NORTHERN ARIZONA UNIVERSITY

College of Health and Human Services

Department of Communication Sciences and Disorders

Course Prefix, Section number, Title: CSD 390, 1227-2488-001, SLPA Professional Issues

Term/Year: Total Units of Course Credit: Fall 2022: 3 credits

Course Pre-requisite(s): None

Instruction Mode: Online, Asynchronous

Instructor Contact Information

	Office Location and Hours
Instructor Kristan Culbertson **Teaching Assistant (TA)** Rylie Hatch	Instructor: CHHS, Building #66, Room 238A Campus Office Hours: Tuesday and Wednesday 10-11 a.m. Virtual: By appointment only. Please give 48 hours advanced notice. TA: By appointment only. Please give at least 48 hours advanced notice.
E-mail* Kristan.Culbertson@nau.edu *See *Course Communication Policies* below	**Phone*** Office: (928) 523-8619 Cell: (928) 550-0056 *See *Course Communication Policies* below

Course Purpose

The purpose of this course is to understand the roles and responsibilities of speech-language pathology assistants (SLPAs) across employment settings. Focuses will include student and patient

rights, professional and ethical behaviors, and scope of practice for SLPAs as specified by the American Speech-Language-Hearing Association (ASHA) and individual states. The course will include an overview of the educational service system, the health care industry, and the roles of SLPAs and related personnel within these settings. The course will address obtaining an SLPA state license, maintaining a license, and the supervisor/supervisee role in professional practice.

Taking a Peek Behind the Curtain

CSD 390 is designed to prepare you for SLPA practice through many activities that involve professional practice for the SLPA. Straying from the traditional model of pedagogy delivered in an online course, this course is considered a "flipped classroom." This means you will be actively learning and engaged in numerous collaborations with the instructor and your classmates and conducting research on a variety of SLPA topics with the guidance of the instructor. You are expected to take responsibility for your learning. The instructor will provide guidance and support needed for you to be successful in this course.

Rather than giving full lectures that cover what you've already read, you will notice that the design of the learning activities, instructor guidance/feedback, and collaboration with your classmates provides the opportunity for effective learning and knowledge of the content. You will engage in critical thinking and application in a variety of ways: assess your own learning, participate in peer grading, and engage in collaborative learning. Each topic you will explore scaffolds to the next topic. In this way you "dive deeper" in learning the content covered. This course requires effective time management, following complex instructions, and attention to detail. These aspects are essential as a practicing SLPA/SLP.

You'll see that there is no midterm or final exam in this class. Your activities/assignments are the means to assess "you're getting it." There are two quizzes which are provided to check your understanding in addition to learning activities. More on that below.

Student Learning Outcomes

Being an active and engaged learner in this course, you will:

1. Apply the Americans with Disabilities Act (ADA), Individuals with Disabilities Education Act (IDEA), Federal Educational Rights and Privacy Act (FERPA), Health Insurance Portability and Accountability Act (HIPAA), and other applicable state and federal laws to individual cases and explain the options and impacts related to an individual's rights in educational and healthcare settings.

2. Identify and describe the legal and ethical/professional constraints related to confidentiality commonly found in both educational and health care settings.

3. Utilize research supported conflict-resolution strategies for ethical, cultural, and professional conduct issues the SLPA may encounter in a variety of work settings.

4. Describe the Speech Language Pathology Assistant (SLPA) scope of responsibilities as defined by both the American Speech-Language-Hearing Association and specific states.

5. Identify and describe the requirements necessary to obtain and maintain a SLPA license in various states.

6. Discuss the primary educational service delivery settings the SLPA may be gainfully employed, including relevant professionals and their roles in service delivery.

7. Identify and describe health care settings served by SLPAs, including relevant professionals and their roles in service delivery.

CSD 390 Core Concepts:

Course Core Concepts Based on ASHA's Assistant's Code of Conduct

- Speech Language Pathologist Assistants are responsible to comply with statutory rules and regulations of state licensure.
- Speech Language Pathologist Assistants must understand their roles in various employment settings.
- Speech Language Pathologist Assistants must maintain collaborative and harmonious interprofessional and intraprofessional relationships.
- Speech Language Pathologist Assistants must demonstrate honesty, transparency, integrity, and compassion in their professional and public relationships.

Assignments/Assessments of Course Student Learning Outcomes

CSD 390 consists of short videos to demonstrate/explain concepts pertinent to the module's content, podcasts, assigned readings, collaborative learning assignments, discussions/journals. The learning outcomes listed above will be assessed through class discussions, asynchronous presentations, online exercises and assignments using Google docs, and an electronic quiz. The student's final grade will be computed based on the sum of the total points for the assignments/activities and final project.

Each Module contains all of the necessary readings, videos, and assignment links to discussions, google docs, journals. You do not need to go outside of the module to search for links, etc. to complete the module requirements.

"Self-Reflection" journals

Each module includes a "Self-Reflection" journal. You may use information from these journals to complete your Final Project. In Brown, Roediger, and McDaniel's study (as cited in Darby & Lang, 2019) "Reflection can...lead to stronger learning." Self-reflection is also a practice used daily by SLPs and SLPAs. You use 3 cognitive activities of reflection : retrieval, elaboration, generation related to

the module's learning outcomes. I encourage you to go back to these journals throughout the semester to reflect, elaborate, etc. as you learn new material relevant to a previous module's information. You will find that the course is scaffolded such that you build upon knowledge from previous modules. Look for instructor feedback. These are not graded, but you are encouraged to participate.

"Collaborative Learning" Activities

 The SLPA Licensure/Certification Activity and Scope of Practice Activity are considered "collaborative learning" activities. This means that they require you to interact with the instructor and your classmates to demonstrate mastery of the concepts in order to successfully finish the activity and earn points. It is recommended you begin working on the activities the first day the module opens and submit your work as early as possible in order to work with the instructor and obtain feedback. Review the rubrics for grading expectations. In order to get timely feedback, I encourage you to turn in your work early. You must at the very least turn in initial work by the Wednesday prior to the due date to ensure you can make the necessary revisions needed to earn the points. Feedback will come in a variety of modes for this class in an effort to enrich your learning experience. We may do an audio/video response, we may have a phone conference so we can talk more in-depth, message, announcement, or videoconference.

Technology

We will be using Google docs for some activities. These Google docs will still be available after the course closes as long as you have your NAU user ID (e.g. kef67@nau.edu). You may find these documents to be valuable resources in the future. Depending upon the technology, I recommend you look for the preferred browser. Using the preferred browser can make all the difference in accessing videos, etc.

Be sure to contact the NAU Student Technology Center with help using Google docs or any technology difficulties you may have with this course. The instructor's role is to provide the content necessary, not instruct you on how to use the technology required.

Groups

You will be engaging in one group assignment, but you will be graded individually. The Scope of Practice Activity in Module 2 involves assigned groups.

Quizzes

Quizzes are open book, multiple choice, with three attempts to take them and the highest score of your attempts being the score you receive. They are timed with a limit of 150 minutes each attempt. See Course Policies #5 below regarding taking a quiz late.

You will refer to the syllabus to access assignment due dates, and quiz due dates. Please read the Announcement regarding why the Calendar is not used in this class. The syllabus is the ultimate source for due dates.

What time of day do quizzes, activities/assignments, and journals/discussions open and close?

They open at 12:30 a.m. Phoenix, AZ. time on the day indicated as available or open. They close at 11:59 p.m. Phoenix, AZ. time on the due date given in the syllabus. If you are in a different time zone, be sure to meet the Phoenix, AZ. time zone deadline.

Grading System

The points possible for this class are as follows:

Getting Started

Do the ***Let's Get Acquainted*** discussion the first week of class. You are encouraged to do a 2 minute or less video, provide a picture, use PowerPoint, etc. to introduce yourself. Doing a video will prepare you for subsequent assignments that include using a video. You can use Kaltura, YouTube, AdobeSpark, Mp3 file, etc. to do your video. This discussion is worth 15 points.

Module 1

SLPA State Licensure

- Watch short lecture video.
- Read additional module content material.
- Choose & Research SLPA state licensure/certification rules and regulations in one state you may possibly become gainfully employed as an SLPA.
- Complete Assignment, Part 1 & Part 2: Read and apply the rubric for your state's topics. Identify, describe, and summarize the following for your state: Licensure or certification requirements, also known as rules and regulations, needed in order to apply for an *initial* license or certification; licensure or certification requirements regarding *maintaining* your license or certification (this also includes renewing your license or certification and continuing education; the SLP's requirements for SLPA supervision while the SLPA is doing fieldwork or clinical interaction before getting licensed or obtaining certification; the SLP's rules and regulations regarding SLPA supervision in the work place. Part 1 is worth 45 points and Part 2 is worth 75 points.
- Participate in joining your classmates to discuss SLPA licensure/certification in a Collaborate Ultra session for extra credit. There will be an alternate option if you are unable to make the synchronous Collaborate Ultra session or would rather do this instead of the Collaborate Ultra session. Dates/times will be given in an Announcement along with a sign-up sheet in Module 1. This extra credit activity is worth 25 points.
- Do a self-reflection journal post on what you learned about SLPA state licensure. This information will also be used in your end of the session Final Project. This activity is not graded but you are encouraged to do the self-reflection.

Module 2
Role of the SLPA

- Watch short lecture video.
- Read the Scope of Practice material in module.
- Participate in Scope of Practice Activity: This is a collaborative learning activity. The instructor will ensure that you demonstrate knowledge of the concepts. Feedback will be provided in the Google doc and in the classroom. Identify and describe the following as they pertain to the Speech Language Pathologist-Assistant (SLPA) when licensed: Clerical/ Administrative Skills, Conduct in the Work Setting, Interpersonal Skills, Technical Skills Prescribed by the Supervising SLP. This activity is worth 50 points.
- Conduct self & peer grading for the Scope of Practice activity. This is an exercise in self-reflection, metacognition, and understanding of concepts as you grade yourself and your peers. Your grading won't affect your overall grade for the Scope of Practice Activity. This activity is worth 20 points, 10 points for grading yourself and 10 points for grading your peers.
- Do a self-reflection journal post on what you learned about your role as an SLPA. This information will also be used in your end of the session Final Project. This activity is not graded but you are encouraged to do the self-reflection.

Module 3
SLPA Employment Settings, Relevant Professionals, Universal Precautions

- Read assigned textbook information.
- Watch "The Speaking Beauty" video.
- Complete and submit a 2-3 minute video that discusses universal precautions related to health and safety working in various employment settings, the primary educational and health care service delivery settings the SLPA may be gainfully employed, and relevant professionals and their roles in service delivery. This activity is worth 100 points.
- Do a self-reflection journal post on what you learned about employment settings and relevant professionals the SLPA may work with. This information will also be used in your end of the session Final Project. This activity is not graded but you are encouraged to do the self-reflection.

Module 4
Client Rights

- Read assigned module information.
- Watch assigned module videos
- Do journal post on HIPAA/FERPA Court Cases topic. This activity is worth 50 points, 25 points for each case, there are 2.
- Complete HIPAA training if you have not done so prior to this course. This is worth 25 points.

- Do a self-reflection journal post on what you learned about client's rights. This information will also be used in your end of the session Final Project. This activity is not graded but you are encouraged to do the self-reflection.

Module 5
Professional Conduct

- Read the assigned module information.
- Do the ASHA's National Certification quiz. This quiz is worth 20 points.
- Do the ETHICS quiz. This quiz is worth 20 points
- Do the Ethics Conflict-Resolution journal. This activity is worth 50 points.
- Do a self-reflection journal post on what you learned about the SLPA's professional conduct expectations. This information will also be used in your end of the session Final Project. This activity is not graded but you are encouraged to do the self-reflection.

Final Project
Submit a 7-10 minute video synthesizing what you've learned about professional issues regarding the SLPA. You will be using your Self-Reflection journal information to complete this project as well as additional information you learned throughout the semester. Take a look at the rubric in the beginning of the semester so that you can plan ahead and even *Let's Get Acquainted Discussion* : 15 points

Module 1
SLPA Licensure/Certification Activity: Part 1=45, Part 2=75: 120 points possible
EXTRA CREDIT (Not required, but an option for you) Ultra Collaborate Session: 25 points possible

Module 2
Scope of Practice Activity: 50 points possible, Grade Yourself/Grade Your Peers 20 points possible

Module 3
Video of SLPA employment settings: 100 points possible

Module 4
HIPAA/FERPA journal: 50 points
HIPAA Training: 25 points

Module 5
Ethics Journal: 50 points possible
ASHA Quiz : 20 points possible
ETHICS Quiz: 20 points possible

Final Project: 250 points possible

Total points: 705

GRADE POINT SCALE: The grade point scale is based on 705 possible points. Assignment of letter grades is based upon the percentage of the total points a student earns, as follows:
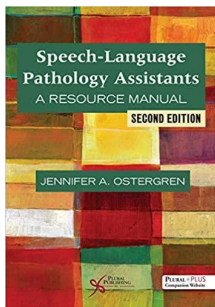
A = 89.5% to 100%
B = 79.5% to 89.4%
C = 69.5% to 79.4%

The NAU Academic Grading Policy can be found at
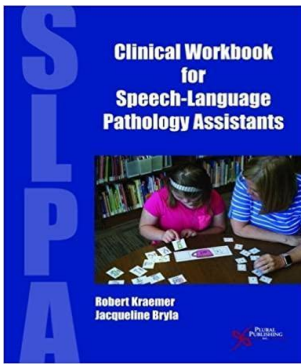https://www5.nau.edu/policies/Client/Details/67

Readings and Materials

Required Textbook (either hardcopy or digital) :
Ostergren, Jennifer A. (2019). Speech-language pathology assistants: A
    resource manual (2nd ed.). San Diego, CA: Plural Publishing.

***The NAU Bookstore has copies that can be rented. There are also copies that can be checked out at the Cline Library.

Recommended Textbook:

Kraemer, R. & Bryla, J. (2018). Clinical workbook for speech-language pathology
    assistants. San Diego, CA: Plural Publishing.

Tentative Schedule

Topics	Readings, Assignments, & Deadlines
8/29-9/5	
Getting Started	**Read**: Syllabus **Do:** Put due dates in your personal calendar. **Ask:** Contact Mrs. Culbertson if you have any questions about the syllabus, how to submit your discussion, etc. **Do:** Let's Get Acquainted Discussion. Worth 15 points. **Due by 9/5, 11:59 p.m.**
9/6-9/26	
Module 1 SLPA State Licensure	**Read**: Module Overview **Watch:** Mini Lecture **Read:** Assigned Reading in Module 1 **Choose:** Choose a state you might be gainfully employed as an SLPA. **Research & Read:** Research the topics for your chosen state either using the Rubric or the SLPA Licensure Activity Form (they are the same). There are 9 topics. **Submit:** Part 1 of your SLPA Licensure/ Certification Activity. Fill out the "Weblink" portion of the SLPA Licensure Activity Form to provide the credible hyperlink for each topic. Submit your form in the SLPA Licensure Activity-Part 1 journal in Module 1. **Due by 9/12,11:59 p.m.**

Topics	Readings, Assignments, & Deadlines
	Read/Respond/Revise: Look in your journal for the Instructor's feedback in the "Comments" box to see if revisions are needed as you're doing Step 1 and Step 2 of your SLPA Licensure/Certification Activity. **Submit:** Part 2 of your SLPA Licensure/ Certification Activity. Fill out the "Explanation" part of your SLPA Licensure Activity Form. Submit your form in the SLPA Licensure Activity-Part 2 journal. **Due by 9/26,11:59 p.m.** **Do:** Self-Reflection Journal. **Open all semester. Not required, but encouraged. Not graded.** **Sign Up**: EXTRA CREDIT. Sign up for the synchronous Collaborate Ultra session in the Google doc. The sign-up sheet is found in Module 1 and will be available the second week of class. If you choose the Alternate option it is due by 10/10.
9/27-10/10	
Module 2 Role of the SLPA (or the SLPA's Scope of Practice) ***Module 1 (Collaborate Session/ Extra Credit) ***Module 2 Grade Yourself, Grade Your Peers Due 10/14	**Read**: Module Overview **Watch:** Mini Lecture **Read:** Assigned Reading in Module 2 **Review**: Collaborative Learning Activities in this syllabus. **Look**: Go to your Group's google doc to find your topic. Read all of the starting information and the Instructions. **Do:** Go to the ADHS website link to research your topic. **Apply:** Use ASHA's SLPA Exam Blueprint Checklist to apply skills in each of the three areas to your ADHS topics in your Scope of Practice Activity google doc. **Do:** Scope of Practice Activity in Google doc. Look for instructor feedback in the google doc. **Due by 10/10,11:59 p.m.** ***Do: Grade Yourself, Grade Your Peers journal. **Due by Friday 10/14,11:59 p.m.**

Topics	Readings, Assignments, & Deadlines
	Do: Self-Reflection Journal. **Open all semester. Not required, but encouraged. Not graded.** **Participate:** Module 1 Collaborate Ultra Session if you're signed up.
10/11-10/31	
Module 3 SLPA Employment Settings ***Module 2 Grade Yourself, Grade Your Peers Due 10/14	*** **Do:** Grade Yourself, Grade Your Peers journal from Module 2. **Due by Friday 10/14,11:59 p.m.** **Read**: Module Overview **Watch:** Mini Lecture **Read:** Assigned Reading in Module 3 **Watch:** Module Videos **Do:** 2-3 minute video of Employment Settings/Relevant Professionals/Universal Precautions. **Due by 10/31,11:59 p.m.** **Do:** Self-Reflection Journal. **Open all semester. Not required, but encouraged. Not graded.**
11/1-11/14	
Module 4 Client's Rights	**Read**: Module Overview **Watch:** Mini Lecture **Watch:** Assigned module videos **Do:** Journal regarding FERPA/HIPAA Court Cases. **Due by 11/14,11:59 p.m.** **Do:** HIPAA Training. This is open all semester and must be submitted by December 16[th,] the last day of class, 11:59 p.m. **Do:** Self-Reflection Journal. **Open all semester. Not required, but encouraged. Not graded.**
11/15-11/28	
Module 5 Professional Conduct	**Read**: Module Overview **Watch:** Mini Lecture **Do:** ASHA Nat'l Certification quiz. **Due by 11/28,11:59 p.m.** **Do:** Ethics quiz. **Due by 11/28,11:59 p.m.** **Do**: Self-graded Ethics Conflict-Resolution journal. **Due by 11/28,11:59 p.m. ***Get out of jail free card ;)**

Topics	Readings, Assignments, & Deadlines
	Do: Self-Reflection Journal. **Open all semester. Not required, but encouraged. Not graded.**
11/29-12/14	
Final Project	**Do:** Work on Final Project to submit by 12/14 (the Wednesday of Finals week). Instructions can be found on the Course Home Page in the Final Project Folder.
12/12-12/16 **Finals Week**	
Final Project	**Submit:** Final Project. **Due by 12/14 11: 59 p.m.**

TIPS for Succeeding in the Course:

- READ AND RE-READ THE SYLLABUS. The syllabus contains the expectations for this course. It is time well spent to read, understand, and ask me questions if you don't understand an expectation.

- It is expected that for every credit hour of a course, you spend 3 hours in the course each week, e.g. a 3 credit course=9 hours/week. This expectation comes from the Arizona State Board of Regents (ABoR).

- Do not wait until the due date and/or hours before assignments, quizzes are due. You run the risk of losing those points.

- Consult the Student Tech Center if you're having technical trouble. Look in the "Start Here" folder on how to contact them. *Students must contact STC within 24 hours of the event, to report an incident in which they feel a technical difficulty has negatively impacted submission of any graded activity*

- Please feel free to contact the instructor if you have any questions. That's why I'm here! I'm happy to help with questions, concerns, etc. about the course or content.

- I understand life happens. I've been there too. I thought I would add this so each of you knows that I totally support you in whatever decisions you make in <u>earning</u> your grade for this class. If a situation comes up that is making it difficult to complete work in the class, please contact me so we can discuss options. Do this early and do not wait until the end of class when it is too late. I don't give grades, you earn your grade.

- My hope for you is that you will find this course intellectually aerobic as well as having some fun with online learning. You might consider asking yourself this important question as you

spend long hours preparing in this course, "If I had a stroke and needed an SLP/SLPA, would I want someone like me for a therapist?" At the 300-400 level of coursework, it's time to start thinking and acting like a professional in the field. I look forward to helping you with this transition in a positive and supportive way if needed. It is your responsibility to let me know if you need additional support. This is in line with your future SLP-SLPA relationship, too, so we can practice here!

Course Communication Policies

- There are variety of ways we can communicate in this course. You will receive Announcements regularly and will occasionally receive a "No-Reply" Announcement in your NAU email. Please do not respond to those emails and instead contact me through your Blackboard course messages or by phone. Use the course messages system in the BB Learn course to ask questions, give comments or concerns regarding all course related content issues. I look forward to our communication in the class and I encourage you to reach out to me when needed. That's why I'm here!

- I have provided my cell phone number so that you can call or text me if needed. If you choose this option, I prefer text messages for most issues, e.g. missing a deadline, quiz, or virtual video conference appointment.

- Questions regarding an assignment can be addressed in a course message to me or by making an appointment for us to meet either by phone, video conference, or in person.

- If calling or texting me, please be sure to give your name, which course you are in, and a brief description of what you have questions about so I can be better prepared to answer them.

Course Policies
Students are expected to:

1. Attend class via the internet at least 3-4 times weekly. During this time, you should check course announcements, e-mail, discussions, assignments, and other tools used in the course. Many of the class activities are interactive and they are impossible to make-up after they are due. Simply reading the material does not equal being an active class participant! For a three credit course, you are expected to spend at least 9 hours a week on the course.
2. Participate fully in class assignments and discussions.
3. Complete assignments by the due date.
4. Students are responsible for regular online communication and submission of assignments according to scheduled deadlines.
5. Review the course syllabus, assignment guidelines, and due dates before asking questions that have already been explained in the course materials.

6. Submit original work. Plagiarism of copy-written materials and/or other individual's work will not be tolerated. Review NAU's policies regarding academic dishonesty. Plagiarism and cheating are serious offenses at the university/college level.
7. Demonstrate professional conduct. This includes posting well thought out comments and questions as well as respectfully responding to other classmates. Mutually respectful dialogue and professional written and verbal communication should be used throughout the course. For example, use complete sentences in all communication, proof written messages (e-mails and discussion posts) for spelling and grammatical errors before submitting.

University Policies:

COVID Policies/Procedures:
To allow flexibility to pivot as the path of this virus continues to evolve, please refer to the *Jacks Are Back* webpage: https://nau.edu/jacks-are-back/ . Any necessary information and updates will be posted there throughout this academic year. Please be sure to visit and read through this information at the start of the semester and discuss with your instructor as necessary.

ACADEMIC INTEGRITY
NAU expects every student to firmly adhere to a strong ethical code of academic integrity in all their scholarly pursuits. The primary attributes of academic integrity are honesty, trustworthiness, fairness, and responsibility. As a student, you are expected to submit original work while giving proper credit to other people's ideas or contributions. Acting with academic integrity means completing your assignments independently while truthfully acknowledging all sources of information, or collaboration with others when appropriate. When you submit your work, you are implicitly declaring that the work is your own. Academic integrity is expected not only during formal coursework, but in all your relationships or interactions that are connected to the educational enterprise. All forms of academic deceit such as plagiarism, cheating, collusion, falsification or fabrication of results or records, permitting your work to be submitted by another, or inappropriately recycling your own work from one class to another, constitute academic misconduct that may result in serious disciplinary consequences. All students and faculty members are responsible for reporting suspected instances of academic misconduct. All students are encouraged to complete NAU's online academic integrity workshop available in the E-Learning Center and should review the full Academic Integrity policy available at https://policy.nau.edu/policy/policy.aspx?num=100601.

COPYRIGHT INFRINGEMENT
All lectures and course materials, including but not limited to exams, quizzes, study outlines, and similar materials are protected by copyright. These materials may not be shared, uploaded, distributed, reproduced, or publicly displayed without the express written permission of NAU. Sharing materials on websites such as Course Hero, Chegg, or related websites is considered copyright infringement subject to United States Copyright Law and a violation of NAU Student Code of Conduct. For additional information on ABOR policies relating to course materials, please refer to ABOR Policy 6-908 A(2)(5).

COURSE TIME COMMITMENT

Pursuant to Arizona Board of Regents guidance (ABOR Policy 2-224, Academic Credit), each unit of credit requires a minimum of 45 hours of work by students, including but not limited to, class time, preparation, homework, and studying. For example, for a 3-credit course a student should expect to work at least 8.5 hours each week in a 16-week session and a minimum of 33 hours per week for a 3-credit course in a 4-week session.

DISRUPTIVE BEHAVIOR

Membership in NAU's academic community entails a special obligation to maintain class environments that are conductive to learning, whether instruction is taking place in the classroom, a laboratory or clinical setting, during course-related fieldwork, or online. Students have the obligation to engage in the educational process in a manner that does not interfere with normal class activities or violate the rights of others. Instructors have the authority and responsibility to address disruptive behavior that interferes with student learning, which can include the involuntary withdrawal of a student from a course with a grade of "W". For additional information, see NAU's Disruptive Behavior in an Instructional Setting policy at https://nau.edu/university-policy-library/disruptive-behavior.

NONDISCRIMINATION AND ANTI-HARASSMENT

NAU prohibits discrimination and harassment based on sex, gender, gender identity, race, color, age, national origin, religion, sexual orientation, disability, veteran status and genetic information. Certain consensual amorous or sexual relationships between faculty and students are also prohibited as set forth in the Consensual Romantic and Sexual Relationships policy. The Equity and Access Office (EAO) responds to complaints regarding discrimination and harassment that fall under NAU's Nondiscrimination and Anti- Harassment policy. EAO also assists with religious accommodations. For additional information about nondiscrimination or anti-harassment or to file a complaint, contact EAO located in Old Main (building 10), Room 113, PO Box 4083, Flagstaff, AZ 86011, or by phone at 928-523-3312 (TTY: 928-523-1006), fax at 928-523-9977, email at equityandaccess@nau.edu, or visit the EAO website at https://nau.edu/equity-and-access.

TITLE IX

Title IX of the Education Amendments of 1972, as amended, protects individuals from discrimination based on sex in any educational program or activity operated by recipients of federal financial assistance. In accordance with Title IX, Northern Arizona University prohibits discrimination based on sex or gender in all its programs or activities. Sex discrimination includes sexual harassment, sexual assault, relationship violence, and stalking. NAU does not discriminate on the basis of sex in the education programs or activities that it operates, including in admission and employment. NAU is committed to providing an environment free from discrimination based on sex or gender and provides a number of supportive measures that assist students, faculty, and staff.

One may direct inquiries concerning the application of Title IX to either or both the Title IX Coordinator or the U.S. Department of Education, Assistant Secretary, Office of Civil Rights. You may contact the Title IX Coordinator in the Office for the Resolution of Sexual Misconduct by phone at 928-523-5434, by fax at 928-523-0640, or by email at titleix@nau.edu. In furtherance of its Title IX obligations, NAU promptly will investigate or equitably resolve all reports of sex or gender-based

discrimination, harassment, or sexual misconduct and will eliminate any hostile environment as defined by law. The Office for the Resolution of Sexual Misconduct (ORSM): Title IX Institutional Compliance, Prevention & Response addresses matters that fall under the university's Sexual Misconduct policy. Additional important information and related resources, including how to request immediate help or confidential support following an act of sexual violence, is available at https://in.nau.edu/title-ix.

ACCESSIBILITY

Professional disability specialists are available at Disability Resources to facilitate a range of academic support services and accommodations for students with disabilities. If you have a documented disability, you can request assistance by contacting Disability Resources at 928-523-8773 (voice), ,928-523-8747 (fax), or dr@nau.edu (e-mail). Once eligibility has been determined, students register with Disability Resources every semester to activate their approved accommodations. Although a student may request an accommodation at any time, it is best to initiate the application process at least four weeks before a student wishes to receive an accommodation. Students may begin the accommodation process by submitting a self-identification form online at https://nau.edu/disability-resources/student-eligibility-process or by contacting Disability Resources. The Director of Disability Resources, Jamie Axelrod, serves as NAU's Americans with Disabilities Act Coordinator and Section 504 Compliance Officer. He can be reached at jamie.axelrod@nau.edu.

RESPONSIBLE CONDUCT OF RESEARCH

Students who engage in research at NAU must receive appropriate Responsible Conduct of Research (RCR) training. This instruction is designed to help ensure proper awareness and application of well-established professional norms and ethical principles related to the performance of all scientific research activities. More information regarding RCR training is available at https://nau.edu/research/compliance/research-integrity.

MISCONDUCT IN RESEARCH

As noted, NAU expects every student to firmly adhere to a strong code of academic integrity in all their scholarly pursuits. This includes avoiding fabrication, falsification, or plagiarism when conducting research or reporting research results. Engaging in research misconduct may result in serious disciplinary consequences. Students must also report any suspected or actual instances of research misconduct of which they become aware. Allegations of research misconduct should be reported to your instructor or the University's Research Integrity Officer, Dr. David Faguy, who can be reached at david.faguy@nau.edu or 928-523-6117. More information about misconduct in research is available at https://nau.edu/university-policy-library/misconduct-in-research.

SENSITIVE COURSE MATERIALS

University education aims to expand student understanding and awareness. Thus, it necessarily involves engagement with a wide range of information, ideas, and creative representations. In their college studies, students can expect to encounter and to critically appraise materials that may differ from and perhaps challenge familiar understandings, ideas, and beliefs. Students are encouraged to discuss these matters with faculty.

Syllabus Policy Statements
https://nau.edu/university-policy-library/wp-content/uploads/sites/26/Syllabus-Policy-Statements.docx

ASHA AND STATE COMPETENCIES

　　　　ASHA has standards of competence for speech-language pathologists (SLPs) and suggested guidelines for speech language pathology assistants (SLPAs). Review the American Speech Language-Hearing Association (ASHA) web page to become familiar with these competencies. This course was designed to equip you (an SLP or SLPA) with a component of these competencies.

The state of Arizona requires certain competencies and coursework for speech professionals and paraprofessionals beyond this course. For additional information regarding licensure contact the Arizona Department of Health Services- Special Licensing Division. If you are obtaining SLPA licensure in Arizona or another state, it is your responsibility to know what your state requires for licensure. NAU's SLPA Certificate program may or may not meet your state's requirements. Be sure to see our SLPA Certificate Program website for information on this.