

Hardin-Simmons University
Speech-Language Pathology Graduate Program
Student Handbook



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The Master's of Science (M.S.) education program in speech-language pathology (residential) at Hardin-Simmons University is a Candidate for Accreditation by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association, 2200 Research Boulevard, #310, Rockville, MD 20850, 800-498-2071 or 301-296-5700. Candidacy is a "preaccreditation" status with the CAA, awarded to developing or emerging programs for a maximum period of 5 years.



Welcome & Introduction

Welcome! We are excited about your choosing Hardin-Simmons University Speech-Language Pathology Graduate Program to continue your academic journey. We look forward to you achieving your goal of becoming a Speech-Language Pathologist and consider it an honor to be a part of your journey.

The mission of Hardin-Simmons University is to be a community dedicated to providing excellence in education enlightened by Christian faith and values.

This handbook is intended to provide information about the policies and procedures of the SLP graduate program and curriculum. Graduate students are encouraged to reference the handbook when needing information regarding policies, procedures, and expectations. Adherence to these policies is important for progression through the program as well as maintenance of a beneficial learning environment for all members of the program. Please consult with the program director if you have any question regarding the information contained in this handbook.

History of Hardin-Simmons University

Hardin-Simmons University (HSU) provides the opportunity for a quality education in a Christian environment for all qualified men and women. Hardin-Simmons University is divided into 6 colleges and schools, including: (1) Logsdon School of Theology; (2) College of Arts and Media; (3) College of Health Professions; (4) Cynthia Ann Parker College of Liberal Arts; (5) Kelley College of Business and Professional Studies; and (6) Holland School of Sciences and Mathematics. Each promotes a variety of degree programs, and together they offer 10 graduate programs, and more than 45 undergraduate majors and minors, all built upon a liberal arts academic foundation. HSU is fully accredited and holds membership in good standing in the appropriate agencies as listed in the University catalog. Graduates have been singularly successful in being admitted to graduate and professional schools and have been readily employed in business, education, and professional fields.

Located in Abilene, Texas, Hardin-Simmons has contributed to the development of the West and helped establish a city and area where cultural, educational, and spiritual values are highly regarded. Two other church-related universities in the city share with Hardin-Simmons an interchange of courses, library facilities, and extracurricular activities. A city civic center, symphony orchestra, six museums, community theater groups, a county coliseum, and progressive leadership afford an active cultural environment in a metropolitan population of 129,000.

Founded in 1891 as Abilene Baptist College, renamed Simmons College in honor of the first major donor, Dr. James B. Simmons, a Baptist minister of New York City, and later named Hardin-Simmons University in recognition of gifts by Mr. and Mrs. John G. Hardin of Burkburnett, Texas, the university has become well established with a growing endowment and modern facilities.

The compact and beautiful campus is known as the Forty Acres and includes the Rupert and Pauline Richardson Library, the Frost Center for the Visual Arts, the Logsdon School of Theology Building and Chapel, the Johnson Building for the Kelley College of Business and Professional Studies, the Connally Missions Center, the Lee Hemphill Music Building, the Elwin L. Skiles Social Sciences Building, and the Holland Health Sciences Academy Building. The new Physical Therapy Building, the newly remodeled Physician Assistant Program Building, Master of Athletic Training Building, Fletcher Fitness Center, the Houston-Lantrip Center, the newly remodeled Abilene Hall, and Prichard Hall are among the latest additions to the campus.

Originally founded by the Sweetwater Baptist Association, the university has been affiliated with the Baptist General Convention of Texas since 1941.

Throughout its history, Hardin-Simmons University has emphasized religious training and spiritual values; hundreds of preachers, missionaries, and directors of religious education and music are among the alumni. The foundation agreement reads in part that the school's purpose shall be "To bring young men and women to Christ; to teach them of Christ; to train them for Christ."

Communication Sciences and Disorders History at HSU

The Communication Sciences and Disorders undergraduate program at Hardin-Simmons University has a long and distinguished history. For over fifty years, Hardin-Simmons University has offered a baccalaureate degree in Speech-Language Pathology (Communication Sciences and Disorders). Early in the 1960's, the program was initiated by Dr. Verna Mae Crutchfield in consortium with Dr. Ima Clevenger (then) at Abilene Christian College and the West Texas Rehabilitation Center. During the early years of the program, an emphasis was placed on special education, and students in the bachelor's program could earn a Texas Teaching Certificate in Speech & Hearing Therapy. The special education certification was eliminated when the Texas Licensure Law was enacted in 1978 under the Texas Department of Health. Since those early days, the profession has become an independent allied health profession with a master's degree requirement for licensure in Speech-Language Pathology and a doctorate in Audiology.

Hardin-Simmons prepares to move toward the future by offering a Master of Science in Speech-Language Pathology. At this time, the HSU Graduate Program in Speech-Language Pathology is seeking candidacy from the *Council of Academic Accreditation (CAA)*.

Graduate SLP Faculty

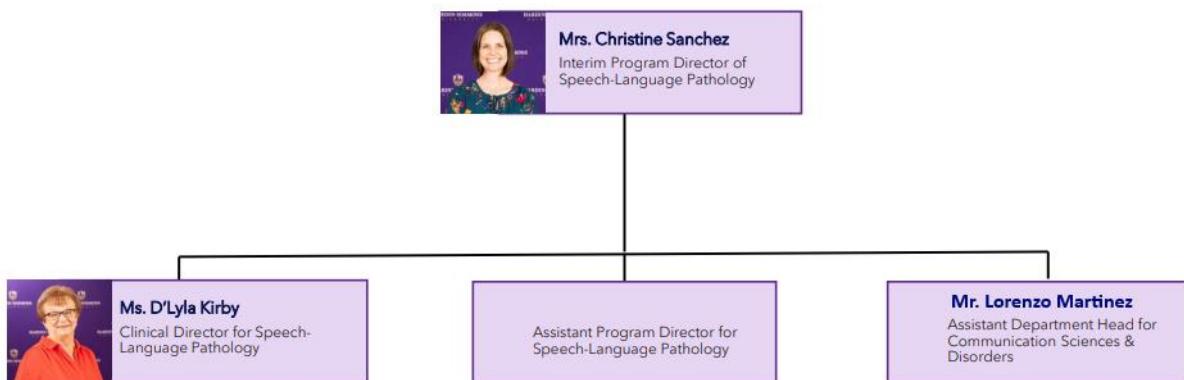
Dean of COHP	Dr. Jill Jumper 325-670-1928 Jill.jumper@hsutx.edu
Assistant SLP Program Director	Christine Sanchez 325-670-1841 Christine.sanchez@hsutx.edu
Director of Clinical Education	Dee Kirby 325-670-1039 Dlyla.kirby@hsutx.edu
Assistant CSD Program Director	Lorenzo Martinez Lorenzo.martinez@hsutx.edu
Department Head: Kinesiology, Health, and Recreation; Professor	Dr. Lindsay Spindler 325-670-5893 Lindsay.spindler@hsutx.edu
Director of Disability Services and ACE	Dr. Carol Krueger 325-670-5867 Carol.krueger@hsutx.edu
Associate Dean/Founding Director of Nursing Education and Professor of Nursing	Dr. Sandra Welling 325-670-1664 Sandra.welling@hsutx.edu
Assistant Professor of Nursing	Jeanette Vincent 325-670-1726 Jeanette.vincent@hsutx.edu
Adjunct Professor	Dr. Carolyn Higdon
Adjunct Assistant Professor	Dr. Yvette McCoy 610-625-7216 Yvette.mccoy@hsutx.edu
Adjunct Instructor	Lori Jackson Lori.jackson@hsutx.edu
Adjunct Instructor	Audrey Anderson
Adjunct Instructor	Jennifer Walker

Administrative Flow Chart

Organizational Chart



Speech-Language Pathology



Purpose and Goals

Graduate Study at Hardin-Simmons University

Graduate study at Hardin-Simmons University was established in 1926 by the action of the Board of Trustees. Graduate programs leading to the degrees of Doctor of Medical Science, Doctor of Physical Therapy, Master of Arts in Clinical Mental Health Counseling, Master of Arts in Management, Master of Business Administration, Master of Business Administration in Sport Business, Master of Physician Assistant, Master of Science in Criminal Justice, Master of Science in Kinesiology, Sport & Recreation, Master of Science in Speech-Language Pathology, and Master of Athletic training are available. The policies of the Graduate School are developed by the graduate faculty and administered by the graduate council.

Students in graduate programs at Hardin-Simmons University will:

1. Increase knowledge and competency in a field of specialization.
2. Develop a spirit of inquiry and the capacity for original and independent thought.
3. Become proficient with techniques of research.
4. Grow intellectually, professionally, and culturally.

Graduate study occurs at a level of complexity and specialization that extends the knowledge and intellectual maturity of the student. It requires students to analyze, explore, question, reconsider, and synthesize old and new knowledge and skills. The curriculum affords the depth of education, specialized skill, and sense of creative independence that will allow the graduate to practice in and contribute to a profession or field of scholarship.

Vision

It is the vision of the College of Health Professions that the Hardin-Simmons University Graduate Program in Speech-Language Pathology will attract students who are committed to striving for excellence in the profession of speech-language pathology and Christian service throughout the world.

Mission Statement

The mission of the Hardin-Simmons University Speech-Language Pathology program is to equip highly competent speech-language pathologists who are enlightened by Christian faith and values and demonstrate the knowledge and skills needed to work in the diverse communities of the world.

Strategic Plan

To achieve our mission or vision for our program, the following goals have been developed:

- Attract and develop students who are committed to striving for excellence in the profession of speech-language pathology.
- Cultivate a balanced and experienced faculty to accomplish the goals and mission of the program and university and meet ASHA standards, encouraging and promoting professional growth.
- Create a comprehensive and effective evidence-based program that promotes person-centered care and supports diversity.
- Demonstrate commitment to Christian service throughout the world by making a positive impact on students, the university, and the communities in which we serve.

The bottom line of our mission and program goals is to develop an educationally sound, clinically diverse, Christian-centered Speech-Language Pathology program to serve the needs of the world.

Program Goals/Outcomes

1. Fifty percent of graduates from the HSU CSD program will matriculate into the HSU SLP program.
2. Eighty-five percent of students who matriculate in the SLP graduate program will graduate within the expected timeline, not to include those who withdraw for personal reasons.
3. One hundred percent of students will understand and apply standards of ethical conduct as demonstrated by no formal documented violations within all settings.
4. One full-time faculty will complete a specialized training course every two years.
5. One hundred percent of full-time faculty will attend at least one professional conference per year.
6. Two full-time faculty will submit a proposal to present at a professional conference per year.
7. Eighty-five percent of students completing the departmental comprehensive exam will pass on the first attempt.
8. Eighty percent of graduates will successfully complete the National Praxis exam on the first attempt.
9. Ninety percent of students in the graduate SLP program will rate the program as good to excellent on the exit survey.
10. One hundred percent of students will complete at least 20 hours of service to their community prior to graduation.

Student Learning Outcomes

Our Learning Outcomes will be consistent with the Knowledge and Skills Acquisition (KASA) required by accreditation standards.

Students will:

1. demonstrate proficient oral and written skills and be able to apply the principles of the American Speech and Hearing Association (ASHA) code of Ethics.
2. demonstrate knowledge of the principles of biological sciences, physical sciences, mathematics and behavioral sciences necessary to engage in clinical practice.
3. integrate knowledge of human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental and linguistic and cultural bases.
4. engage in evidence-based practices.
5. demonstrate knowledge of the nature of speech, language, hearing, communication disorders and differences and swallowing disorders, including their etiologies, characteristics, anatomical and physiological aspects, acoustic, psychological, developmental, linguistic and cultural correlates.
6. effectively communicate oral and/or written information to individuals, family members/caregivers and other professionals using appropriate terminology.
7. complete coursework and clinical experiences to demonstrate competencies in order to receive Certificate of Clinical Competency from ASHA and licensure from the state of Texas.
8. have opportunities to be engaged in community service with other departments within the College of Health Professions to strengthen and integrate their faith in the classroom and work setting.

Expectations of Students

Graduate SLP students at HSU are expected to take responsibility for their own learning. If they experience difficulty with a concept, they must take the initiative to meet with the professor to obtain assistance. This is a graduate curriculum with expectations that our students will assume a self-directed approach to learning.

Our expectations of you as a student in the Graduate Program in Speech-Language Pathology at HSU are that you will:

1. Take responsibility for your own learning;
2. Be prepared for class prior to the meeting time;
3. Ask for guidance and assistance when needed;
4. Hold professional ethics and academic honesty to the highest level;
5. Utilize scientific evidence for decision-making;
6. Be committed to the educational process as if it were a full-time job; and
7. Respect fellow students, faculty, staff and other members of the HSU community.

Admissions

The master's program at HSU is a full-time, two-year (five semester), 57 credit hour (41 hours of course work and 16 hours of clinical practicum), non-thesis program designed to offer students distinctive academic and clinical experience in the field of speech-language pathology. In addition, students are required to be enrolled in clinical practicum each semester to achieve a total of 400 clinical clock hours. These experiences will provide graduates with the skills and competencies needed to begin as an SLP Intern and to work toward attaining a Certificate of Clinical Competence in speech-language pathology from the American Speech-Language-Hearing Association (ASHA).

HSU Admission Policy

The graduate program will adhere to the admissions policies of Hardin-Simmons University. The University reserves the right to deny admission, suspend, or refuse readmission to any student who does not fully comply with admission procedures, whose application gives evidence that the student would find the aims and objectives of the University incompatible with his/her lifestyle, who does not meet his/her financial obligations to the University in a manner satisfactory to the University Controller, or whose admission or continued enrollment is deemed to be undesirable for any reason. The University reserves the right to refuse or cancel a student's admission or to direct his/her activities in the University if the student's physical and/or mental health indicates that such action is essential for safeguarding fellow students, faculty, and staff. However, no student shall be denied admission, suspended, or refused readmission by reason of race, age, physical or academic disability, color, sex, national origin, or religion.

Hardin-Simmons University Speech-Language Pathology program admits applicants who exhibit potential to succeed in an academically challenging graduate environment. Decisions are based upon evaluation of the applicant's undergraduate transcript and additional criteria which may include standardized test scores (e.g., GRE, TOEFL), professional experience, personal and professional references, essays or writing samples, and interviews. In the evaluation of applications, substantial weight is normally given to the undergraduate academic record and, when required, standardized test scores. Each application, however, is evaluated individually and careful consideration is given to applicants who present other evidence of graduate potential. Provisional admission may be offered to applicants who present evidence of graduate potential but who do not meet the suggested minimum requirements.

Further information regarding the University's Admission Policy may be found here:
<https://hsutx.smartcatalogiq.com/en/2022-2023/graduate-catalog/admission/admission-policy/>

Applying to the HSU SLP Program

All applicants should complete an application and submit all requested paperwork to the Communication Sciences and Disorders Centralized Application Services (CSDCAS).

<https://csdcas.liaisoncas.com/applicant-ux/#/login>

Suggested Minimal Admission Requirements

The suggested minimal admission requirements for the Master of Science in Speech-Language Pathology are as follows:

- Bachelor's degree from a regionally accredited university in Communication Sciences and Disorders (CSD) or a bachelor's degree in an area other than CSD and at least 24 credit hours of leveling coursework
- 3.0 cumulative GPA
- Three letters of recommendation written by individuals who can address your readiness to complete our graduate program, preferably from previous academic faculty and/or ASHA-certified speech-language pathologists
- Personal statement reflecting who you are and how you will contribute to our program and professional field
- GRE scores are not required this admissions cycle. However, if you have taken the GRE and you feel it represents your academic abilities, you are encouraged to include it in the application.
- TOEFL/IELTS scores (for international students)
 - A student whose native language is not English must provide an official TOEFL score of 550 on the paper-based exam, a 213 on the computer-based exam or a 79 on the internet-based TOEFL (iBT). TOEFL scores must be sent directly from the testing agency. HSU school code: TOEFL – 6268

HSU, as well as the SLP graduate program, will not require a score on the TOEFL, IELTS or Duolingo for individuals who have graduated from an accredited university in the United States.

Leveling Information for non-CSD Majors

Students who do not have an undergraduate degree in Communication Sciences and Disorders (CSD) will need to complete at least 24 hours of leveling. These courses can be completed at HSU. The leveling program at HSU begins each fall through the undergraduate CSD program. Following the fall semesters of leveling, students may apply to the graduate program in Speech-Language Pathology (SLP) through the Communication Sciences and Disorders Central Application System. HSU reserves up to three seats in the SLP program for leveling students who earn at least a 3.25 GPA in the program and meet the other admission requirements, including an acceptable interview. Leveling students at HSU may be provisionally admitted to the graduate program while awaiting completion of the spring semester.

Recommended courses include:

- Normal Speech and Language Development
- Audiology
- Hearing Rehabilitation
- Articulation and Phonological Processes
- Phonetics
- Language Disorders
- Anatomy, Physiology, and Neurology
- Speech and Hearing Science

All admission requirements are the same for all students regardless of their undergraduate degree.

Prerequisite Courses

All applicants (those with a degree in CSD and those who complete leveling work) will be required to earn a minimum of 3 credits in each of the prerequisite course content areas related to SLP certification standards which include:

- Biological Sciences
- Physics or Chemistry
- Statistics
- Social/Behavior Sciences

For a list of accepted courses, visit: <https://www.asha.org/Certification/Course-Content-Areas-for-SLP-Standards/>

Student Services & Resources

Campus Housing

Hardin-Simmons University offers housing options for graduate students. Information concerning housing can be found at: <https://www.hsutx.edu/student-life/living-on-campus/residence-life/campus-houses/>

The university owns approximately 60 homes in close proximity to the Hardin-Simmons campus. Many of these units came from Camp Barkley and were moved to campus after WWII. The units are primarily one-bedroom duplexes and two-bedroom houses. There are also limited three-bedroom houses available.

Residents at most homes are responsible for gas and electricity, with some homes also required to pay the water/sewer. Residents are also responsible for any other services they wish to provide (e.g., phone, internet, cable). Each unit has central heat, but select homes require residents to provide their own window air conditioners. All houses have washer/dryer hookups as well as fenced-in back yards.

University-owned homes have a no-pet policy. These homes are available to any graduate, family, or any other student who may require special accommodations. Family students include any married student or student with a dependent.

Please contact ResidenceLife@hsutx.edu if you are interested in living in the University Place Apartments or the HSU Houses.

More housing information can be found at:

<https://www.hsutx.edu/student-life/living-on-campus/residence-life/>

Graduate Student University Resources

Students can access the university writing center which assists students who need support (i.e., academic, professional and creative). Information about the writing center can be found at: <https://www.hsutx.edu/academics/academic-resources/academic-support-tutoring/>

All full or part-time students are eligible to receive free, confidential, and voluntary counseling services at HSU. Services include consultation, evaluation, counseling, and crisis support services for students facing issues impacting their overall well-being. Information about counseling services can be found at: <https://www.hsutx.edu/student-life/student-services/counseling-services/>

Research/library support from the librarian liaison for the Communication Sciences & Disorders department is available to provide library instruction. The library information can be found at: <https://library.hsutx.edu/>

The Registrar's office provides students assistance with transcripts and other educational needs. Their department information is found at: <https://www.hsutx.edu/academics/registrars-office/>

IT services and a Help Desk are available for student personal computer issues. IT services can be found at: <https://www.hsutx.edu/offices/technology-services/>

Students have ready access to the on-campus Dining Facilities with the option of purchasing a meal plan. Information about dining facilities can be found at: <https://hsutx.campusdish.com/en>

An on-campus fitness center is available for all students. Fitness Center information can be found at: <https://www.hsutx.edu/student-life/wellness-recreation/>

The Student Life office at Hardin-Simmons University coordinates many services for students at both the undergraduate and graduate level. Some of the related services that are coordinated under their umbrella include academic coaching & enrichment, career services, campus clubs & organizations, student government, counseling, and health services. These services are described on the university website: <https://www.hsutx.edu/student-life/>

The Career Services department provides support for students and graduates at Hardin-Simmons University. Information about Career Services is available in the student handbook and includes career counseling and assessment, resume and CV reviewing services, virtual and live career fair hosting, and networking opportunity events. These services are also described on the university website at: <https://www.hsutx.edu/student-life/career-services/>

The Financial Aid office has full-time resources available to students in the graduate program and is familiar with both professional programs and graduate studies. They are available to assist graduate students as they are available to all University Students. The department information can be found here: <http://hsutx.smartcatalogiq.com/2020-2021/Graduate-Catalog/Financial-Aid>

Cowboy Cash are funds students load onto their student ID to be used for residence hall laundry, the bookstore, or for food and drinks at any of our campus locations, including Gilbert's Coffee Shop in the library. You can load any amount with a minimum of \$10. These funds do carry forward as long as you are continuously enrolled at HSU. Any unused funds at the time of graduation or separation from HSU are forfeited.

The HSU Department of Physical Therapy, 1325 Pine Street, provides a pro-bono physical therapy clinic each Friday from 9:00 AM to 12:00 PM during the fall, spring, and summer semesters. Evaluation and treatment are free for current HSU students needing physical therapy care; however, donations are accepted for the HSU PT Ministries mission fund also. Appointments are required and can be made by calling 325-670-5860.

Canvas

HSU Canvas is a comprehensive and flexible e-Learning platform utilized by the University and the Department of Speech-Language Pathology to bring academic and educational services online. All instructors use Canvas to manage courses by posting announcements, lectures, grades and other

course information. Throughout the program, you will be expected to utilize this learning platform to access department and course information, handouts, complete on-line quizzes and exams, communicate with other classmates and instructors via e-mail and discussion boards and access your grades online. Additionally, you will be able to manage your tasks and remain organized with the software calendar.

It is your responsibility to check the course materials for lectures, assignments, announcements, discussions, grades, etc. All handouts should be downloaded prior to the beginning of class.

To access Canvas:

1. Via your internet connection, go to the HSU Central home page via
<https://www.hsutx.edu/hsucentral/>
2. A “quicklink” to Canvas is located just above the search box.
3. To log-in, use your HSU assigned “Cowboy Code” username and password.
4. The courses you are enrolled in during the current semester will appear.
5. Click on the course you wish to enter to find your needed documents.
6. Once you have accessed your course, note the functions on the left of the page. A brief review of these functions follows.
 - Announcements: post timely information critical to course success
 - People: lists all the individuals in the course
 - Files and/or Modules: contain learning materials and lesson aids, such as lecture notes and course documents
 - Assignments: displays due dates and descriptions of class assignments/quizzes and exams; the instructor posts assignments and can modify the task and due date
 - Readings & Resources: Additional readings or web links may be posted here
 - Discussion: A forum used to post questions or topics for a response
 - Grades: A site to find your graded assignments/quizzes/exams
 - Collaborations: Allows you to collaborate with others on a team such as through Google Docs
 - Logout: Instantly logs the user out

Students with Disabilities

The Office of Disability Services recognizes disability as a valued aspect of diversity and embraces access as an opportunity for hospitality, equity, and social justice. We work to ensure inclusive and sustainable learning and engagement through universally designed environments and to facilitate access, discourse, collaboration, training, and innovative programming.

Hardin-Simmons University does not discriminate on the basis of race, color, sex, national origin, age, disability, veteran status, or genetic information in its programs and activities. In accordance with the Americans with Disabilities Act (ADA) of 1990, its amendments in 2008, and Section 504 of the Rehabilitation Act of 1973, no qualified person will be denied access to, participation in, or the benefits of any program or activity operated by the University because of a disability.

HSU recognizes a student with a disability as anyone who has:

- a physical or mental impairment that substantially limits a major life activity,
- a record or history of such an impairment, or
- is regarded as having such an impairment.

Eligible students seeking accommodations should submit the Letter of Accommodation Request as soon as possible in the academic term (preferably during the first two weeks of a long semester) for which they are seeking accommodations. ***A new request must be submitted at the beginning of each academic semester.***

The Office of Disability Services Coordinator shall prepare letters to appropriate faculty members concerning specific, reasonable academic accommodations for the student. The Coordinator will contact the student when the letters are ready for pick-up.

The student is responsible for delivering accommodation letters and conferring with faculty members. The Coordinator shall consult with the student and with HSU faculty and staff to ensure delivery of appropriate support services and shall serve as a liaison between the student and the faculty member as needed.

Contact Disability Services Office

disabilityservices@hsutx.edu

325-670-5842

<https://www.hsutx.edu/academics/academic-resources/disability-services/>

Title IX Information

Hardin-Simmons University affirms that all members of our community are created in the image of God and therefore should be treated with dignity and respect. We do not unlawfully discriminate on the basis of any status or condition protected by applicable federal or state law. Further, we respect the inherent worth of each member of the community and do not tolerate conduct which fosters any form of harassment. We follow the profound truth found in the Golden Rule, “In everything do to others as you would have them do to you” (Matthew 7:12). With a Biblical foundation of human dignity and worth, HSU approaches issues of sexual misconduct not only as acts that may be potential violations of the law, but as conduct that is antithetical to Christian scripture. Thus, sexual misconduct is harmful not only to the individuals involved but undermines the values of the entire community.

This policy will address some of the complexities of legal requirements under Title IX, and our policy expectations in the areas of sexual misconduct, sex discrimination, sexual harassment, sexual assault, domestic violence, dating violence, and stalking. We hold to the expectation that sexual misconduct does not fit within our mission of Christian education. Violations of this policy are regarded as serious offenses of trust and integrity and will result in disciplinary action. Sexual misconduct can be committed by men or women, and it can occur between people of the

same or different gender. This policy will also provide resources and help for victims and their advocates.

HSU offers anonymous reporting of incidents of sexual assault, harassment, and violence through a program called STOP!T. Anyone with knowledge of an incident can use the app or website to report the incident. You also have the ability to attach any video or photo evidence as you type your incident. We believe this will continue to make HSU a safer community for all our students, faculty, and staff. You can access STOP!T via: <https://appweb.stopitsolutions.com/>

The full HSU Sexual Harassment and Misconduct policy can be found at the following link: <https://www.hsutx.edu/wp-content/uploads/2023/08/HSU-Title-IX-Policy-10-14-22.pdf>

Counseling Services

The HSU Counseling Department provides consultation, evaluation, and short-term counseling for students who are facing issues impacting their well-being. Their focus involves crisis intervention and stabilization, as well as traditional psychotherapy within a wide range of therapeutic approaches.

All full- and part-time students are eligible to receive free, confidential, and voluntary counseling services at HSU, though not all students will qualify to see one of the University Counselors. Eligibility is determined by severity of need. Students may complete an intake form online to begin the process with HSU's counseling services. If a student does not qualify to receive counseling with the campus counselor, they will be referred to HSU Psychology and Counseling Center or other appropriate community resources.

Contact the Office of Counseling Services

counseling@hsutx.edu

325-671-2272

If you are in crisis or are concerned for the safety of yourself or someone else, call 9-1-1 or HSU Police at 325-670-1911 or go to the nearest emergency room. Please do not leave a phone or email message.

Personal Security

Each person with access to the SLP Building is responsible for the safety of others. Please do not prop open doors requiring secure access at any time. This puts everyone within the building at risk.

Faculty/Staff or Students who are concerned about their own personal safety while on campus or in the SLP Building should immediately notify the Campus Police. They will be happy to escort you to your vehicle and/or ensure your safety within a building.

Campus Police: (325) 670-1911

Professional Association Membership for Students

Students enrolling in the Hardin-Simmons University Graduate program are encouraged to join the local Hardin-Simmons University chapter of the National Student Speech Language Hearing Association (NSSLHA). Our local chapter focuses on providing service within the community, growing through educational guest lectures, and promoting leadership opportunities for students. Each student is responsible for their own fees for this organization.

Students are also encouraged to join the National NSSLHA which has a membership fee of \$60 per year. This fee is the student's responsibility. Students who are National NSSLHA members for the last two (2) years of their master's or doctoral program (including the year they graduate) qualify for the NSSLHA to ASHA Conversion Discount, a one-time discount of \$250 off the initial dues and fees for ASHA membership and certification.

For more information about NSSLHA: <https://www.nsslha.org>

Professional Meetings

Throughout the year, the Graduate SLP Program will provide opportunities for professional development for the graduate students (e.g., Big Country Speech-Language-Hearing Association meetings, Autism Extravaganza). These meetings are always highly encouraged and may occasionally be required. Undergraduate students are also welcome and encouraged to attend presentations by professionals in the field of Speech-Language Pathology and other related fields.

The Texas Speech-Language-Hearing Association (TSHA) is a professional membership organization that is the recognized resource in Texas for SLPs, SLPAs, audiologists, and students of speech-language pathology and audiology. Graduate students are encouraged but not required to attend the yearly TSHA convention to explore new ideas, grow in professional development, and network with SLPs across the state. Students will need to make their own travel arrangements and pay for their own registration, food, lodging and travel unless other arrangements are made. If a student is presenting at a conference, they may apply for funds to attend the conference.

Professional dress is required at all professional development sessions.

Inter-Professional Educational Events

Each semester the College of Health Professions provides Inter-Professional Development opportunities for students within the COHP. All SLP graduate students are expected to actively participate in these activities.

Departmental Facilities

SLP students have access to the SLP building during posted hours by using their “swipe” card or mobile ID. Please be sure all doors close behind you for your safety and that of others. To prevent damage or stolen equipment, and reduce liability, the security of the building is vital to maintain everyone’s safety. The last person to leave the building must be responsible for closing and securing the doors. When leaving the building after hours, be sure the door latches securely.

Student Work Area

A work area has been designated for student and faculty use. This space is for preparation of therapy and/or class projects. The work area has a large worktable, and students are encouraged to use this space to work on therapy materials as well as study. Be professional and courteous and know that it is your responsibility to clean up the area before leaving.

Kitchen

Students are responsible for keeping the kitchen area clean by:

1. Washing and putting away personal dishes, cups, and silverware **immediately** after use.
2. Placing all trash in proper receptacles for disposal.
3. Keeping all personal food items stored in the refrigerator and individually labeled.
4. Removing all food items in the refrigerator over breaks.

The refrigerator will be cleared of food and all containers at the end of each semester. Anything found in the refrigerators at that time will be disposed of accordingly.

University and Departmental Policies

Class Attendance

Expectations for attendance are considered the same as in a work-related role. Lectures and clinical activities have been designed to provide students with the necessary experiences to function effectively as a speech-language pathologist. The student is responsible for any missed material covered. Daily punctual attendance at all scheduled classes, clinical sessions, and other required events is expected and is a key to professional behavior. Faculty expects students to exercise good judgment when taking an absence. The following guidelines have been established to ensure fair and equitable provisions for student absences.

Any time a student is absent from a class or clinical session for any reason, they must notify the program director or director of clinical education before the course start time or clinic time by calling. An email or text message is not sufficient; therefore, students must call to report an upcoming absence. If the program director or director of clinical education does not answer their phone, a voicemail will be sufficient. Absences that are not reported by telephone will be considered unexcused, and notification after the absence is unacceptable.

Habitual tardiness or excessive absences, defined as three (3) unexcused absences per course per semester, will be addressed by the instructor and program director. The student will be required to complete a formal remediation plan to change the behavior and demonstrate accountability as a part of professional development.

Tardiness

Tardiness is to be avoided as it is disruptive to the instructor and fellow classmates as well as unprofessional behavior. Students are expected to arrive 5 minutes prior to the start of class to allow time to set up their computer and be prepared. If it is necessary to be late for class, it is the student's responsibility to notify the instructor prior to the start of class. If the student does not notify the course instructor of the anticipated late arrival prior to the start of class, then it will count as an unexcused absence. Every two tardies (even with proper notification) will equal one unexcused absence. A pattern of tardiness will result in the need for a formal remediation plan per the unexcused absence policy as listed below.

Excused Absences

- A. Personal illness: A student may receive an excused absence for illness up to three (3) days per course, per semester. To qualify as an excused absence, the student must have notified the program director or director of clinical education prior to missing class, and a healthcare provider's note is required if two (2) or more consecutive days are missed. The note must be provided to the program director. After three (3) excused absences, additional absences will be considered unexcused. Students will be allowed to make up

missed assignments / assessments for excused absences only provided all the conditions above have been met.

- B. Death in the immediate family: Funeral leave for a death in the immediate family will be granted for up to three (3) days. Immediate family is defined as student's spouse, the student or spouse's children, stepchildren, parents, brothers, sisters, grandparents, and grandchildren. Funeral leave for other family members/friends will be considered an unexcused absence.
- C. Approved religious holidays: Students requesting observance of religious holy days must request these within the first week of a semester to be considered for approval as excused absences. A student who is absent from class for the observance of a religious holy day will be required to take a missed examination or complete a missed assignment the first class/workday after the holy day absence. The student may be penalized for failure to give prior notice of the planned absence or if the student does not satisfactorily complete the assignment or examination by the expected make-up date.
- D. Approved personal appointments: Personal appointments will be handled on a case-by-case basis by the course instructor. Request for permission for an excused absence should be submitted to the course instructor two weeks prior to appointment, when possible. If approved, the student will be required to bring a return to work (medical appointments) or receipts (other appointments) concerning attendance at the appointment during class times. Students should use discretion when making personal appointments and arrange them at times other than scheduled class times, when possible. Notification after the fact is not acceptable.
- E. Natural disaster and weather: In the event of a natural disaster or weather emergency, faculty, staff and students will be alerted through the HSU Alert system. Students and employees are automatically enrolled in the HSU Alert system. Notification of inclement weather or delays are via text message and email. Unless notified through the HSU Alert system, an absence for reasons related to inclement weather will be considered an unexcused absence.

Unexcused Absences

If a student obtains three (3) unexcused absences per course per semester, they will require a formal remediation plan which will be initiated by the instructor of the course and the program director. The remediation plan will be designed to improve the student's professional development. Please see the section on remediation plans for more information. Students will not be allowed to make up missed assignments / assessments due to an unexcused absence and will receive a zero for the missed assignment / assessment.

Leave of Absence

If additional time is needed because of prolonged illness or other circumstances, it is recommended that the student apply for a leave of absence (personal or medical). Considered on

a case-by-case basis, under extreme circumstances, a student may be granted up to a one-year leave of absence from the program. Any leave of absence greater than one year will require reapplying to the program for admission.

To qualify for a leave of absence, the student must be in good academic standing without prior or current disciplinary actions.

Prior to applying for a leave of absence, the student must meet with the Program Director and the Director of Clinical Education as a group to discuss the leave of absence requirements and potential alternate degree plan options. Upon approval of the leave of absence, the student will be withdrawn from all courses, and University policies for withdrawal apply. Student privileges provided to enrolled students will cease during the period of leave. Please note that an alternate degree plan may be created, and graduation may be delayed.

Withdrawal

After the first day of the semester, a student choosing to withdraw from the University must submit a Withdraw Request. **Failure to complete the withdrawal process may result in failing grades, may affect financial aid, and have other financial implications.** An official withdrawal from HSU is not complete until the form is submitted and processed. See the [Business Office](#) website for information about the refund policy and schedule. After a student withdraws from the University, housing and meals may be refunded on a pro-rated basis. Any refund for tuition or housing will be based on the refund schedule as posted on the Business Office website. Financial Aid is earned based on the days of enrollment. Contact the [Financial Aid Office](#) for information specific to your account. Student housing is only available for enrolled students. Contact the Residence Director or the Director of Residence Life to arrange to move out of campus housing. Go to this page to begin the Withdraw Request process: https://hsu-workflow2.elluciancloud.com/webentry/24/student_request

Professional Conduct

The SLP Program strictly adheres to its established policies of conduct, behavior, and appearance of students and faculty. These policies were established to maintain an atmosphere conducive to the effective education of students. It is recognized that faculty and students must function as a partnership to be an effective community of scholars. In that the student body of this department and institution represents professionals already committed to the highest code of behavior and ethics, it is anticipated that few problems will arise.

To clarify what constitutes high standards of behavior and conduct, the following types of misconduct are subject to disciplinary action. Examples of misconduct include, but are not limited to:

1. Any behavior that interferes with, or disrupts any instruction, clinical activity, administration, or authorized University activity. This includes the use of electronic devices in the classroom which are permitted only with the consent of the instructor.
2. Audio/video recordings of class made without the instructor's consent.

3. Violating the terms of any disciplinary sanction imposed for an earlier violation of this code or other board, University or department rules.
4. All forms of student academic dishonesty, including cheating, fabrication, facilitating academic dishonesty, collusion, and plagiarism.
5. Furnishing false information to the University.
6. Forgery of or unauthorized alteration of or access to any University document, record, or instrument of identification, including electronic hardware, software, and records.
7. Engaging in harassment or unlawful discriminatory activities on the basis of age, ethnicity, gender, handicapping condition, national origin, race, religion, sexual orientation, or veteran status, or violating University rules governing harassment or discrimination.
8. Violation of local, state or federal laws while enrolled as a student in the HSU SLP program.
9. Denying a board member, administrator, employee, student, or guest freedom of movement or legitimate use of the facility, disrupting a person's performance of institutional duties or other educational activities, or occupying any University building or property after due and legal notice to depart has been given.

Administrators, faculty, employees, and students are responsible for maintaining the highest professional standards. Consequently, questions of a disciplinary nature will be handled directly by the Program Director and/or University administrators. It is understood that all individuals shall be afforded the right of due process before any type of disciplinary action can be taken. However, misconduct may result in dismissal from the program.

A student may be dismissed from the program at any time if his/her professional behavior is deemed to be out of accordance with the ASHA Code of Ethics or a threat to the safety of the patient, others, or self.

Professional Appearance

SLP students should be aware that the image they project is very important to both the Department of Speech-Language Pathology and the SLP profession. SLP students are expected to dress in a manner that is professional for class. This includes the following guidelines:

1. Clothing should not expose the breasts (cleavage), midriff, or buttocks when sitting, stooping, kneeling, etc.
2. Jeans and leggings are acceptable for class if they are not torn or immodest (See exception below.)
3. No shorts, miniskirts, crop tops, cut-off t-shirts, spaghetti strap tops, muscle shirts, or tank tops.

When guest lecturers or other guests are present during a class, students should be mindful that they are representing the Program in the community and should convey a professional image. For these occurrences, students are expected to dress in professional attire. This includes dress slacks, collared shirts that can be tucked in, and/or skirts/dresses and blouses that do not expose the breasts (cleavage), midriff, or buttocks. Jeans and leggings are NOT allowed when guests are present during class.

Failure to adhere to the dress code standards may result in disciplinary action or dismissal for repeated infractions.

Professionalism & Etiquette During Online Meetings

The HSU Graduate Speech-Language Pathology Program prides itself on developing professionals. With the changing classroom delivery platforms, ensuring professional development and behavior is critical.

Below you will find some important guides to ensure you are developing and maintaining professional behavior during online lectures. Please remember that our esteemed guest lecturers (and core faculty) work very hard to provide you with an excellent education, and many of them sacrifice time away from their work and families to teach you.

Kindly follow these important guidelines:

A. Please do not eat meals during Online Sessions

Eating can be very distracting to other students and lecturers. Please make sure you eat beforehand. Small bite-size snacks are allowed.

B. Please sit in a chair, do not sit in bed

Please make sure that you are not lying down or in bed. Online sessions work best when everyone is upright and engaged.

C. Be dressed as if you are going to class

Please dress as if you will be physically inside a classroom. Avoid wearing clothing that would be inappropriate for the classroom setting. While attending class in your pajama bottoms is a tempting option, you'll want to make sure that you are presenting yourself in the best possible light at least from the waist up.

D. Keep your video on

Because of the nature of online interactions, we want to be able to engage as much as possible. This means that we want to see your face! Lecturers really enjoy engaging with students while being able to their faces. It is very challenging to lecture to blank screens.

E. Scan your environment

Be sure you are aware of the view from your camera display. Avoid sitting in areas that are distracting. For privacy reasons, many people like using backgrounds. If you do use one, please make sure it is not overly distracting or inappropriate.

F. Mute your microphone

Once you log in to the virtual classroom, be sure to mute your microphone (lower left-hand corner). This will help to eliminate background noise that could distract others.

Remember to unmute if you have a question or comment (both of which are highly encouraged!)

G. Be in the moment

Make sure that you are fully present, engaged, and listening to the lecture. Others can easily tell if your attention is elsewhere.

H. Limit distractions

Turn off notifications, close or minimize running apps, and mute your smartphone during

the Online Meetings. Do not text or use your phone – this will infer that you are not engaged, and the behavior is distracting to others.

I. Avoid multi-tasking

You will retain the discussion better if you refrain from replying to emails or text messages during the meeting. Do not complete other assignments or study for upcoming tests until after the Online session ends.

J. Be prepared

Prepare for the upcoming class/discussion. Complete the required reading assignment and be ready to participate in the class with comments or questions. If you will be sharing content during the session, make sure you have the files and/or links ready to go before the meeting ends.

K. Friendly reminders

If the Zoom session is to be recorded and the Course Director/Instructor has not started the recording, please help to remind them to start the recording before the lecture begins. We recommend you take notes in case the Online recording fails.

Thank you for working with us to help create a positive environment for everyone!

The above has been adapted from the following sources:

- *Sherwin B. Nuland Summer Institute in Bioethics. “Professionalism & Etiquette During Zoom Meetings”. Announcement posted by Lori Bruce. Accessed July 9, 2020.*
- *University of Pittsburgh. Information Technology. “Zoom Meetings: Etiquette and Best Practices”. Accessed July 9, 2020.*
- *DePaul College of Education. “5 Easy-to-Follow Etiquette Rules for the Zoom Classroom”. Accessed July 9, 2020.*

Academic Integrity

Students are expected to do their own academic work; therefore, academic dishonesty will not be tolerated. Faculty and students are encouraged to take an aggressive approach to combating acts of inappropriate academic behavior. Academic dishonesty occurs when a student submits the work of someone else as his/her own or has special information for use in an evaluation activity that is not available to other students in the same activity. Students who observe or become aware of violations of academic integrity are urged to report these violations to the professor in whose course the dishonest acts occur.

Examples include but may not be limited to the following:

1. Cheating on an examination:

- a. Copying from another student's examination
- b. Possessing or using during an examination material not authorized by the person giving the exam
- c. Collaborating with or seeking aid from another student during an exam without permission from the instructor
- d. Knowingly using, buying, selling, stealing, transporting, or soliciting in whole or in part the contents of an unadministered examination

- e. Substituting for another student or permitting another student to substitute for oneself to take a test
- f. Obtaining an unadministered test or information about an unadministered test

2. Plagiarism is the appropriation, buying, receiving as a gift, or obtaining by any means, another person's work and the unacknowledged submission or incorporation of it as one's own work. This could include the failure to specifically cite sources.

Further information regarding HSU's Academic Integrity Policy may be found here:

<https://hsutx.smartcatalogiq.com/en/2023-2024/graduate-catalog/academic-integrity-policy/>

Procedure for Violation

1. At the point of discovery, the instructor shall inform the student of the alleged violation of academic integrity and hear his/her explanation of the circumstances. If the instructor determines there is no violation, the case is dropped. If the instructor decides the violation is unintentional or minor, the instructor may decide to require the student to rewrite the paper in question, take a modified exam, or take some similar action. If, in the judgment of the instructor, the alleged violation is deemed to be serious and intentional, the instructor will follow the procedure outlined below in steps 2–5.
2. Before imposing a penalty for a violation, the instructor shall consult with his/her immediate supervisor and together they will agree on a penalty. The instructor shall then make a written report outlining the incident and the recommended penalty. A copy of the report shall be given to the supervisor, the head of the department and the dean of the school or college in which the course is offered, the Office of the Provost, the student and the student's advisor. The instructor shall inform the student, in writing, of the right to appeal the charge of violating academic integrity.
3. From the point of discovery, and within 10 working days, the instructor shall complete the process outlined above.
4. The Office of the Provost shall maintain files of all violations of academic integrity.

The student has the right to appeal the charge of violating academic integrity and/or the penalty assessed in accordance with the following appeals process.

Procedure for Appeal

1. A student appealing a charge of academic integrity violation and/or a penalty must deliver a letter to the chair of the Grade Appeal and Academic Misconduct Committee, specifying the basis for the appeal within 10 working days after receiving the instructor's written report.
2. After receipt of the letter of appeal, the chair of the committee will schedule a meeting of the committee as soon as practical, preferably within 10 working days. The chair will notify the student and the instructor of the meeting date and time.
3. Copies of the instructor's report and the student's letter of appeal will be provided to all members of the committee at least two working days before the day of the meeting.
4. The committee will review the materials submitted by both the student and the instructor before the formal meeting and convene at a time convenient for all involved for the purpose of hearing the two individuals present their cases. The committee will then convene in an executive session to reach a decision in the matter. The chair of the

committee will inform, in writing, the student, the student's advisor, the instructor, the instructor's immediate supervisor, the head of the department and the dean of the school or college in which the course is offered, and the Office of the Provost of the decision.

5. If the appeal is denied, then the charge and the penalty is upheld. If an appeal of a charge of violating academic integrity is upheld, the case is dismissed. If an appeal of a penalty is upheld, then the committee will determine an appropriate penalty. The ruling of the committee is final. Action, or failure to take action, by an instructor or the Appeals Committee does not preclude disciplinary action by the University when appropriate.

Use of Artificial Intelligence

Hardin-Simmons University is committed to the maintenance of the highest possible standards of academic integrity. Students are responsible for their own work. Any use of artificial intelligence (AI) tools for coursework is considered a violation of the University's Academic Honesty policy and Student Conduct Code since the work is not your own. The use of generative AI tools (such as ChatGPT, DALL-E, etc.) is not permitted and is considered a form of plagiarism which is defined as using outside resources or using others' work that is not your own and not properly cited.

Forms of artificially generated information include:

- The use of artificial intelligence (AI) tools to generate artificial content in taking quizzes, tests, examinations, or other assessments.
- The submission of student work for evaluation as his/her own that was produced through the use of artificial intelligence (AI) tools without permission from the instructor.
- Impersonating you in classroom contexts, such as by using the tool to compose the discussion board assigned.
- Writing a draft of a writing assignment.
- Writing entire sentences, paragraphs, or papers to complete class assignments.

An instructor may give you permission to utilize AI in a classroom activity or assignment. However, unless permission is granted, one should follow the policy outlined above.

Computer Accessibility and Use

Every graduate student is expected to have his/her computer/laptop and printer upon entry into the graduate program. Each student computer will need to have word-processing software and e-mail access. Students will need to check their e-mail daily as well as Canvas. Assignments and other materials for class are frequently posted on Canvas.

Students should review the HSU internet access policy and the internet Code of Ethics, both located in the university Student Handbook. <https://www.hsutx.edu/wp-content/uploads/2024/09/2024-2025-HSU-Student-Handbook-final-9.23.24.pdf>

Course Evaluations

Students complete course evaluations at the end of each semester to provide feedback about the specific courses and instructors. Completion of final course evaluations is mandatory. Evaluations are completed electronically and confidentially. Please provide constructive feedback so the faculty can learn and meet your needs.

Drugs and Alcohol

In 2015 HSU became a tobacco-free, smoke free campus. HSU seeks to foster an alcohol, tobacco, and drug-free environment in which to work, live, learn, and grow. As a Christian university, alcohol, tobacco, and drug use is approached with a combination of compassion, encouragement, directness, and concerned firmness. HSU follows the 1 Corinthians 6:19-20 message that all were bought with a price, therefore all people should honor God with their bodies. An aspect of this caring approach is the consistent enforcement of the regulations regarding alcohol, tobacco, and other drugs contained within this policy. The purpose of this policy is to ensure a safe environment that is consistent with the mission of the university and its goal to foster a substance-free environment.

These policies were not created with a spirit of judgment as all students should be in a safe environment where they can learn about the personal and social consequences associated with the effects of alcohol, tobacco, and drugs. Educational programs are offered on an ongoing basis and are coordinated through the Student Life department. Prevention strategies also include efforts to change inappropriate community norms regarding alcohol and other drug use and to alter environmental factors that support inappropriate use.

The university partners with the community and parents/guardians of students to help prevent abuse. Upon graduation from HSU, the hope is that all students' time here offers a balanced and educated approach to making decisions about alcohol, tobacco, and drugs after university life.

For more information on the university Drug and Alcohol Policy, review the HSU Student Handbook. <https://www.hsutx.edu/wp-content/uploads/2024/09/2024-2025-HSU-Student-Handbook-final-9.23.24.pdf>

Academics

Graduate Curriculum Sequence - Spring Admissions 2024-2025 Cohort 4

<i>First – Spring Semester</i>		
<i>Course</i>	<i>Course Title</i>	<i>Hours</i>
SLP 6325	Phonological Disorders	3
SLP 6332	Dysphagia and Related Disorders	3
SLP 6362	Language and Literacy (School-Age Disorders)	3
SLP 6228	Evidence-Based Practices	2
SLP 6301	Clinical Practicum 1	3
	<i>Total Semester Hours</i>	14
<i>First – Fall Semester</i>		
SLP 6308	Research Methods in Communication Disorders	3
SLP 6310	Pediatric Language Disorders Assessment and Intervention	3
SLP 6315	Aphasia and Related Disorders	3
SLP 6212	Clinical Assessment	2
SLP 6302	Clinical Practicum 2	3
	<i>Total Semester Hours</i>	14
<i>Second – Spring Semester</i>		
SLP 6358	Special Populations and AAC	3
SLP 6354	Motor Speech Disorders	3
SLP 6220	Counseling and Interviewing in CSD	2
SLP 6403	Clinical Practicum 3	4
	<i>Total Semester Hours</i>	12
<i>May Short Course</i>		
SLP 6241	Multi-Cultural Aspects	2
	<i>Total Semester Hours</i>	2
<i>Summer</i>		
SLP 6304	Clinical Practicum 4	3
	<i>Total Semester Hours</i>	3
<i>Second – Fall Semester</i>		
SLP 6338	Voice and Fluency	3
SLP 6384	Special Topics in Speech Pathology	3
SLP 6368	Graduate Seminar	3
SLP 6305	Clinical Practicum 5	3
	<i>Total Semester Hours</i>	12
	<i>Total Program Hours</i>	57
<i>Elective</i>		
SLP 6379	Independent Study	3

Graduate Curriculum Sequence - Fall Admissions
2024-2026
Cohort 5

<i>First – Fall Semester</i>		
<i>Course</i>	<i>Course Title</i>	<i>Hours</i>
SLP 6308	Research Methods in Communication Disorders	3
SLP 6310	Pediatric Language Disorders Assessment and Intervention	3
SLP 6315	Aphasia and Related Disorders	3
SLP 6212	Clinical Assessment	2
SLP 6301	Clinical Practicum 1	3
<i>Total Semester Hours</i>		14
<i>First – Spring Semester</i>		
SLP 6358	Special Populations and AAC	3
SLP 6332	Dysphagia and Related Disorders	3
SLP 6362	Language and Literacy (School-Age Disorders)	3
SLP 6228	Evidence-Based Practices	2
SLP 6302	Clinical Practicum 2	3
<i>Total Semester Hours</i>		14
<i>May Short Course</i>		
SLP 6241	Multi-Cultural Aspects	2
<i>Total Semester Hours</i>		2
<i>Summer</i>		
SLP 6403	Clinical Practicum 3	4
<i>Total Semester Hours</i>		4
<i>Second – Fall Semester</i>		
SLP 6338	Voice and Fluency	3
SLP 6325	Phonological Disorders	3
SLP 6368	Graduate Seminar	3
SLP 6304	Clinical Practicum 4	3
<i>Total Semester Hours</i>		12
<i>Second – Spring Semester</i>		
SLP 6354	Motor Speech Disorders	3
SLP 6384	Special Topics in Speech Pathology	3
SLP 6220	Counseling and Interviewing in CSD	2
SLP 6305	Clinical Practicum 5	3
<i>Total Semester Hours</i>		11
<i>Total Program Hours</i>		57
<i>Elective</i>		
SLP 6379	Independent Study	3

Graduate Curriculum Sequence - Fall Admissions
2025-2027
Cohort 6

<i>First – Fall Semester</i>		
<i>Course</i>	<i>Course Title</i>	<i>Hours</i>
SLP 6308	Research Methods in Communication Disorders	3
SLP 6310	Pediatric Language Disorders Assessment and Intervention	3
SLP 6315	Aphasia and Related Disorders	3
SLP 6212	Clinical Assessment	2
SLP 6301	Clinical Practicum 1	3
<i>Total Semester Hours</i>		14
<i>First – Spring Semester</i>		
SLP 6325	Phonological Disorders	3
SLP 6332	Dysphagia and Related Disorders	3
SLP 6362	Language and Literacy (School-Age Disorders)	3
SLP 6228	Evidence-Based Practices	2
SLP 6302	Clinical Practicum 2	3
<i>Total Semester Hours</i>		14
<i>May Short Course</i>		
SLP 6241	Multi-Cultural Aspects	2
<i>Total Semester Hours</i>		2
<i>Summer</i>		
SLP 6403	Clinical Practicum 3	4
<i>Total Semester Hours</i>		4
<i>Second – Fall Semester</i>		
SLP 6338	Voice and Fluency	3
SLP 6354	Motor Speech Disorders	3
SLP 6368	Graduate Seminar	3
SLP 6304	Clinical Practicum 4	3
<i>Total Semester Hours</i>		12
<i>Second – Spring Semester</i>		
SLP 6358	Special Populations and AAC	3
SLP 6384	Special Topics in Speech Pathology	3
SLP 6220	Counseling and Interviewing in CSD	2
SLP 6305	Clinical Practicum 5	3
<i>Total Semester Hours</i>		11
<i>Total Program Hours</i>		57
<i>Elective</i>		
SLP 6379	Independent Study	3

Academic Advising

Each semester students will meet with the Program Director and/or designee to verify that they are on schedule for graduation and maintaining academic standards. During the academic advising meeting, future courses will be discussed.

Grading System

Credit hours are earned in the graduate program only for the grades of A, B, and C. However, all A to F grades are included in the computation of the grade point average. Grade points are assigned as follows:

A = 4 (above average graduate work)
B = 3 (average graduate work)
C = 2 (below average graduate work)
D* = 1 (failing graduate work)
F* = 0 (failing graduate work)
I = Incomplete
IP = In Progress
W = Withdrawal

*Course grades of D and F cannot be accepted as graduate credit in Speech-Language Pathology and will result in immediate dismissal from the program.

The Speech-Language Pathology Graduate Program uses the following grading scale.

A= 90% - 100%
B= 80% - 89%
C= 70% - 79%
D= 60% - 69%
F = <60%

Student Expectations

1. Students are required to maintain a minimum cumulative GPA of 3.0 during their time in the SLP Program.
2. Students who earn a “D” or “F” grade in any academic or clinical course will immediately be dismissed from the program.
3. Students are expected to earn a grade of “A” or “B” in each Clinical Practicum course. Earning a grade of “C” in any Clinical Practicum course will require the student to repeat the course in the next semester which will delay graduation.
4. No more than two (2) grades of “C” within the didactic courses may be earned while in the SLP Program. Obtaining a third “C” in any didactic course will result in one of two options:
 - a. The student may withdraw from the program with no option to return in the future.
 - b. The student may repeat the course where the third “C” was earned with the next cohort of students. This involves not participating in the Program until the course is offered again, then repeating the course, earning a grade of “B” or higher, and

continuing in the Program. If the student fails to achieve a “B” or higher, the student will immediately be dismissed from the program.

5. This retainment option can only be used one (1) time during the course of study. A student choosing the latter option will sign a letter of agreement of expectations and pay the new tuition rate and fees, if applicable, upon return.

Graduate faculty will review the clinical and academic progress of students during faculty meetings throughout the academic year. A faculty member with *a concern and documented communication with a student* will have an opportunity to voice concerns regarding that student’s academic progress and/or performance. A decision will be made during the meeting to:

1. take no further action. The faculty mentor will monitor student’s progress across the curriculum.
2. continue communication between faculty mentor and student.
3. provide the student with a remediation program including anticipated progress and consequences if progress is not made.

Remediation Plans

A formal remediation plan may be recommended for reasons related to professional development, academic success, clinical practicum experiences, or any other related area deemed necessary by the faculty. All formal remediation plans are discussed with the faculty team prior to implementation.

If a formal remediation plan is recommended, the following procedure will be followed.

1. The Program Director and any involved faculty will develop a written remediation plan detailing anticipated progress, a timeline for completion, and consequences for not meeting requirements of the remediation plan.
2. The Program Director, any involved faculty, and the student will meet to discuss the remediation plan in detail.
3. The student will sign the formal remediation plan, acknowledging their agreement. A copy will be placed in their student file, and a copy will be provided to the student as well.
4. If the outlined expectations of the remediation plan are not met, the student may be dismissed from the program or offered the opportunity to start the program again the next year (one-time option).
5. A student choosing the latter option will sign a letter of agreement of expectations and pay the new tuition rate and fees, if applicable.

Summative Assessment

Each student will complete a comprehensive exam (summative assessment). The comprehensive exam will be completed during the Fall Semester of Year 2. This will allow students an opportunity to complete any remediation needed. The comprehensive exam will cover the Big 9 (ASHA), evidence-based practice, research and interprofessional collaboration as well as current topics in speech-language pathology.

Should a student earn <75% on the summative assessment, they will be required to complete content remediation which may include additional assignments, meetings, and classes. Students needing remediation may need to register for SLP 6379 Independent Study to cover the topic(s) needed for remediation. The type of required remediation will be determined at the discretion of the SLP Faculty. These requirements will be provided for the student to improve their overall understanding and knowledge of the material. After remediation, re-assessment in a written format is required to ensure the student has been remediated to competency.

Should a student earn <75% on the re-assessment, they will be required to complete additional content remediation which may include further assignments, meetings, and classes. Following this second attempt at remediation, the student will be required to complete an oral re-assessment to ensure they have been remediated to competency. The oral re-assessment will be evaluated by at least two faculty members.

Should a student earn <75% on this attempt, they will not be allowed to graduate on time. They will extend their program and re-take the course content when offered.

KASA Standards

In order to meet requirements for ASHA's Certificate of Clinical Competence (CCC) and document the knowledge and skills assessment (KASA), student records are maintained on each graduate student. The KASA guidelines decree the knowledge and skills that the SLP program expects the students to master by the time of their graduation. The SLP program will monitor and document each student's adequate progress in relation to the KASA guidelines.

<https://www.asha.org/Certification/2020-SLP-Certification-Standards/>

Each graduate course is designed to provide students with at least introductory knowledge and skills in specific areas as required for the American Speech-Language-Hearing Association (ASHA) Standards for the Certification of Clinical Competence in Speech-Language Pathology. As such, each course contains formative assignments and evaluations that relate to the competencies associated to these areas. If a student earns less than 70% on any formative assignment/evaluation or its contents linked to a standard/competency/objective, they will be provided with informal remediation in the identified area(s). The remediation process will not replace the original grade of the assignment; however, it will allow for a standard or competency to be documented as met and aid the student with future assignments.

Students who are not meeting departmental requirements for acquisition of knowledge and skills must complete remediation plans as defined by the Program Director in conjunction with the Clinical Director, faculty members, and/or clinical supervisors. Failure to complete the remediation plan will result in dismissal from the program.

Grievances

Program Complaints

Informal Measures: The University encourages matters to be resolved informally and judiciously whenever possible. If such an agreement is unable to be reached, then a student may file a formal complaint. Each step must be taken in order. Failure to follow the procedure may obviate the appeal.

Step 1. The student discusses the matter with the professor. If possible, the matter is reconciled at this point.

Step 2. If dissatisfied with this discussion, the student voices concern to the Program Director in a conference scheduled by the student. (If the Program Director is a disputant, then the student consults with the dean of the college or school in which the course under consideration is offered.) The Program Director (or, if applicable, the dean) discusses the matter with the professor. Step 1 and Step 2 attempt to find an amicable resolution to the academic grievance informally without a formal, written complaint. If no resolution occurs in the first two steps, then formal measures may be taken beginning with Step 3.

Formal Measures:

Step 3. If no resolution occurs at the department level (Step 2), the student then submits a written petition to the dean of the area. If the complaint is against a dean, the complaint will go to the provost.

The student's letter of petition must include a straightforward narrative (one to three pages in length) detailing

- a) the circumstances surrounding the contested grade or course-related concern,
- b) reasons why the student believes the complaint is warranted, and
- c) what possible outcome or resolution, from the student's perspective, will resolve the issue at hand.

If the grievance is a grade appeal, then all graded projects in the class—tests, essays, projects, etc.—that are in the student's possession must be submitted along with the cover letter along with the student's personal record of attendance in the class.

Upon the dean's notification that a student has filed a formal grievance, the Program Director forwards a written summation of the matter to the dean, along with a recommendation for a resolution to the problem. (If the Program Director is a disputant, then a letter is not necessary.)

Step 4. In writing, the dean apprises the professor of the course under dispute regarding the student's grievance and provides a summary of the points of concern.

Step 5. The professor submits a written response to the student's grievance in a straightforward narrative.

Step 6. The dean will meet with each party separately, or jointly, to seek a viable solution.

Step 7. If no solution can be reached with Step 6, then a formal Grade Appeal goes to arbitration before the Academic Grievance Committee. The dean submits all materials involved up to this point, along with a written recommendation for a solution to the problem to the committee.

The committee will review materials submitted by both student and professor before coming together in session and convene for the purpose of hearing both parties present their cases. Committee members will then hold an executive session to reach a decision. The chair of the committee will inform the student, the faculty member, and the provost of their decision in writing. If a grade is to be changed, the provost will see that the proper forms are submitted to the Office of the Registrar. The ruling of this committee is final with respect to grade appeals.

A formal Course-Related Concern goes directly to the Provost and Chief Academic Officer for resolution. The dean submits all materials involved up to this point, along with a written recommendation for a solution to the problem to the Provost, who will then review materials submitted by both student and professor before scheduling a time for the purpose of hearing both parties present their cases. The provost, at his or her own discretion, may seek additional counsel as appropriate. The ruling of the provost is final.

Students may file a complaint with the Council on Academic Accreditation (CAA) by writing to:

**The Council on Academic Accreditation in
Audiology and Speech-Language Pathology**
American Speech-Language-Hearing Association
2200 Research Boulevard, #310
Rockville, MD 20850

For more information regarding the CAA's complaint procedures as well as a link to the complaint form, students may visit their website: <https://caa.asha.org/?s=filing+a+complaint>

Grade Appeal Process/Grievance

A student who believes that the grading policy for a class has been unfairly administered, resulting in a course grade lower than expected, has the right to appeal the professor's decision on the grade. The following process is for appealing a course grade only, not for grades on individual projects or tests. For an appeal to be considered valid, each of the following steps must be taken in the order listed.

1. Discuss the matter with the professor. If at all possible, the matter is reconciled at this point.
2. If dissatisfied with this discussion, the student voices the concern to the program director in a conference scheduled by the student. The program director discusses the matter with the professor; another attempt is made to reconcile the matter. (If the professor is the program director, proceed to step three).

3. If the issue is not resolved to the student's satisfaction, the student submits a formal, written appeal to the dean of the academic area. The following must be included in the graduate student's appeal:
 - a. A cover letter requesting reconsideration of the grade.
 - b. A straightforward narrative (one to three pages) detailing the circumstances surrounding the contested grades, with special emphasis given to reasons why the student believes the grade is unwarranted.
 - c. All graded projects in the class (tests, essays, projects, etc.) that are in the student's possession.
 - d. The student's personal record of attendance in the class.
4. The Program Director forwards a recommendation on the matter to the dean of the academic area upon notification that the student has filed a grievance.
5. In writing, the dean of the academic area formally apprises the professor of the student's grievance and gives a summary of the points of concern.
6. The professor submits to the dean of the academic area a written response, which includes the projects in the professor's possession, grades on all work done in the course, and a copy of the class syllabus with the contested policy highlighted.
7. The dean of the academic area will meet with each party separately and may schedule a joint appointment with the two parties in order to attempt a solution.

Petitions for exceptions to academic policies, other than for grade appeals, may only be made in writing to the dean of graduate studies. The graduate dean, in consultation with members of the Graduate Council, will make the final determination. No petitions will be considered from students on academic probation or suspension with a GPA below 3.0.

If the student feels that additional appeal is necessary, then the last line of appeal is to the Graduate Studies Grievance Committee. The grievance committee is appointed by the Graduate Council.

Graduate Studies Grievance Committee

The committee includes three graduate faculty professors from different academic areas with one specified to be the chair and two graduate students recruited from the Graduate Student Advisory Council. The chair of the committee will schedule meetings and preside during deliberations. Neither the professor nor the student will have counsel at the meetings.

The grievance committee will review all pertinent materials before the formal meeting and convene at a convenient time for the purpose of hearing the case. The grievance committee may request oral presentations by the parties. The committee will then convene in an executive session to reach a decision in the matter. The chair of the committee will inform in writing the student, faculty member, and the provost of the decision of the committee. If a grade is to be changed, the provost will see that the proper forms are filled out in the Registrar's Office. The ruling of this committee is final.

A student appealing a charge of an academic integrity violation and/or a penalty must deliver a letter to the chair of the Grade Appeal and Academic Misconduct Committee, specifying the basis for the appeal, within 10 working days after receiving the instructor's written report.

The chair of the committee will schedule a meeting of the committee as soon as practical after receipt of the letter of appeal, preferably within 10 working days. The chair will notify the student and the instructor of the meeting date and time.

Copies of the instructor's report and the student's letter of appeal will be provided to all members of the committee at least two working days before the day of the meeting.

The committee will review the materials submitted by both the student and the instructor before the formal meeting and convene at a time convenient for all involved for the purpose of hearing the two individuals present their cases. The committee will then convene in an executive session to reach a decision in the matter. The chair of the committee will inform, in writing, the student, the student's advisor, the instructor, the instructor's immediate supervisor, the head of the department and the dean of the school or college in which the course is offered, and the Office of the Provost of the decision. If the appeal is denied, then the charge and penalty are upheld. If an appeal of a charge of violating academic integrity is upheld, the case is dismissed. If an appeal of a penalty is upheld, then the committee will determine an appropriate penalty. The ruling of the committee is final.

Action, or failure to take action, by an instructor or the Appeals Committee does not preclude disciplinary action by the university when appropriate.

Refer to the HSU Student Handbook at <https://www.hsutx.edu/info-for/current-students/>

Student Grievances

Procedures for handling Student Grievances regarding grades can be found in the Graduate Catalog.

<http://hsutx.smartcatalogiq.com/2020-2021/Graduate-Catalog/Academic-Policies/Graduate-Studies-Grievance-Committee>

Procedures for handling student grievances (other than grades) with fellow students, faculty, or staff can be found on page 103 of the Hardin-Simmons University Student Handbook.

<https://www.hsutx.edu/wp-content/uploads/2024/09/2024-2025-HSU-Student-Handbook-final-9.23.24.pdf>

Graduation

Program Degree Requirements

Student must:

1. Complete the M.S. degree in Speech-Language Pathology curriculum which consists of 57 credit hours (41 hours of course work and 16 hours of clinical practicum) with a 3.0 cumulative grade point average.
2. Complete 400 clinical clock hours (no more than 50 may be accepted from undergraduate clinical experiences) including 25 hours of observation with a satisfactory rating from all clinical supervisors.
3. Complete the Knowledge and Skills Acquisition (KASA) form with each competency marked as acquired and certified by the Program Director.
4. Achieve a passing score on the comprehensive examination.

Application for Graduation

Degrees are conferred at the close of the fall, spring, and summer terms. Commencement ceremonies are held at the end of the fall and spring semesters only. Summer graduation candidates may participate in the fall ceremony.

The student is responsible for knowing the degree requirements and policies. The student must be sure that all required documents, fees, and credentials are submitted by required deadlines to the Office of Admission. The student should consult his/her graduate advisor to ensure all degree requirements are being met. Application for Graduation forms should be completed online in Student Self Service > Graduation Overview.

The deadline for filing Diploma Cards in the Registrar's Office is listed in the Academic Calendar. Students filing a diploma card after this date will be charged a late fee. The student should inform the Program Director if his/her graduation date changes.

Students are required to settle all accounts in a manner satisfactory to the university controller before a diploma is awarded.

Office of Admission
HSU Box 16050
Abilene TX 79698
325-670-1298
admission@hsutx.edu

Office of Graduate Studies
HSU Box 16210
Abilene, Texas 79698
325-670-1833
gradoff@hsutx.edu

Participation in Graduation Exercises

Candidates must be enrolled in all courses required to complete the degree. Incomplete grades must be completed by the deadlines of April 15 (May graduation) and November 15 (December graduation). Students with any graduation requirements not completed by these dates will be excluded from walking at their respective graduation ceremony.

Students successfully completing the Master of Science in Speech-Language Pathology program at Hardin-Simmons University in Fall or Spring are **required to attend graduation ceremonies**, including hooding ceremonies and any other events (e.g., banquets, ring ceremony, etc.) associated with graduation.

Exit Survey

The SLP Graduate Program collects outcome data from graduating students as part of the program's evaluation process. Graduates can provide constructive feedback regarding their experiences within the program with the purpose of assisting the program to grow and to serve future students and clients associated with the HSU SLP Program. All graduates are required to complete the exit survey as their input is both valued and needed.

Financial Information

The SLP Graduate Program makes every effort to keep costs reasonable for students. However, because the Program runs continuously for 22 months, students should review their financial resources carefully and anticipate expenses realistically. During the Clinical Practicum experience, students may be assigned to clinical sites outside of the immediate Abilene area. The student is responsible for the costs related to out-of-area travel and housing, if applicable.

Deposit

There is a non-refundable \$100 deposit (subject to change) for those applicants accepted into the Hardin-Simmons Speech-Language Pathology graduate program which is applied to the tuition following the first week of classes in the student's first semester. If an applicant accepted into the Program encounters circumstances that prevent their matriculation, any amount paid by the applicant to the University that is over and above the non-refundable deposit of \$100.00 will be refunded based on the tuition refund policy set forth by the University and outlined in the University Catalogue.

Tuition, Fees and Other Expenses

Please access the following HSU webpage for Tuition Cost & Fee:

<https://www.hsutx.edu/tuition-aid/tuition-costs-fees/>

<https://www.hsutx.edu/wp-content/uploads/2023/02/Grad-Fulltime-On-or-Off-Campus-22.23.pdf>

The University reserves the right to change tuition and other charges at the beginning of any semester.

Student insurance for Clinical Practicum will be included in your tuition.

The tuition cost for a full-time course load does not include expenses for required items such as textbooks, therapy supplies, name tag, scrubs, clinic polo shirt, student clinical software (i.e., CALISPO, ClinicNote, Simucase), background checks, or CPR certification.

Tuition and Fees Refund Policy

Separation from HSU due to suspension or expulsion are not eligible for refund.

The policy regarding refunds upon complete withdrawal from the University may be found here:
<https://hsutx.edu/tuition-aid/business-office/refund-policy/>

No tuition is refunded for individual courses dropped after the 8th day of a term (16 week Fall and Spring terms only). If a student is only taking one class, that would be considered withdrawing, and the refund policy would apply.

Credit Balance

Refunds will be processed automatically throughout the semester; however, a student may request a refund from the Business Office after aid has posted and his or her total account balance indicates a credit balance.

University Financial Aid Policies

Financial assistance is awarded for one year at a time. Separate financial aid applications (FAFSA) must be filed each year. Application materials are available in October for the coming academic year. Financial assistance is committed only to students who are accepted into a degree program. Students applying for graduate fellowships and/or graduate scholarships must hold provisional or full admission to a graduate program.

All institutional aid, including departmental awards, are HSU-tuition-specific. The University cooperates in making funds provided by both the federal and state government available to students for grants, employment, and loans. HSU must administer the federal and state programs within prescribed regulations. All government programs are dependent on funding by federal and state governments. Awards are subject to funding by legislation and are not binding on the University if such programs are not funded.

All applications and requests for information regarding federal and state assistance should be directed to the Office of Enrollment Services, HSU Box 16050, Abilene, TX 79698. A student can only receive financial aid for repeat of the same course one time for a maximum of two attempts. To review HSU Financial Aid Policies – please visit

<https://www.hsutx.edu/tuition-aid/financial-aid-checklist/financial-aid-policies/>

Graduate Scholarships

Graduate Students are encouraged to apply for graduate scholarships on HSU Central – Scholarship Central. For more information, please contact the Financial Aid office.

Veterans Benefits

The coordination of benefits for veterans is the responsibility of the Office of the Registrar, which offers assistance to veterans and dependents of veterans. In accordance with the laws regarding veterans in Chapters 30, 31, 33, 35, 1606, and 1607 of Title 38 in the United States Code, assistance benefits to veterans and other eligible persons will be discontinued when the student ceases to make satisfactory progress toward the completion of their training objectives. Students placed on academic probation who receive VA benefits must show academic improvement every semester they continue on probation. Students who qualify for VA benefits can submit their forms and questions to our VA representative in the Registrar's Office 325-670-1200 or HSUreg@hsutx.edu.

Student Employment

The SLP graduate program is an intensive full-time two-year program. Students enrolled in the SLP graduate program at Hardin-Simmons University are not prohibited from obtaining outside employment during their course of study. However, student work schedules are not considered when the department schedules classes, reviews, examinations, practicum experiences and/or any other curricular activity. Therefore, it would be beneficial for working students to find employment that is flexible in terms of hours. Students are expected to give their full attention to their graduate curriculum and practicum experiences in order to meet all expectations for academic and clinical success.

SLP Practitioners

Core Functions for Future Speech-Language Pathology Practitioners

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

The Core Functions are intended to serve as a guide for educational programs in speech-language pathology to inform students, initiate discussions between students and programs regarding student success, empower students to make informed choices, facilitate strategies to achieve student success, assist programs and students in identifying and advocating for appropriate resources and accommodations, and advance the profession of speech-language pathology through the lens of justice, diversity, equity, and inclusion.

The Core Functions will not be utilized to discriminate against individuals for any reason, to accept or deny students into a program, to presumptively judge individuals' potential for success, to stand alone as a student assessment or intervention plan, or to dismiss students from a program.

1. Communication

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

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

2. Motor

Statements in this section acknowledge that clinical practice by speech-language pathologists involves a variety of tasks that require manipulation of items and environments. It is recognized that this may be accomplished through a variety of means, including, but not limited to, independent motor movement, assistive technology,

attendant support, or other accommodations/modifications as deemed reasonable to offer and appropriate to client/patient needs.

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

3. Sensory

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

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

4. Intellectual/Cognitive

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

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

5. Interpersonal

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

- a. Display compassion, respect, and concern for others during all academic and clinical interactions

- b. Adhere to all aspects of relevant professional codes of ethics, privacy, and information management policies
- c. Take personal responsibility for maintaining physical and mental health at a level that ensures safe, respectful, and successful participation in didactic and clinical activities

6. Cultural Responsiveness

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

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

Students enrolled in the Master of Science in Speech-Language Pathology program are educated on the Core Functions of Future Speech-Language Pathologists and their role in preparing students for success either with or without any reasonable accommodations.

The Hardin-Simmons University's Office of Disability Services and the Graduate SLP Program will provide reasonable accommodations to otherwise qualified and eligible students. Reasonable accommodations should not fundamentally alter the academic or clinical requirements of the Program and/or pose a direct threat to the health and/or safety of the student or others. A student who has or believes that they have a disability for which they need to seek accommodations must contact the Hardin-Simmons University Office of Disability Services. All accommodations will only be allowed through the Office of Disability Services and are not retro-active. For more information about Hardin-Simmons Office of Disability Services, see:
<https://www.hsutx.edu/academics/academic-resources/disability-services/>

English with Accents and Non-Standard Dialects

In order to comply with the ASHA Code of Ethics, Hardin-Simmons University Speech-Language Pathology Graduate Program does not discriminate against students who speak English with an accent or non-standard dialect. However, it is expected that students be able to provide modeling of target phonemes, grammatical features, and any other element of speech and language that is crucial in the treatment of clients. ASHA provides this guidance on the skill of report writing: “although clinical report writing skills and competencies are critical to effective documentation, standards need not be altered for students who speak with dialects or with accents.”

For more information regarding English with Accents and Non-Standard Dialects visit:
<https://www.asha.org/policy/tr1998-00154/>

Licensing and Certification

The information below is collected from state licensure boards or regulatory agencies responsible for regulating the professions of speech-language pathology. The information is reviewed on an annual basis. Please be advised that laws, regulations, and policies may change at any time, so always check with your state for the most up-to-date information.

TX SLP Intern License

Following completion of your degree, you will be eligible to apply for an SLP Intern license. In Texas, the Texas Department of Licensing and Regulation (TDLR) is the licensing agency for speech-language pathology interns. To find more information about the TX SLP Intern licensing process, visit: <https://www.tdlr.texas.gov/slpa/slp-intern-apply.htm>

The current requirements for obtaining a TX SLP Intern license include:

- Application and fee
- Master's degree from an accredited college or university with a major in one of the areas of communicative sciences or disorders
- Agreement of supervision form with a plan for internship of at least 36 weeks of full-time (35 hours per week) supervised professional experience (or its part-time equivalent of supervised professional experience) totaling a minimum of 1,260 hours under the supervision of a licensed SLP with at least two years of professional experience in providing direct client services, which may include an internship year (clinical fellowship) year
- Proof of successfully completing the Texas Jurisprudence Examination no more than twelve months prior to the date of licensure application
- Submission of fingerprints for a national criminal history record review

TX SLP License

Following your internship which consists of 36 weeks of full-time or equivalent part-time supervised professional experience, you will be eligible to apply for an SLP license. In Texas, the Texas Department of Licensing and Regulation (TDLR) is the licensing agency for speech-language pathologists. To find more information about the TX SLP licensing process, visit: <https://www.tdlr.texas.gov/slpa/slp-license-apply.htm>

The current requirements for obtaining a TX SLP license include:

- Application and fee
- Master's degree from a program accredited or with pre-accreditation status by a national accrediting organization approved by the Board and recognized by the U.S. Secretary of Education in an accredited college or university
- 400 clock hours of supervised clinical practicum
- Report of Completed SLP Internship Form completed by your supervisor, indicating that all requirements of the internship have been completed. This form must be submitted within 30 days of completion of the internship.

- Passing score on both the national Praxis Exam as well as the Texas Jurisprudence Examination
- Submission of fingerprints for a national criminal history record review

The Board may waive the clinical and examination requirements and grant licensure to a CCC holder.

NOTE: *In Texas, it is against the law to practice as a speech-language pathologist without a license.*

Other State Licensure

ASHA provides a state-by-state guide for licensure of each state. You may find more information here: <https://www.asha.org/advocacy/state/>

Certification in Speech-Language Pathology *(information provided by ASHA)*

Applying for the CCC-SLP

“If you have graduated from a program accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) or from a program with CAA-candidacy status, you may submit your online application any time after completing the necessary coursework and graduate clinical practicum, and after receiving confirmation from your program director that the requirements in Standards I–V have been met...”

A completed application includes your dues and fees payment.

Important! “All academic coursework and clinical practicum must be completed before beginning the Clinical Fellowship (CF) experience. If any coursework or practicum is incomplete, which includes all prerequisite (i.e., basic biology, chemistry, or physics, etc.) and core coursework, the hours completed toward your CF experience will not count toward your minimum 1,260 hours.

To complete your online application for certification, you must also submit the following documents.

- Passing Praxis exam scores (sent directly to ASHA from ETS)
- Official graduate transcript which verifies the date and degree awarded (may arrive directly from institution)
- Disclosure documents: If you checked yes to a disclosure question on the application, please review the requirements for certified copies of court or other legal documents”

Required actions related to the CF experience:

- Clinical Fellows use their ASHA account to submit a CF report that includes hours achieved, weeks worked, and CF mentor used. If the Clinical Fellow changes jobs or mentors, each job/mentor should be added using a separate report.

- By the end of the CF experience, CF mentors must verify their Clinical Fellow's independence to practice by using the Clinical Fellowship Skills Inventory (CFSI).
- CF mentors use their ASHA account to verify (a) their Clinical Fellow's clinical hours achieved and weeks worked, and (b) whether or not the Clinical Fellow has achieved the required minimum scores on the CFSI.

For more information: <https://www.asha.org/certification/slpcertification/>

Praxis Scores and Score Reports

Current passing scores for purposes of ASHA certification:

- Speech-Language Pathology (5331): **162**

To understand more about your Praxis score, visit: <https://praxis.ets.org/understanding-scores.html>

Results of the Praxis Examination in Speech-Language Pathology must be submitted directly to Hardin-Simmons University from the Educational Testing Service (ETS). The code to send the report to HSU is Hardin-Simmons University SLP/AUD, 0322.

Results of the Praxis Examination in Speech-Language Pathology must be submitted directly to ASHA from the Educational Testing Service (ETS). The certification standards require that a passing exam score be earned no earlier than 5 years prior to the submission of the application and no later than 2 years following receipt of the application. If the exam is not successfully passed and reported within the 2-year application period, the applicant's certification file will be closed. If the exam is passed or reported at a later date, then the applicant will be required to reapply for certification under the standards in effect at that time.

For more information about Praxis scores, visit:

https://www.asha.org/certification/praxis/praxis_scores/

APPENDIX

Hardin-Simmons University
Speech-Language Pathology Graduate Program

I have participated in the Fall Orientation and have read and reviewed the Hardin-Simmons University 2025-2026 SLP Graduate Student Handbook. I understand all the academic expectations, policies, and procedures.

I understand that failure to abide by the policies and procedures of the Student Handbook and meet academic expectations could result in one or all of the following:

- remediation
- dismissal from the program

Print Name: _____

Date: _____

Signature: _____

**Hardin-Simmons University
Speech-Language Pathology Graduate Program**

Core Functions Acknowledgement

By signing this document, I certify that I have been educated on and understand the “Core Functions for Future Speech-Language Pathology Practitioners” and believe to the best of my knowledge that I am able to meet each of these standards.

Without accommodation

With reasonable accommodations

(If you have checked that you believe you will require reasonable accommodations, by signing this document, you have acknowledged and understand you must coordinate with the Hardin-Simmons University Disability Services office within sufficient time to ensure any accommodations can be arranged before the start of any term. Accommodations will only be accorded through the HSU Office of Disability Services and are not retro-active.)

Print Name

Signature of Student

Date