reporting in writing is American Speech-Language-Hearing Association, Standards and Ethics, 2200 Research Blvd., #313, Rockville, MD 20850.

**advertising** – Any form of communication with the public about services, therapies, products, or publications.

**conflict of interest** – An opposition between the private interests and the official or professional responsibilities of a person in a position of trust, power, and/or authority.

**crime** – Any felony; or any misdemeanor involving dishonesty, physical harm to the person or property of another, or a threat of physical harm to the person or property of another. For more details, see the “Disclosure Information” section of applications for ASHA certification found on www.asha.org/certification/AudCertification/ and www.asha.org/certification/SLPCertification/.

**diminished decision-making ability** – Any condition that renders a person unable to form the specific intent necessary to determine a reasonable course of action.

**fraud** – Any act, expression, omission, or concealment—the intent of which is either actual or constructive—calculated to deceive others to their disadvantage.

**impaired practitioner** – An individual whose professional practice is adversely affected by addiction, substance abuse, or health-related and/or mental health–related conditions.

**individuals** – Members and/or certificate holders, including applicants for certification.

**informed consent** – May be verbal, unless written consent is required; constitutes consent by persons served, research participants engaged, or parents and/or guardians of persons served to a proposed course of action after the communication of adequate information regarding expected outcomes and potential risks.

**jurisdiction** – The “personal jurisdiction” and authority of the ASHA Board of Ethics over an individual holding ASHA certification and/or membership, regardless of the individual’s geographic location.

**know, known, or knowingly** – Having or reflecting knowledge.

**may vs. shall** – May denotes an allowance for discretion; shall denotes no discretion.

**misrepresentation** – Any statement by words or other conduct that, under the circumstances, amounts to an assertion that is false or erroneous (i.e., not in accordance with the facts); any statement made with conscious ignorance or a reckless disregard for the truth.

**negligence** – Breaching of a duty owed to another, which occurs because of a failure to conform to a requirement, and this failure has caused harm to another individual, which led to damages to this person(s); failure to exercise the care toward others that a reasonable or prudent person would take in the
circumstances, or taking actions that such a reasonable person would not.

**nolo contendere** – No contest.

**plagiarism** – False representation of another person’s idea, research, presentation, result, or product as one’s own through irresponsible citation, attribution, or paraphrasing; ethical misconduct does not include honest error or differences of opinion.

**publicly sanctioned** – A formal disciplinary action of public record, excluding actions due to insufficient continuing education, checks returned for insufficient funds, or late payment of fees not resulting in unlicensed practice.

**reasonable or reasonably** – Supported or justified by fact or circumstance and being in accordance with reason, fairness, duty, or prudence.

**self report** – A professional obligation of self disclosure that requires (a) notifying ASHA Standards and Ethics and (b) mailing a hard copy of a certified document to ASHA Standards and Ethics (see term above). All self-reports are subject to a separate ASHA Certification review process, which, depending on the seriousness of the self-reported information, takes additional processing time.

**shall vs. may** – Shall denotes no discretion; may denotes an allowance for discretion.

**support personnel** – Those providing support to audiologists, speech-language pathologists, or speech, language, and hearing scientists (e.g., technician, paraprofessional, aide, or assistant in audiology, speech-language pathology, or communication sciences and disorders).

**telepractice, teletherapy** – Application of telecommunications technology to the delivery of audiology and speech-language pathology professional services at a distance by linking clinician to client/patient or clinician to clinician for assessment, intervention, and/or consultation. The quality of the service should be equivalent to in-person service.

**written** – Encompasses both electronic and hard-copy writings or communications.

### PRINCIPLE OF ETHICS I

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

### RULES OF ETHICS

A. Individuals shall provide all clinical services and scientific activities competently.

B. Individuals shall use every resource, including referral and/or interprofessional collaboration when appropriate, to ensure that quality service is provided.

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

D. Individuals shall not misrepresent the credentials of aides, assistants, technicians, support personnel, students, research interns, Clinical Fellows, or any others under their supervision, and they shall inform those they serve professionally of the name, role, and professional credentials of persons providing services.

E. Individuals who hold the Certificate of Clinical Competence may delegate tasks related to the provision of clinical services to aides, assistants, technicians, support personnel, or any other persons only if those persons are adequately prepared and are appropriately supervised. The responsibility for the welfare of those being served remains with the certified individual.

F. Individuals who hold the Certificate of Clinical Competence shall not delegate tasks that require the unique skills, knowledge, judgment, or credentials that are within the scope of their profession to aides, assistants, technicians, support personnel, or any nonprofessionals over whom they have supervisory responsibility.

G. Individuals who hold the Certificate of Clinical Competence may delegate to students tasks related to the provision of clinical services that require the unique skills, knowledge, and judgment that are within the scope of practice of their profession only if those students are adequately prepared and are appropriately supervised. The responsibility for the welfare of those being served remains with the certified individual.

H. Individuals shall obtain informed consent from the persons they serve about the nature and possible risks and effects of services provided, technology employed, and products dispensed. This obligation also includes informing persons served about possible effects of not engaging in treatment or not following clinical recommendations. If diminished decision-making ability of persons served is suspected, individuals should seek appropriate authorization for services, such as authorization from a spouse, other family member, or legally authorized/appointed representative.

I. Individuals shall enroll and include persons as participants in research or teaching demonstrations only if participation is voluntary, without coercion, and with informed consent.

J. Individuals shall accurately represent the intended purpose of a service, product, or research endeavor and shall abide by established guidelines for clinical practice and the responsible conduct of research.

K. Individuals who hold the Certificate of Clinical Competence shall evaluate the effectiveness of services provided, technology employed, and products dispensed, and they shall provide services or dispense products only when benefit can reasonably be expected.

L. Individuals may make a reasonable statement of prognosis, but they shall not guarantee—directly or by implication—the results of any treatment or procedure.

M. Individuals who hold the Certificate of Clinical Competence shall use independent and evidence-based clinical judgment, keeping paramount the best interests of those being served.

N. Individuals who hold the Certificate of Clinical Competence shall not provide clinical services solely by correspondence, but may provide services via telepractice consistent with professional standards and state and federal regulations.

O. Individuals shall protect the confidentiality and security of records of professional services provided, research and scholarly activities conducted, and products dispensed. Access to these records shall be allowed only when doing so is necessary to protect the welfare of the person or of the community, is legally authorized, or is otherwise required by law.

P. Individuals shall protect the confidentiality of any professional or personal information about persons served professionally or participants involved in research and scholarly activities and may disclose confidential information only when doing so is necessary to protect the welfare of the
person or of the community, is legally authorized, or is otherwise required by law.

Q. Individuals shall maintain timely records and accurately record and bill for services provided and products dispensed and shall not misrepresent services provided, products dispensed, or research and scholarly activities conducted.

R. Individuals whose professional practice is adversely affected by substance abuse, addiction, or other health-related conditions are impaired practitioners and shall seek professional assistance and, where appropriate, withdraw from the affected areas of practice.

S. Individuals who have knowledge that a colleague is unable to provide professional services with reasonable skill and safety shall report this information to the appropriate authority, internally if a mechanism exists and, otherwise, externally.

T. Individuals shall provide reasonable notice and information about alternatives for obtaining care in the event that they can no longer provide professional services.

**PRINCIPLE OF ETHICS II**

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

**RULES OF ETHICS**

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

B. Members who do not hold the Certificate of Clinical Competence may not engage in the provision of clinical services; however, individuals who are in the certification application process may engage in the provision of clinical services consistent with current local and state laws and regulations and with ASHA certification requirements.

C. Individuals who engage in research shall comply with all institutional, state, and federal regulations that address any aspects of research, including those that involve human participants and animals.

D. Individuals shall enhance and refine their professional competence and expertise through engagement in lifelong learning applicable to their professional activities and skills.

E. Individuals in administrative or supervisory roles shall not require or permit their professional staff to provide services or conduct research activities that exceed the staff member’s certification status, competence, education, training, and experience.

F. Individuals in administrative or supervisory roles shall not require or permit their professional staff to provide services or conduct clinical activities that compromise the staff member’s independent and objective professional judgment.

G. Individuals shall make use of technology and instrumentation consistent with accepted professional guidelines in their areas of practice. When such technology is not available, an appropriate referral may be made.

H. Individuals shall ensure that all technology and instrumentation used to provide services or to conduct research and scholarly activities are in proper working order and are properly calibrated.
PRINCIPLE OF ETHICS III

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

RULES OF ETHICS

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

PRINCIPLE OF ETHICS IV

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

RULES OF ETHICS

A. Individuals shall work collaboratively, when appropriate, with members of one’s own profession and/or members of other professions to deliver the highest quality of care.
B. Individuals shall exercise independent professional judgment in recommending and providing professional services when an administrative mandate, referral source, or prescription prevents keeping the welfare of persons served paramount.
C. Individuals’ statements to colleagues about professional services, research results, and products shall adhere to prevailing professional standards and shall contain no misrepresentations.
D. Individuals shall not engage in any form of conduct that adversely reflects on the professions or on the individual’s fitness to serve persons professionally.
E. Individuals shall not engage in dishonesty, negligence, fraud, deceit, or misrepresentation.
F. Applicants for certification or membership, and individuals making disclosures, shall not knowingly make false statements and shall complete all application and disclosure materials honestly and without omission.
G. Individuals shall not engage in any form of harassment, power abuse, or sexual harassment.
H. Individuals shall not engage in sexual activities with individuals (other than a spouse or other individual with whom a prior consensual relationship exists) over whom they exercise professional authority or power, including persons receiving services, assistants, students, or research participants.
I. Individuals shall not knowingly allow anyone under their supervision to engage in any practice that violates the Code of Ethics.
J. Individuals shall assign credit only to those who have contributed to a publication, presentation, process, or product. Credit shall be assigned in proportion to the contribution and only with the contributor’s consent.
K. Individuals shall reference the source when using other persons’ ideas, research, presentations, results, or products in written, oral, or any other media presentation or summary. To do otherwise constitutes plagiarism.
L. Individuals shall not discriminate in their relationships with colleagues, assistants, students, support personnel, and members of other professions and disciplines on the basis of race, ethnicity, sex, gender identity/gender expression, sexual orientation, age, religion, national origin, disability, culture, language, dialect, or socioeconomic status.
M. Individuals with evidence that the Code of Ethics may have been violated have the responsibility to work collaboratively to resolve the situation where possible or to inform the Board of Ethics through its established procedures.
N. Individuals shall report members of other professions who they know have violated standards of care to the appropriate professional licensing authority or board, other professional regulatory body, or professional association when such violation compromises the welfare of persons served and/or research participants.
O. Individuals shall not file or encourage others to file complaints that disregard or ignore facts that would disprove the allegation; the Code of Ethics shall not be used for personal reprisal, as a means of addressing personal animosity, or as a vehicle for retaliation.
P. Individuals making and responding to complaints shall comply fully with the policies of the Board of Ethics in its consideration, adjudication, and resolution of complaints of alleged violations of the Code of Ethics.
Q. Individuals involved in ethics complaints shall not knowingly make false statements of fact or withhold relevant facts necessary to fairly adjudicate the complaints.
R. Individuals shall comply with local, state, and federal laws and regulations applicable to professional practice, research ethics, and the responsible conduct of research.
S. Individuals who have been convicted; been found guilty; or entered a plea of guilty or nolo contendere to (1) any misdemeanor involving dishonesty, physical harm—or the threat of physical harm—to the person or property of another, or (2) any felony, shall self-report by notifying ASHA Standards and Ethics (see Terminology for mailing address) in writing within 30 days of the conviction, plea, or finding of guilt. Individuals shall also provide a certified copy of the conviction, plea, nolo contendere record, or docket entry to ASHA Standards and Ethics within 30 days of self-reporting.
T. Individuals who have been publicly sanctioned or denied a license or a professional credential by any
professional association, professional licensing authority or board, or other professional regulatory body shall self-report by notifying ASHA Standards and Ethics (see Terminology for mailing address) in writing within 30 days of the final action or disposition. Individuals shall also provide a certified copy of the final action, sanction, or disposition to ASHA Standards and Ethics within 30 days of self-reporting.
Council of Academic Accreditation, ASHA Procedures for Complaints against Graduate Education Programs

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

Criteria for Complaints

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

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

Please print and return this page to the Graduate Program Coordinator, to confirm that you have read the handbook and agree to abide by the policies.

I have read and understand the information given in the graduate handbook. If I have any questions, I will direct those to the Clinical Coordinator, Deborah Rainer, at my earliest convenience.

_________________________________________  ______________________________
Name (Printed)                                First Semester (i.e., Fall 2019)

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