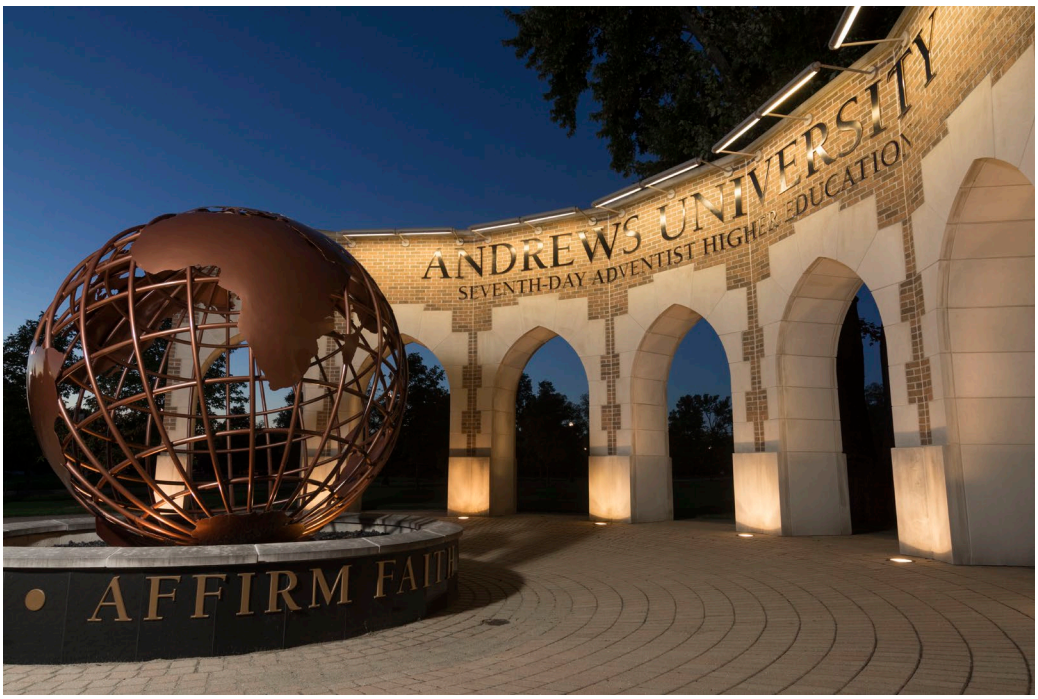
Andrews University

College of Health and Human Services

School of Rehabilitation Sciences

Communication Sciences and Disorders




# Student Educational and Clinical Handbook

## INTRODUCTION

Welcome to the Communication Sciences and Disorders program at Andrews University. We, the faculty and staff, look forward to assisting you on your journey to an exciting and rewarding career.

The Communication Sciences and Disorders program handbook was created to give you the necessary tools to successfully complete your desired degree. This handbook will provide information for all undergraduate programs as well as the first three years of the 5-year BS/MS program.

This handbook is available online at: http://www.andrews.edu/chhs/speech/.

# I. Mission & Philosophy

### Andrews University Mission Statement

Andrews University, a distinctive Seventh-day Adventist Christian institution, transforms its students by educating them to seek knowledge and affirm faith to change the world.

**Andrews University students will:**

**Seek Knowledge** as they
- Commit to a mindset of intellectual discovery
- Demonstrate the ability to think clearly and critically
- Communicate effectively utilizing multiple media
- Understand the arts, letters and sciences from a Christian point of view
- Become competent to serve humanity in their chosen disciplines and professions
- Prepare for meaningful work in a complex, technological and global society

**Affirm Faith** as they
- Nurture life in the Spirit through a personal relationship with Jesus Christ
- Deepen their faith commitment and practice
- Demonstrate personal and moral integrity
- Embrace a wholesome way of life
- Respect ethnic and cultural diversity

**Change the World** as they go forth to
- Cultivate the capacity for creative problem-solving and innovation
- Commit to generous service through civic engagement
- Create a caring culture of global leadership
- Carry out the worldwide mission of the Seventh-day Adventist church

### College of Health and Human Services Mission Statement

The College of Health and Human Services is committed to fulfilling the mission of Andrews University through the didactic and clinical training of health professionals. The health profession departments provide multi-level educational programs for diverse groups of students. Each is accredited by the appropriate professional accrediting association or adheres to their accrediting association standards. The health profession faculty provides high quality education, research, and service within a Christ-centered environment that fosters collaboration and mutual respect. Graduates of these programs serve Christ by ministering to the needs of others through the delivery of effective contemporary healthcare.

### Communication Sciences and Disorders Mission Statement

To cultivate competent professionals in a Christ-centered learning environment, who will positively impact and engage the global community

**Bachelor of Science in Speech-Language Pathology and Audiology Undergraduate Program Outcomes:**

1. Students will apply evidence-based concepts and theories of human communication, hearing and swallowing in preparation for graduate student in speech-language pathology or audiology.
2. Students will use critical thinking and reasoning to differentiate between various speech, language, and hearing differences and disorders.
3. Students will develop their written and oral communication skills and information literacy in preparation for graduate programs.
4. Students will demonstrate their ability to integrate their faith into clinical practice.

## Purpose & Philosophy

Professionals working in the areas of speech-language pathology or audiology have a unique opportunity to work with those who have a wide range of communication disorders. The birth of a child who is cognitively impaired, hearing impaired or physically disabled brings a challenge to family and friends concerning future goals, values, and commitment. The teenage head-injured patient, the adult stroke patient or a comatose 2-year-old near drowning victim not only presents communication difficulties or impossibilities but may also cause feelings of guilt and raise questions concerning God, suffering, and healing. Adult stuttering or voice clients often bring issues of rejection and self-worth to the therapy relationship along with their communication problems. The aging adult who is experiencing progressive hearing loss faces isolation and confusion because of reduced communication abilities. The adult stroke patient facing a swallowing disorder must make decisions on whether he may be able to eat again.

Our emphasis is on excellence in education at both theoretical and practical levels. As part of the academic component, students can pursue a dual degree in Spanish and Speech-Language Pathology and Audiology or enter the honors program and complete an honors research project. Eligible students will enroll in clinical practicum courses and perform various clinical activities with clients. As part of the commitment to service, students are encouraged to become involved in speech and hearing screenings conducted in the community to identify those who need further evaluations. Our students are prepared academically and clinically for graduate education or other health related fields while they learn about the needs of others through involvement in service.

Since we are part of a church-affiliated university we are also able to provide students with an opportunity to explore the potential impact of Christianity in areas of suffering, guilt, healing, self-worth, and the establishment of values. Students can focus their attention on the many situations, both professional and personal, in which God seeks to strengthen their faith. Without underrating the importance of developing good clinical skills, it is our belief that many critical aspects of professional development are best achieved as God continually reveals His acceptance and love through the Spirit. Professional and personal lives will be influenced positively as a deeper understanding is gained concerning our acceptance of Christ as Savior and Lord.

## Departmental History

The Speech Department, which later became the Communication Department, was established at Andrews University in 1956. Beginning in 1969, a concentration in speech therapy was added, allowing students to complete course work preparing them for entrance into a master's program in Speech Pathology or Audiology. In 1980, Communication Disorders became a department separate from the Communication Department. In 1988, the department's name was changed to Speech-Language Pathology and Audiology to convey the Department's nature more effectively. In the fall of 2014, Andrews University began offering the Master of Science Degree in Speech-Language Pathology. As the program continued to grow, the School of Health Professions became the College of

Health and Human Services, and the Department of Speech-Language Pathology and Audiology became the School of Communication Sciences and Disorders. These changes were effective July 1, 2019. In 2026, the School of Communication Sciences and Disorders merged with the School of Rehabilitation Sciences to better provide interprofessional and collaborative learning opportunities to students. These changes were effective July 1, 2026.

## Communication Sciences and Disorders

### A. Location & Contact Information

| | |
|---|---|
| The address is: | Communication Sciences and Disorders<br>4195 Administration Dr. Bell Hall Suite 114<br>Berrien Springs, MI 49104-0120 |
| The office hours are | Monday thru Thursday 8:00 am – 5:00 pm<br>Friday 8:00 am – 12:00 pm. |
| The phone number is: | 269-471-3468. |

Office hours for faculty change from semester to semester and to some extent from week to week, depending on class schedule and clinic load. Faculty office hours are posted on each faculty member's door. Appointments can be made through the department administrative assistant, or by speaking directly with the faculty member.
Email: speech@andrews.edu
Web address: www.andrews.edu/chhs/speech/.

### B. Faculty

The faculty in the Communication Sciences and Disorders program are all members of the American Speech-Language and Hearing Association, (ASHA). They hold the Certificate of Clinical Competence (CCC) in their respective areas of competence. They are:

| | |
|---|---|
| • Kimberly Ferreira, Ph.D.<br>Chair of School of Rehabilitation Sciences<br>DPT & DScPT Program Director<br>Professor | School of Rehabilitation Sciences<br>Building 131<br>Tel: x6033<br>kimferreira@andrews.edu |
| • Tammy Shilling Ph.D., CCC-SLP<br>Graduate Program Director<br>Associate Professor of Speech-Language Pathology | Bell Hall Suite 119M<br>Tel: x 3451<br>tammys@andrews.edu |
| • Marileda Tome', PhD., CCC-SLP<br>Professor of Speech-Language Pathology | Bell Hall Suite 114G<br>Tel: x3479<br>marileda@andrews.edu |
| • Brynja K. Davis Ph.D., CCC-SLP<br>Assistant Professor of Speech-Language | Bell Hall Suite 114B<br>Tel: x6370 |

| | |
|---|---|
| Pathology | brynja@andrews.edu |
| • Rhonda Tomenko, Ph.D., CCC-AUD<br>Assistant Professor of Audiology | Bell Hall Suite 114D<br>Tel: x3469<br>rtomenko@andrews.edu |
| • Jenica Joseph, Ph.D.., CCC-SLP<br>Undergraduate Program Director<br>Associate Professor of Speech-Language Pathology and Audiology | Bell Hall Suite 114H<br>Tel: x3603<br>jenicaj@andrews.edu |
| • Suzanne Mondak, M.A., CCC-SLP<br>On-site Clinic Director | Bell Hall Suite 119J<br>Tel: x6569<br>suzannem@andrews.edu |

### C. Staff

| | |
|---|---|
| • Office Manager | Bell Hall Suite 114<br>Tel: x3608<br>speech@andrews.edu |

## II. Academic Program Description

### A. Programs Offered

| | Credits |
|---|---|
| 5 Year BS/MS Speech- Language Pathology | 100 |
| BS: Speech-Language Pathology and Audiology | 46 |
| BA/BS: Spanish and Speech-Language Pathology and Audiology | 87<br>60 |
| Minor in Speech-Language Pathology and Audiology | 25 |
| MS: Speech-Language Pathology | 60 |

## B. Program Descriptions

While Speech-Language Pathology and Audiology are two separate fields, they are connected in many ways. Both are involved in evaluating and treating people who have difficulties with communication. Both fields have proven to be viable career choices with numerous job opportunities in a variety of settings.

**Speech-Language Pathologists** evaluate, diagnose, and treat articulation, stuttering and voice problems. They also treat receptive and expressive language disorders, cognitive linguistic, and swallowing disorders. The age groups and types of clients that SLP's work with range from 0-100 years old and may include: children with developmental delays and disorders, neurologically impaired children and adults, and medically impaired children and adults. They can work and consult with other professionals such as teachers, physicians, audiologists, psychologists and many others.

**Audiologists** specialize in the prevention, identification, treatment and management of hearing loss, balance problems and central auditory processing problems.

The Communication Sciences and Disorders program at Andrews University offers a pre-professional (undergraduate) degree for those interested in becoming speech-language pathologists or audiologists.

Individuals desiring to become audiologists must obtain a clinical doctorate (Au.D). Details of graduate programs are available through the office or the ASHA website.

**MS in Speech-Language Pathology** offers coursework and clinical experience that prepares students for completion of a professional level certification as a Speech-Language Pathologist with the American Speech-Language and Hearing Association.

**BS in Speech-Language Pathology and Audiology** provides students with the prerequisite coursework for graduate school admission in both Speech-Language Pathology and Audiology.

**BS in Speech-Language Pathology Assistant** provides students with the appropriate academic and clinical requirements expected of Speech-Language Pathology Assistants. It provides a terminal degree at the Bachelor's level with the ability to enter the workforce as a professional. It also provides the appropriate prerequisites for a student to further their academic experience and pursue a graduate degree in Speech-Language Pathology at a later date.

**BA/BS: Spanish and Speech-Language Pathology and Audiology** integrates the study of the Spanish language and culture with preparation in the field of Speech-Language Pathology and Audiology. The main goal of this degree is to prepare students to serve in both a medial setting as well as in an educational setting. Students will participate in clinical practicum/internships in which they will have the opportunity to apply the knowledge acquired in classes. It is required that students attend one of the American Colleges Abroad (ACA) programs for a full year. Students in this joint degree will receive two separate but integrated degrees, a BA in Spanish studies and a BS in Speech-Language Pathology and Audiology.

A **Minor** in Speech-Language Pathology and Audiology may be helpful for students in education, communication, and behavioral science by increasing their awareness and understanding of people with speech, language, and hearing impairments. The minor also gives students with another major the necessary background to pursue graduate studies in Speech-Language Pathology or Audiology.

### C. List of Major Courses

As a Speech-Language Pathology and Audiology major, you are required to complete all credits in your major area from the following courses. Some of the courses have a pre-requisite that is required, and some courses can be taken as a co-requisite. For course descriptions, check out the Andrews University online bulletin http://bulletin.andrews.edu/

| Course Number | Course Name | Credits | Pre-requisites | Co-requisite |
|---|---|---|---|---|
| SPPA234 | Introduction to Speech-Language Pathology& Audiology | 3 | NA | NA |
| SPPA270 | Preclinical Observation | 1 | NA | NA |
| SPPA280 | Anatomy & Physiology of Speech & Hearing | 4 | NA | NA |
| SPPA285 | Applied Phonetics | 3 | NA | NA |
| SPPA310 | Speech Science | 3 | 280, 285 | NA |
| SPPA321 | Normal Language Development | 3 | 234 | 234 |
| SPPA322 | Child Language Disorders | 3 | 321 | NA |
| SPPA331 | Basic Audiology | 3 | 234 | 234 |
| SPPA332 | Audiological Procedures | 3 | 280, 331 | 280 |
| SPPA340 | Neuroscience of Communication | 3 | 234, 280 | NA |
| SPPA374 | Articulation &Phonology: Development & Disorders | 3 | 234, 285 | 234 |
| SPPA475 | Evidence Based Clinical Research | 3 | 322 | NA |
| SPPA448 | Disorder of Voice, Fluency and Swallowing | 3 | 310 | 310 |
| SPPA458 | Aural Rehabilitation | 3 | 332 | NA |
| SPPA481 | Clinical Applications in Speech-Language Pathology | 2, 3 | 322,374 | |
| SPPA482 | Clinical Applications in Audiology | 2, 3 | 332 | 458 |

## III. Andrews Academic Requirements

### A. Andrews Core Experience (ACE): Professional Degrees

*The rapid expansion of knowledge in a global community requires those who would be truly educated citizens to adopt a philosophy of lifelong learning. One must engage the mind in the study*

*of many fields, from the fine arts and humanities to the empirical, quantitative, and social sciences. This broad encounter with the varied perspectives of the liberal arts tradition forms the domain of General Education, one of the two pillars of American higher education. By contrast, the other pillar is one is chosen major, usually a focused study of a specific discipline and the development of required skills. The university will provide a cohesive Andrews Core Experience Program, supported by faculty committed to an effective core curriculum.* (2015-16 Bulletin) Copy below URL to see complete outline:

http://bulletin.andrews.edu/content.php?catoid=11&navoid=1329#professional_degree_program

**B. Application Process and Requirements**

Students who are entering Andrews University as freshmen will apply directly to the University for Admission. During the sophomore year, if students wish to pursue a BS degree, a formal application to the department of Speech-Language Pathology and Audiology for admission to the Bachelor of Science degree is made. If the application is accepted, then the student will be listed as majoring in Speech-Language Pathology and Audiology; if the application is rejected the student can continue their pursuit of a minor in Speech-Language Pathology and Audiology and choose a different major (See course outlines for specific information)

The following are the basic requirements for admission to the BS program:

- 2.75 cumulative GPA, 3.0 GPA in major courses taken,
- a math placement score of P2,
- a strong aptitude in written expression, and
- two completed recommendation forms completed by previous teachers, professors, or work supervisors
- current membership of the National Student Speech, Language and Hearing Association.
- a student may apply to the program a total of 2 times

- **Accelerated Program (5-Year Track):** Freshmen students interested in earning a Bachelor's/Master's degree in the accelerated program are invited during the spring semester of their first year. Students will take SPPA 280, SPPA 234, and SPPA 285 during their first semester as freshmen. The invitation is based on academic performance and professionalism during their first semester. This track allows eligible students to obtain a Bachelor of Science in Speech-Language Pathology and Audiology and a Master of Science degree in Speech-Language Pathology in 5 years compared to 6. Students must begin this track during the fall semester of their undergraduate freshmen year at Andrews University.

**C. Required Cognates**

The Undergraduate Core Requirements conform to pre-professional guidelines established by the American Speech-Language-Hearing Association (ASHA). According to ASHA, students are expected to have completed a set of courses at the undergraduate level that provide substantial academic foundations for the study of Speech-Language Pathology and Audiology to include foundations in: (a) the basic sciences and mathematics; (b) social/behavioral sciences, (c) communication sciences; and (d) communication disorders. (See the Table below).

**PHYS 225 (4)**
***Sound and Waves***

**STAT 285 (3)**
***Statistical Methods I (or a 3-credit basic Statistics course)***

**BIOL 100** ***(or any 4-credit Biology class)*** **(4)**
***Human Biology***

**PSYC 301 (3)**
***Human Development – Life Span***

**SPPA 440 (3)**
***Fundamentals in Spirituality and Ethics in Healthcare***

**Table 1**

Comparison of ASHA Requirements with Andrews Coursework

| ASHA Academic Foundations | Andrews Coursework Requirements |
|---|---|
| 1. Biological Sciences | Any course with a BIOL acronym & SPPA 280 |
| 2. Physical Sciences | PHYS225 |
| 3. Mathematics | STAT 285 |
| 4. Social/Behavioral Sciences | Intro to Psychology or Human Development course |
| 5. Communication Sciences | SPPA 270, 285, 310, 321, 331 |
| 6. Communication Disorders | SPPA 234, 322, 332, 374, 447, 455, 458, 481, 482 |

Students who may have completed equivalent courses at another institution can petition for acceptance of those courses in lieu of Andrews University cognate requirements. See Andrews University guidelines on the process for petitioning.

**D.** ***Minor Requirements***

Students in education, communication, and behavioral science find a speech-language pathology and audiology minor helpful for increasing their awareness and understanding of people with speech, language, and hearing impairments. The minor also gives students with another major the necessary background to pursue graduate studies in Speech-Language Pathology or Audiology.

Andrews University offers a wide variety of minors or areas of concentration. Please check your Bulletin for a complete list. Although SCSD majors are not required to declare a minor, many students elect to do so. Minors frequently chosen include:

- Behavioral Sciences
- Psychology
- Communication
- English/ESL
- Spanish
- Family Studies
- Business

If students elect not to declare a minor, it may be necessary to take some elective courses to reach the 120 credits required for graduation.

### *E. GPA Requirements*

A student who has been admitted to the B.S. in Speech-Language Pathology and Audiology program will need to achieve a cumulative GPA of 2.75 and 3.0 in major courses (SPPA acronym).

A student who has been admitted to the 5-year BS/MS program in Speech-Language Pathology and Audiology program will need to maintain a cumulative GPA of 3.3 or above and a Core GPA of 3.5 in the major courses.

The GPA of all courses in the major must also be 3.0 or above. No course grade below a C can count toward the major.

### F. Essential Functions for Majors

All Speech-Language Pathology and Audiology majors are expected to be able to adequately perform a basic set of functions to effectively provide professional services as Speech-Language Pathology and Audiology trainees. The functions are described below according to three ability categories (physical, affective and cognitive).

**Physical Abilities**

- Able to participate in classroom or clinical activities for 2-4-hour blocks of time with 1 or 2 breaks
- Able to move independently to, from and in academic/clinical facilities
- Able to provide for one's own personal hygiene
- Able to manipulate therapeutic/diagnostic materials, including setting out test items, turning pages, etc.
- Able to respond quickly enough to provide a safe environment for clients in emergency situations, including fire, choking, etc.
- Able to read the dials on instruments and to visually monitor a client's response
- Able to make accurate judgments about speech and/or acoustic signals

**Affective Abilities**

- Able to work effectively with people in person and on the telephone
- Able to make appropriate decisions, including the ability to evaluate and generalize appropriately without immediate supervision
- Able to understand and respect supervisory authority
- Able to maintain appropriate workplace behavior, including punctuality and regular attendance.
- Able to maintain appropriate emotional well-being to effectively interact with clients.

**Cognitive Abilities**

- Able to comprehend and read professional literature/reports and write university level papers and clinical reports in English
- Able to speak English intelligibly, including the ability to give live-voice test items to clients (See ASHA Communication Competency Policy below).
- Able to independently analyze, synthesize, interpret ideas and concepts in academic and diagnostic/clinic settings
- Able to maintain attention and concentration for sufficient time to complete academic/clinical activities, typically 2-4 hours with 1-2 breaks.

### G. ASHA Communication Competency Policy

**Position Statement on foreign accents:**

It is the position of the American Speech-Language-Hearing Association (ASHA) that students and professionals in communication sciences and disorders who speak with accents and/or dialects can effectively provide speech, language, and audiological services to persons with communication disorders. Clinicians need to demonstrate the expected level of knowledge in normal and disordered communication, the expected level of diagnostic and clinical case management skills, and if modeling is necessary, can model the target phoneme, grammatical feature, or other aspect of speech and language that characterizes the client's particular problem. All individuals speak with an accent and/or dialect; thus, the non-acceptance of individuals into higher education programs or into the professions solely based on the presence of an accent or dialect is discriminatory. Members of ASHA must not discriminate against persons who speak with an accent and/or dialect in educational programs, employment, or service delivery, and should encourage an understanding of linguistic differences among consumers and the general population.

## IV. Andrews Clinical Requirements

### D. Preparation

As a participant in the clinical or practicum segments of the professional programs in Speech-Language Pathology and Audiology, students will complete the following

- Orientation that includes
  - HIPAA
  - Mandatory Reporting

- Infection Control
- Professionalism
- Criminal background check
- National Student Speech Language and Hearing Association membership card

### B. Pre-Clinical Observation

Students must complete at least 25 clock hours of guided and supervised observation before starting the initial clinical practicum. The 25 clock hours must involve evaluation and treatment of children and adults with disorders of speech, language, or hearing. Either the individual observed, or the supervisors of the observation must hold the Certificate of Clinical Competence (CCC) from ASHA.

## V. Communication Sciences and Disorders Policies & Procedures

### E. Academic Dishonesty

University learning thrives on the rigor of individual investigation, the authentic exchange of ideas, and a corporate commitment to integrity and mutual respect. University learning requires all members of the academic community to behave honestly. Andrews University anchors its practices in the teachings of the bible as well as in widely established and honorable academic traditions. As the apostle Paul calls us to authenticity in our Christian Walk, so the educational institution demands of its participant's true and accurate self-representation. In Ephesians, Paul invites believers "to be renewed in the spirit of your minds, and to clothe yourselves with the new self, created according to the likeness of god in true righteousness and holiness" (Eph. 4:23-24, NRSV). As scholars and as Christ servants, we build His living body through our honesty in all things, both small and great. To that end, Andrews University's faculty and students pledge to learn and grow together, committing to the following Standards and affirming honesty as a core component of an Andrews University education.

### F. Student Accommodations

If you qualify for accommodation under the American Disabilities Act, please contact the Student Success office at Nethery Hall 100 or disabilities@andrews.edu (or 269-471-6096) as soon as possible so that accommodations can be arranged.

### G. Cell Phone Use

Cell phone disruptions of any type are not permitted during class time. Students are therefore requested to turn cell phones completely off—including vibration mode—when entering the class. Students whose cell phones are deemed responsible for disrupting classes, will be asked to leave class immediately and to create no further disruptions.

### H. Use of Phone

The department telephone is not for student use. Long-distance personal calls may not be made including collect, or calls charged to the caller's home telephone number or credit card. In an emergency, please contact a faculty member for assistance in reaching the necessary individuals.

## I. Photocopying Services

Copying services for people not employed by the department of Speech-Language Pathology and Audiology are not provided. Such services are available in the James White Library, the Men's and Women's Dormitories and other departments on campus. The following are some general guidelines by which the department functions:

- Copying/Printing services for class assignments are not provided.
- Copies may not be made of anything from clients' file that is of a confidential nature.
- Copies may be made for your client, only if you are directed by your clinical supervisor to do this. This could include homework assignments, copies of reports, etc. Students are responsible for their own copies of therapy worksheets.
- Asking either a faculty or staff member to make copies for a class assignments or personal item is considered unprofessional behavior.

## J. E-mail Communication

You are responsible for checking your Andrews e-mail account for messages from class. Faculty may use e-mail for important class information and for club sponsored activities. Please check your e-mail regularly for important messages. If you would prefer to have your Andrews e-mails directly sent to another e-mail account, please use your iVue account on the Andrews home page to make the necessary transfer.

## K. Late Work

Policies for late assignments vary by instructors. Assignments and projects turned in late may not be accepted for full credit. If students cannot be in class because of an excused absence yet wish to have their assignment/project receive full credit, they need to be sure that the instructor receives the assignment prior to class time. Late work will be either (a) discounted 10% each day until a 50% reduction has been reached, or (b) not accepted if late. No credit will be given for work turned in after the time specified on the instructor's course outline. Please refer to each instructor's course outline for specific regulations for the course.

## L. Attendance

The following policies are related to class attendance, class absences, and class cancellation:

### 1. Class Attendance

Due to the interactive and collaborative nature of professional education, and the rigor of this program, class attendance is essential for successful learning. Individual instructors have the right to identify course-specific attendance policies within their course syllabus. In keeping with the professional behaviors that all health care team members uphold, each student is expected to act respectfully and professionally. This includes regular attendance at all classes, laboratories, and other academic appointments; being present from the beginning to the end of each scheduled class

session; respecting one's classmates and the instructor; and being committed to a positive learning experience. Once registered, students are counted as class members and are charged tuition until they file a Change of Registration form in the Academic Records Office.

**2. Examination/Quiz Schedules**

Students are expected to be present for all exams, quizzes and assignments when they are scheduled. All on-line assignments, quizzes, exams, etc. are to be completed at the assigned time. Final examination schedules are printed along with the respective class/laboratory schedules. The final examination date is also listed in the course syllabus. Students are not to ask the instructor to change any previously scheduled assignment, quiz or examination times. Exceptions for taking quizzes or examination(s) are made by each faculty member. (***Travel arrangements made prior to the issuance of the printed class schedule for any given semester are made at the student's own risk and cannot be considered as reason for an excused absence from an examination.)***

a) Any challenges to scores for exams, quizzes and the overall class grade may only be made in the academic year it was received. It is your responsibility to assess your progress and work towards a positive GPA.

**3. Excused Absences**

Teachers can excuse absences due to illness for their individual class periods. Full day absences are excused individually. Students are required to see the nurse or physician on the first day of any illness that interferes with class attendance and submit written verification of illness. Excused absences do not remove the student's responsibility to complete all course requirements. Work is made up at the teacher's discretion.

**4. Unexcused Absences**

No provision is made for exams, quizzes or assignments missed because of voluntary absences. Students will automatically receive a zero for all exams, quizzes or assignments missed due to an unexcused absence.

**5. Class Absences**

Whenever the number of absences (excused or unexcused) exceeds 10% of the total course appointments, the teacher may give a failing grade. Being absent from campus does not exempt a student from this policy. Absences incurred due to late registration, suspension, and early/late vacation leaves are not considered as excused, and the work missed may not be made up except to the extent the instructor allows. **Three tardies** are the equivalent of an absence.

**6. Class Cancellation**

Classes or events canceled due to inclement weather, physical plant problems, or other uncontrollable situations may be rescheduled. To ensure multiple means of emergency

communication for our campus, Andrews University uses a third-party company, Rave Mobile Safety, to send emergency notification alerts to the campus.

During emergencies, this system will send text messages, emails and voice calls to registered recipients. The system will also post alerts or emergency information to the Andrews University Facebook account and/or the Andrews University Twitter accounts. AU Alert notices are intended only for situations involving imminent danger to health or human safety. These may include severe weather alerts, winter weather class cancellations, hostile threats, utility failure, major road closings or fire, among others.

To receive emergency alert text messages, emails or voice calls, register with AU Alert on the Andrews University Website.

### 7. Class Course Evaluation

Students are provided the opportunity to complete an anonymous course evaluation at the end of every semester for each of their courses. These forms are beneficial to our department in that they give us feedback on how we are teaching and where we can make improvements. The form is also a way for students to voice their ideas or opinions about the class and make suggestions about any changes or improvements.

## VI. Clinical Policies & Procedures

### M. Andrews University Speech & Hearing Clinic

#### 1. Services Provided for Clients

Andrews University operates a Speech and Hearing clinic, which offers a variety of clinical services. Services include assessment and intervention for articulation, language, cognitive linguistic, fluency, swallowing, and voice disorders, as well as specialized assessment of hearing acuity and central auditory processing disorders.

Services are supervised by academic and clinical faculty members, all of whom possess master's or Doctoral degrees in Speech-Language Pathology or Audiology and hold the Certificate of Clinical Competence from the American Speech-Language-Hearing Association. These faculty members also hold a Michigan state license to provide clinical services.

Most of the intervention is provided by Undergraduate seniors and Graduate students majoring in Speech-Language Pathology and Audiology under the supervision of faculty members. Assessment and intervention may also be provided by faculty members.

Assessment and intervention services are obtained through self-referral or referral from a physician or other professional. Appointments can be arranged by calling (269) 471-3468 between 8:30am and 4:30pm, Monday through Thursday and 8-12 on Fridays.

#### 2. Admission Criteria for Clients

Clients with suspected speech and language, voice, fluency, swallowing, cognitive-linguistic or auditory disorders are referred to the clinic by physicians, dentists, psychologists, teachers, community workers and other professionals. Clients may also contact the clinic office themselves to schedule diagnostic or consultative appointments. Therapy services are provided based on the results of these initial appointments.

#### 3. Client Folders

Client information in the Andrews University Speech and Hearing Clinic is maintained electronically through clinic note. Due to the Health Information Protection and Privacy Act, the information is accessible ONLY to the clinic staff and student clinicians involved in practicum. Information regarding your client should not be discussed outside of the clinic.

## N. Practicum Objectives

Practicum is offered to give supervised practice in test administration, report writing, and clinical management of communicative disorders. To some extent objectives vary according to the individual strengths and weaknesses of the student clinician and his/her previous practicum experience. However, the following objectives are applicable to ALL students:

### 1. Audiology

The student is to show ability and growth in the following skills:

a) Skills in administration of audiometric procedures as reflected in:
   1) Rate of administration
   2) Reliability of test results

b) Proficiency in test selection to achieve the objectives of evaluation

c) Proficiency in test interpretation

d) Skills in interviewing clients seen for audiology services to determine the complaint, relevant historical data and attitudes that are pertinent to planning rehabilitation.

e) Clinical maturity in the management of clients seen for Audiological services.

f) Preparation of professional reports related to the service provided.

### 2. Speech-Language Pathology

The student is expected to demonstrate ability and growth in the following areas:

a) Establishing rapport with the client

b) Interviewing skills in determining suspected disorder and obtaining related information

c) Determination of diagnostic procedures pertinent to client and client's suspected disorder

d) Accurate administration and scoring of diagnostic tests (Both objectives c and d may be modified depending on how recently the client has been evaluated)

e) Administration of an effective therapy program, including:
   1. Use of effective antecedent events
   2. Use of appropriate contingent events
   3. Control of undesirable behaviors
   4. Keeping track of data

f) Ability to carry out family conferences (if applicable) and provide carryover materials for home practice.

g) Completion of all required paperwork, including:

1. Diagnostic reports (if applicable)
2. Treatment plans (including long- and short-term objectives for the semester)
3. Task sequence/analysis if deemed necessary
4. Daily therapy plans
5. Daily therapy log
6. Progress reports

## O. Professional and Ethical Considerations

The Andrews University Speech and Hearing Clinic provides services to people from the surrounding communities, students, faculty, and staff of Andrews University. Therefore, it is expected that students maintain a professional attitude with clients and their families, as well as with peers and supervisors in the clinic. Professional conduct includes the following:

### 1. Clinical Appointments

Once the supervisor is told you plan to participate in practicum, a client or time slot will be assigned to you. Students are expected to meet all clinical appointments, whether on or off campus and are expected to demonstrate professionally responsible behavior during their practicum experiences. Students do not have the option of auditing the class or taking an incomplete, they are expected to either complete all requirements or withdraw from the course.

In case of a serious illness or death in the family, the clinical supervisor should be notified as soon as possible. Please refer to attendance policy section.

Your client /caregiver may notify the administrative assistant regarding the cancellation of a session for various reasons. The administrative assistant or your clinical supervisor will attempt to contact you with that information.

Students are expected to be prompt in meeting appointments and should be at the clinic/therapy site at least 10 minutes before the client arrives to prepare for the appointment. In practicum, it is especially important to begin and end therapy sessions on time. Students may be expected to stay after the appointment depending on the specific practicum expectations.

### 2. Dress

Clinical staff and faculty, student clinicians and student observers are expected to dress appropriately for a professional business environment.

All student clinicians involved in providing services to clients in the clinic will wear a Communication Sciences and Disorders lab jacket issued at the beginning of the school year. A refundable $25 deposit will be collected from each student clinician and returned when the lab jacket is returned according to appropriate care and cleanliness guidelines.

The appearance is to be neat and modest, befitting that of a trained professional, and not potentially embarrassing for the client or clinician. Jeans, casual clothing, and revealing attire are not considered appropriate for clinical practice. Clothing which is patched, frayed, raveled, or otherwise excessively worn is not professional. Be acutely aware of low riding pants/low cut tops. Avoid embarrassing displays that may be caught by observers or on videotape.

Make-up and fingernail polish are acceptable if colors are subtle, and fingernails are kept at a reasonable, well-groomed length. Students should not wear strong-smelling perfumes or after-shave lotions since many clients may be overly sensitive to the scent. In accordance with the

policies established by Andrews University and the Seventh-day Adventist Church, visible jewelry is not acceptable. The supervisors reserve the right to ask a student clinician to change to more appropriate attire. Please remember that you are representing the University.

**Acceptable Dress:**

- Ties with collared shirts (for men)
- Dockers slacks (for men)
- Low-heeled comfortable shoes
- Closed-toe shoes
- Dresses (sleeved, appropriate length)
- Knee-length skirts
- Coordinated skirts and jackets
- Slacks
- Well-fitted Blouses, tops or shirts (no skin-tight, button-popping)

**Unacceptable Dress:**

- Sleeveless tops
- Blue jeans/denim pants
- Skintight and/or low-cut tops
- Shorts of any type
- Flip-flops
- Athletic shoes
- Bare or barely covered midriffs
- Obvious Jewelry/piercings of all types (except wedding or engagement rings)
- Tattoos (if obvious, should be covered)
- Gauzy or see-through blouse/shirts
- Floor length skirts or dresses
  Hats, unless used for therapy purposes

### 3. Confidentiality

All information about clients is to be held with the utmost confidentiality. Clients are ethically and LEGALLY entitled to privacy regarding their records and any information they relate to you verbally. Never discuss your clients with anyone other than staff members, and if you are asked to do so, with fellow student clinicians in practicum meetings. **Do not talk about your clients in the waiting room, office area, or hallways, or in the presence of other clients.**

Be extremely careful with any written materials pertaining to your clients. These materials are not to be left unattended at any time. Anything not placed in the client's permanent folder must be destroyed (shredded) before being thrown away. If you want to keep any written materials, such as rough drafts of reports, as models for future clinical assignments, you must carefully edit all identifying client and clinic information from the materials. This includes names, dates, addresses and phone numbers.

## P. Prerequisites for Clinical Practice

### 1. Pre-Clinical Observation

Students are required to have completed 25 hours of documented observations that are guided and supervised by a CCC-SLP/CCC-AuD before being allowed to work directly with a client. The 25 hours should be of interest and focus for graduate work (Speech-Language Pathology or Audiology).

Hours may be obtained in a variety of ways:

- Courses taught in the Communication Sciences and Disorders program may require that a certain number of observations be completed as part of that class's requirements.

- The course SPPA270 – Preclinical Observation – is offered through the department to acquire observation time. Observations may be done at the Andrews University clinic, private clinics and/or area schools and hospitals of your choice.

- Students may also choose to complete their observation hours during the summer in their area.
  Whichever course you decide to follow, you must either (a) observe an individual who holds the Certificate of Clinical Competence in his/her area from ASHA, or (b) be supervised by a certified individual (if observing a non-certified clinician, e.g. a student clinician).

  Regardless of where your observation hours are obtained, you are expected to present documentation of your observations to your clinical supervisor. This documentation includes dates when observation occurred and the printed name, signature, and ASHA certification number of the clinician you observed or the supervisor under which you observed. You will also need to fill out a record of your observations at the University Clinic, which will be signed by the appropriate supervisor, along with the date.

**2**. **Prerequisite Coursework**

(a) For **Audiology practicum (SPPA 482)**, you are required to successfully complete the following courses:

- SPPA331 Basic Audiology
- SPPA 332 Audiological Procedures

- SPPA458 Aural Rehabilitation can be taken as a co-requisite along with audiology practicum

(b) For **Speech-Language pathology practicum (SPPA 481)**, you are required to successfully complete the following courses:

- SPPA322 Child Language Disorders
- SPPA374 Articulation and Phonology: Development and Disorders

**3. Instructor Permission**

a) All students must receive permission from the pertinent clinical supervisor before registering for practicum. Seniors will receive priority for practicum placements.

**4. Practicum Registration**

After completing the prerequisite observations and courses, you will be assigned which semester you will register for SPPA 481 Clinical Application in Speech-Language Pathology or SPPA 482 Clinical Application in Audiology.

**5. Clinical Assignments**

A copy of your schedule for the semester in which you are participating in practicum must be turned in to the pertinent supervisor at least 30 days (about 4 and a half weeks) prior to the first day of classes for practicum times to be set. Failure to do so may result in no practicum placement, making it necessary for you to withdraw from practicum.

The necessity of working within the supervisor's academic schedule and with the clients' availability may involve requesting you to change your work schedule to accommodate practicum hours. Every measure to avoid this will be taken. However, if a mutually satisfactory time cannot be worked out, you may find it necessary to complete practicum during another semester.

Specific requirements as to client interaction time per week and documentation expectations will be outlined in the appropriate syllabus. Typically, each credit hour is equivalent to 50-60 minutes of client interaction time and documentation of skilled services.

**6. Practicum Group Meetings**

Along with your regularly scheduled clinical practicum time, your supervisor may schedule regular practicum meetings you are expected to attend during the semester. During these meetings, relevant information will be presented, areas of concern will be discussed, and you will be given an opportunity to present one of your clients to your fellow practicum students and supervisor as you would in an interdisciplinary team meeting.

**7. Clinical Duties**

**A. Undergraduate Assistant in the AU Speech and Hearing Clinic**

During your speech-language pathology or audiology practicum, students will be assigned to assist a graduate student clinician with a client in the clinic. As an undergraduate assistant, your role may be as follows:

- Be familiar with the weekly therapy plan that the graduate student clinician has developed.
- Assist the graduate clinician in gathering materials and getting the therapy room ready for each session.
- Attending each therapy session and interacting with the client/graduate student clinician as directed.
- Provide ideas for therapy activities based on the short-term goals.
- Lead out in therapy activities as requested.
- Assist the graduate clinician in cleaning up the therapy room immediately after the session.
- Attend the supervisory meeting with the graduate student clinician and the clinical supervisor.
- Maintain professionalism with the client, graduate student clinician, clinical supervisor, and any family members present.

- Complete weekly reflection notes in your journal and turn them in to the assigned clinical supervisor as requested (Dr. Jenica Joseph, Dr. Brynja Davis, or another adjunct clinical supervisor).
- Attendance for all University clinic appointments is expected under the same standards as the Graduate student clinicians (see handbook attachment)

**B. Audiology Practicum**

1. Students are expected to learn to interview clients, as well as perform the following tests and record the results:
   a) Pure tone air conduction threshold audiogram
   b) Pure tone bone conduction threshold audiogram
   c) Speech Reception Threshold (SRT) with spondee words
   d) Discrimination for Phonetically Balanced (PB) words
   e) Employ masking when necessary

2. Students are to prepare a written report for each client that is tested. A rough draft of the report is turned in to the supervisor for approval, immediately following the evaluation.

3. Students will assist the supervising audiologist in performing procedures and other activities as requested.

4. Students are expected to maintain a daily log of clients seen, with a record of their responsibilities for the management of the client and the time of client contact for each. A form is provided for this.

5. At the end of the semester, students will submit an original and one copy of the Clinical Clock Hours form for audiology to the supervisor, completed as to number of hours of practicum accrued, name, dates, and facility. The supervisor will sign both, return the copy to keep, and file the original in the department.

**C. Speech-Language Pathology Practicum**

**Depending on your clinical assignment, you may be asked to complete the following:**

1. Clinical Duties may include:

   a) Perform an **evaluation** of the client

   b) Provide **therapy** that includes:
      1. Determining the client response
      2. Determining level of accuracy (criteria)
      3. Providing stimuli that will cause a desired response to occur (antecedent events)
      4. Giving the client the appropriate feedback about his responses (contingent events)
      5. Recording of data
      6. Behavior management

It may be necessary to adapt your clinical methods to provide an effective and efficient therapy program.

c) For some clients, **carry-over assignments** will need to be provided. When the client is a child, you will need to spend about 5 minutes following each session with his/her parents, explaining that day's session and results, and how the parents can help their child with the carryover.

d) Documentation may vary depending on the setting. It may include any of the following:

1. Semester therapy plan – a treatment plan for your client is to be completed following the second session you have with your client. This includes long-term (semester) and short-term goals, written in behavioral terms and may also require completion of task sequences/ analyses. The original of this treatment plan is to be filed in the client's folder, with a copy retained for your informal folder.

2. Daily lesson plan – a daily lesson plan prior to each session you will have with your client. This includes a letter and number of that day's goals, antecedent events, contingent events, and materials needed and how you will keep track of your data. These are turned into your supervisor the day before your session.

3. Daily Treatment Note (SOAP Note) – this may be completed through clinic note or a daily therapy note following each session.

**S** = Subjective. Your assessment of the client's affective state: how the client appears to feel, etc.

**O** = Objective. A record of the client behaviors you directly observed. Include data information.

**A** = Analysis. Your evaluation of the session. This should lead logically to your next session's plan.

**P** = Plan. The goals for the next day's session.

4. A semester progress report may be expected for each of your clients. This includes identifying information, summarizing statements, therapy program and progress, and recommendations. A rough draft is turned in to your supervisor to review. You will be expected to re-type the revised report, incorporate any changes made, and return it to your supervisor by the time specified. After your supervisor has signed it, you are also to sign it and place it in the client's permanent folder.

5. At the end of the semester, submit an original and one copy of the Clinical Clock hours form for speech-language pathology to your supervisor, completed as to the number of hours of practicum accrued, name, dates, and facility. The supervisor will sign both, give you the copy to keep, and file the original in your folder in the department.

6. You may also be required to help the supervisor complete a speech and/or language evaluation. Your participation may include:
    a) Interviewing the client/caregiver as to the disorder suspected and related information.
    b) Informally observing the client
    c) Administration of formal diagnostic instruments
    d) Scoring of formal diagnostic instruments
    e) Discussion of findings and impressions with the clinical supervisor
    f) Writing the diagnostic report

## Q. The Role of the Clinical Supervisor

The clinical supervisor is directly involved in your practicum in the following ways:

1. **As a resource**
   Your supervisor will expect you to use your knowledge of the area in which you are doing practicum, as well as your creativity, but she/he is also available to help you plan your sessions, should you need input.

2. **As a supervisor**

   The clinical supervisor will supervise a minimum of 50% of all diagnostic sessions and 25% of all therapy sessions. Usually as first-time clinicians, you will be supervised 100% of the time, during at least the first part of the semester.

   The supervisor will complete at least three observation reports over the semester. This report will point out both your strengths and weaknesses and will include suggestions for you to incorporate in following sessions. In addition, the supervisor will discuss your practicum performance with you in person, as time allows.

3. **As an evaluator**

   At the end of the semester, the supervisor will evaluate your practicum performance. This will be given to you to read, discuss with the supervisor, date and sign. A copy will be given to you, and the original will be placed in your permanent file in the department.

## R. Use of Therapy Materials

The following guidelines will be enforced regarding the use of speech therapy materials and supplies:

1. Therapy materials may be checked out for no more than 24 hours. More than 24 hours will require both (a) permission from the chair/instructor, (b) a cash/security deposit of $20.00, and/or an Andrews ID card left as collateral.

2. All materials should be checked out with, and returned to, the department administrative staff or a faculty member.

3. After perusing materials in the storage area, students are expected and required to return all materials to their original position. This also applies to AUDIOLOGY practicum students. {Please note that part of practicum training is to develop professional habits of organization and cleanliness}.

4. Tests and assessment materials should be used IN the department OR be in your possession only when accompanied by your therapy supervisor. There are NO exceptions to this rule.

Final practicum grades may be delayed if these requirements are not met.

## S. Use of Audiological Booth and Equipment

Equipment in the audiology booth is expensive and must be properly taken care of. The following "rules" will prolong the usefulness of the equipment and reduce the risk of damage to the contents. Violating these rules may result in expulsion from the practicum or the lowering of a letter grade.

1. NO FOOD OR DRINK is allowed in the audiology booth. This includes bottled water, juice, candy, and snacks. This rule applies to both the patient and the examiner booths.

2. NO INTERNET ACCESS is allowed on the audiometer computer.

3. NO DOWNLOADS on to the audiometer computer or departmental laptop are allowed.

4. Students are NOT allowed to ACCESS THE INTERNET from the audiology laptop, except when e-mailing the report to the instructor or the clinician. NO INTERNET ACCESS is allowed when the patient is being tested.

5. Students are required to bring their own pens and audiograms for lab assignments. ONLY registered practicum students can use forms from the filing cabinet in the booth.

6. Students must use hand sanitizer and/or wash hands thoroughly before and after patient contact.

7. Any problems with the computers should be reported to the clinical supervisor as soon as possible.

## T. Treatment and Therapy Rooms

The Speech and Hearing Clinic in Bell Hall is for clinical use only. All other uses require approval from the department chairperson. Students may use the treatment room, just before seeing a client, to prepare the testing and/or therapy materials they plan to use. Students are not allowed to eat, drink, apply cosmetics or lip balm, or handle contact lenses in treatment areas, or in the waiting areas.

### Off-site Clinical Rules and Regulations

It is sometimes necessary to assign students to off-campus sites for practicum during one or both semesters during the senior year. In this event, it is the students' responsibility to arrange their own transportation. It is not the responsibility of the school to provide or arrange for such transportation. The department may facilitate arrangements for transportation by posting sign-up sheets for ride sharing, but the department does not accept liability for the student while traveling.

In certain situations, it may become necessary for students to ride with their clinical supervisor to and from the clinic site. The students should understand that there are risks involved in driving with another and hereby accept all risks, including but not limited to injury, illness, disability, and death. Students who ride with their professors will be required to sign a Hold Harmless Agreement form.

Students will be expected to follow all rules and regulations including dress code, parking, documentation and any other requirements of the off-campus site.

## U. Infection Control Procedures

### 1. Hand washing

Hands are always washed before and after contact with clients. Hands are washed even when gloves have been used. If hands encounter blood or body fluids, they are immediately washed with soap and water. Your hands are also washed after sneezing, coughing, or wiping your nose.

Follow the basic Hand washing technique:

- Remove all rings and put them in a safe place while washing hands.
- Using a liquid antibacterial soap to lather your hands.
- Scrub the palms, backs of the hands, wrists, and forearms under running water, using vigorous mechanical action. Also, clean under the fingernails and between the fingers.
- Wash/Scrub for at least 30 seconds when in contact with clients, devices or equipment not contaminated.
- Wash/Scrub for at least 60 seconds when in contact with clients, devices, or equipment with gross contamination.
- Thoroughly rinse under running water.
- Thoroughly dry by blotting with paper or a disposable towel to help eliminate germs.
- Since faucets are considered contaminated, turn faucets off with the paper towel used for drying hands.

- If the clinician cannot access soap and water, a waterless hand disinfectant is available in each therapy room for cleaning hands.

- Waterless hand disinfectants can be used if the hands are not visibly soiled, before direct client contact, after contact with client's intact skin, after removing gloves, and after contact with objects (including equipment) located in the client's environment.

- Choose alcohol hand cleaners containing 60-95% isopropyl, ethanol, or n-propanol and 1-3% glycerol or other emollients. The waterless hand disinfectants are flammable liquids, so they should be handled with reasonable care.

**When using the waterless hand disinfectants, the clinician should use the following guidelines:**

1. Apply approximately 3cc (size of a dime) of product to palm of one hand.

2. Rub hands together, cover all surfaces of hands and fingers. Rub until your hands are dry.

**2. Gloves**

- Gloves should be worn when contact with blood, body fluids containing visible blood, mucous membranes, or non-intact skin of clients is anticipated.
- Gloves should be worn on the hand(s) that encounter blood or body fluid containing visible blood, or for handling items or surfaces soiled with blood or body fluids.
- The clinician should change gloves after contact with each client.

- Care should be taken so that the clinician does not touch the contaminated portion of the glove.
- To remove gloves safely use the following procedure:
  - Peel off one glove from the wrist to the fingertip.
  - Grasp it in your gloved hand.
  - Using the bare hand, peel off the second glove from the inside, tucking the first glove inside the second glove as it is removed.
  - Wash hands after gloves are removed.
- Contaminated gloves should be placed in the red biohazard bags found in each therapy room.

## V. Grades

Grades of A through F, DG and I are assigned for practicum. A satisfactory grade necessitates your completion of all requirements to your supervisor's satisfaction.

## W. Andrews University Policies

### 1. Safety and Emergencies

Bell Hall, which houses the Speech and Hearing Clinic, meets building requirements for safety, health, and accessibility to the handicapped.

- Various medical emergencies can arise. If such an emergency should occur, the individual should be made comfortable, the clinic director or office manager informed, and Campus Safety called at extension **#3321**. Check breathing and begin mouth to mouth resuscitation if necessary, and check pulse, beginning C.P.R. if necessary.

- If any accident, major or minor, occurs to any individual within the clinic, it must be reported immediately to the clinical supervisor or office manager, and an accident report filed with the department chair. The reporting forms are available from the department administrative assistant.

- Fires are to be reported immediately to the clinic director or office manager. Notify Campus Safety at extension #3321. Pull the fire alarm located in the hallway outside the clinic to empty the building. Help individuals in the clinic to safety and confine the fire, if possible, by using the fire extinguisher in the hallway by the audiology booth. If a potential fire hazard is discovered (combustible materials or faulty electrical connections or wiring) report it to the supervisor, clinic director or office manager.

- Please realize that you are responsible for your client's safety. Remember to assist the clients as they step into and out of the audiology sound booth. Keep a careful watch on children. Keep small objects out of their reach that they could swallow. Do not allow them to tip their chairs back while sitting in them and discourage them from climbing on to the furniture in the therapy room.
- Always get parental permission before giving children foodstuff as reinforcement or rewards. You may trigger an allergic reaction or a choking spell—both potentially dangerous.

**2. Artificial Intelligence Policy**

AI is a powerful tool that can enhance productivity, creativity, and decision-making, but its use must be responsible, ethical, and aligned with university policies. Human oversight is essential - no university decision may be made by AI alone. Users must critically assess AI-generated content for accuracy, bias, and appropriateness before applying it in any official capacity.

When AI tools are used to generate substantial content in final work products, disclosure to a supervisor is required. However, minor assistance - such as grammar checking, editing suggestions, brainstorming, or using AI as a thought partner - does not need disclosure. Be mindful that many common applications (Microsoft Word, Google Docs, Grammarly) now include AI features that may operate automatically.

Data security is paramount. Never input confidential, sensitive, or personally identifiable information into AI tools unless explicitly authorized under validated contracts and security controls. AI systems should not be used to process personal information about university community members without contractual safeguards and proper security measures in place. Additionally, when AI tools provide the option, users should opt out of allowing their data to be used for training future AI models.

All AI-generated content must be verified for accuracy, originality, and potential bias before use. AI can produce incorrect, biased, or fabricated information ("hallucinations") and may

inadvertently include copyrighted material. Users are fully responsible for any AI-generated content they publish or use in university work. AI outputs should be evaluated for potential biases or disparate impacts, particularly concerning protected classifications such as race, ethnicity, age, or disability status. If bias is detected, the output should be rejected or adjusted to ensure fairness and compliance with university policies.

As a faith-based institution committed to creation care, Andrews University recognizes the environmental impact of AI technologies, including energy consumption associated with training and running large models. Users are encouraged to adopt mindful practices, such as limiting unnecessary or excessive AI queries and choosing efficient tools, to reduce our collective digital carbon footprint. The university will strive to work with vendors who prioritize sustainability in their AI offerings, and we urge all community members to consider environmental responsibility as an integral part of ethical AI use.

3. **Recording Policy**

This policy establishes guidelines for the recording of classroom lectures (including without limitation all instructional activities, discussions, presentations, or other educational content taking place within a classroom or other educational setting in which course-related content is delivered), meetings between students and faculty during office hours, co-curricular events, and all other activities occurring in the teaching and/or learning environment (collectively "Educational Activities"). A "recording" includes, but is not limited to, an audio recording, video recording, taking still or live photographs, and any other form of capturing or streaming audio, visual, or any other form of media using electronic devices.

As a Seventh-day Adventist higher education community valuing honesty, trustworthiness, fairness, ethics, and respect for truth in all interactions, Andrews University seeks to cultivate an atmosphere of trust in the free exchange of ideas between students and employees. The purpose of this policy is to balance the needs of students to access and review educational materials with the importance of maintaining a respectful and effective learning environment.

4. **Student Recording Policy**

DISCRETION: Instructors leading out in Educational Activities have the discretion to determine whether recording of such Educational Activities is allowed. Recording policies may vary from course to course and from event to event. Students should refer to each syllabus or other available written information to ascertain the recording policy for Educational Activities. If the recording policy is not clearly outlined, students must obtain prior written permission before making any recording (see Permission to Record below). Instructors may record their lectures and class sessions for pedagogical or other purposes if such recordings comply with university policies and are used by copyright laws.

PERMISSION TO RECORD: With the fair use of course materials and the privacy of students and educators in mind, recording of Educational Activities is not permitted without prior, explicit (written or spoken) permission from the instructor and other presenters captured in the recording. If permission is given to students to record Educational Activities (or if an instructor chooses to record the instructor's lectures), the instructor must inform all students and other attendees that recording of the Educational Activities will occur (except in cases of disability accommodation). An instructor or speaker who finds anyone making an unauthorized recording has the right to require the person to stop and delete the recording permanently.

Under Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act, institutions of higher education must provide reasonable accommodations to a student's known disability and may not deny equal access to the institution's programs, courses, and activities. Recording lectures is a reasonable accommodation under ADA, that is typically used to supplement a student's course notes and should be allowed any time that students with an accommodation are reasonably expected to or allowed to take notes for use outside of class. Disability Services is committed to working with instructors to address concerns that they may have while still assuring equal access for the student. Students with permission to record will sign the recording agreement.

USE OF RECORDINGS: Authorized recordings, including any made as disability accommodations, and all other course materials, including those posted in Learninghub or other university learning management systems, may only be used exclusively for personal study and academic purposes. Such recordings may not be shared with any other audience without the explicit permission of the instructor.

MISUSE OF RECORDINGS: Even when allowed, recordings may not be used in any way that denigrates, decontextualizes, or misrepresents the instructor or any other speaker whose remarks are recorded. Further, information from authorized recordings may not be separately posted, published, or quoted without the written consent of the instructor or speaker, who must be properly cited.

UNIVERSITY ENFORCEMENT: Recording in violation of this policy will be considered a violation of the university's Academic Integrity Policy and may result in disciplinary action by that policy.

**Student Handbook Agreement**

As an Andrews University Speech-Language Pathology and Audiology student, I understand that I must follow the procedures and policies that are printed in the Communication Sciences and Disorders Handbook as well as the Andrews University Bulletin.

I acknowledge that I am responsible for reading this material and understand that it is only available online at:

https://www.andrews.edu/chhs/speech/undergraduate-program/index.html

Student's Name (Please Print) _____

Student's Signature: _____

Date: _____

This page is the property of Andrews University Communication Sciences and Disorders program and shall become a permanent part of the student's department file.