PEPPERDINE

School of Speech-Language Pathology

2026–2027

Academic and Clinical Handbook

The Master of Science in Speech-Language Pathology at Pepperdine's College of Health Science is an applicant for accreditation by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association, 2200 Research Boulevard, #310, Rockville, MD 20850, 800-498-2071 or 301-296- 5700.

Please see the SLP program website for other useful information.

slp.pepperdine.edu

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Dean's Welcome to the MS SLP

Pepperdine is a premier, global, Christian university with a mission "to strengthen students for lives of purpose, service, and leadership." Our founder, George Pepperdine, stated, "There are many good colleges and universities which can give you standard academic training, but if our school does not give you more than that, it really has no reason to exist." He endowed Pepperdine University to "help young men and women to prepare for a life of usefulness in this competitive world and help them build a foundation of Christian character and faith which will survive the storms of life."

The Speech-Language Pathology program supports the mission of Pepperdine University by "committing itself to delivering excellence in its academic and clinical preparation programs, both grounded in Christian values, to develop skilled and caring SLPs who possess a devotion to their patients, a heart for service, and a desire to lead within the profession."

Here at Pepperdine, we do not believe that healthcare professionals have a job. You have calling, and that calling is to further the healing ministry of Jesus Christ in every way— physically, emotionally, and spiritually—one patient at a time. Your patients, and their families, deserve a healthcare professional who cares about their spiritual health and their emotional health as much as their physical health. Therefore, we explore the intersection of faith and clinical practice. We talk about the well-researched influence of spiritual health on the physical healing process. We train students to treat the whole person—their physical, emotional, and spiritual needs—to promote holistic healing.

As Pepperdine President Jim Gash says, we follow Jesus' model of a "hosted table" approach to life and faith. We invite students of all faiths and backgrounds into our community, as it is through our different gifts and different views that we are strengthened into more effective speech-language pathologists equipped to meet the holistic needs of all patients.

Welcome to the Speech-Language Pathology Program at Pepperdine University. We pray that you join us in our pursuit of becoming leading speech-language pathologists who are devoted to our patients and have a heart for service.

Dean Leah Fullman, MBA ScD CCC-SLP
School of Speech Language Pathology

Master of Science in Speech-Language Pathology

Speech language pathologists serve a vital role in our communities as they help to increase the quality of life for individuals with disabilities by improving their ability to communicate. The Master of Science in Speech-Language Pathology (MS SLP) at Pepperdine University equips individuals with knowledge and skills to become competent leaders in the field of speech-language pathology and trains them to compassionately serve individuals with disabilities in their communities.

Pepperdine University Mission

Pepperdine University is a Christian university committed to the highest standards of academic excellence and Christian values, where students are strengthened for lives of purpose, service, and leadership.

College of Health Science Mission

Pepperdine University's College of Health Science commits itself to the highest standards of academic excellence, clinical preparation, and Christian values to develop skilled and caring healthcare professionals who seek to lead while serving humankind.

MS SLP Mission

Pepperdine University's Speech-Language Pathology program commits itself to delivering excellence in its academic and clinical preparation programs, both grounded in Christian values, to develop skilled and caring SLPs who possess a devotion to their patients, a heart for service, and a desire to lead within the profession.

MS SLP Vision

Pepperdine University faculty and students will be leaders in the profession of speech-language pathology by preparing excellent speech-language pathologists, developing distinguished faculty members, generating research that advances the field, and serving the local community.

Program Learning Outcomes

1. Integrate knowledge and skills of the prevention, identification, evaluation, and treatment of patients with speech, language, and swallowing disorders across the lifespan to become competent practitioners.
2. Apply knowledge and skills to become responsible producers and consumers of research to advance the field of SLP and improve patient outcomes through evidence-based practice.
3. Practice with the highest level of professionalism, including professional duty, accountability, ethics, service, and Christian values.

4. Communicate using interpersonal skills that honor the preferred mode of communication, cultural/linguistic backgrounds, and values of patients, families, and relevant others.

Completing the MS SLP should lead to:

- A Master of Science in Speech-Language Pathology from Pepperdine University.
- Fulfillment of academic and clinical requirements for certification from American Speech-Language Hearing Association (ASHA),* except for the Clinical Fellowship Year (CFY for ASHA) experience and Praxis SLP exam.
- Fulfillment of academic and clinical requirements for licensure by the state of California (except for the Required Professional Experience and Praxis SLP exam) and many other states. To check other state's licensure requirements, see this link: **https://www.asha.org/advocacy/state/**.
- Students are also prepared to take the Praxis exam by the conclusion of the program.

**It is expected that graduates of this program possess the knowledge and skills delineated in their respective states for the Certificate of Clinical Competence (CCC). Completion of the program does not guarantee that a student will receive a Certificate of Clinical Competence (CCC) offered by ASHA or state licensure.*

Accreditation

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

The Speech-Language Pathology program at Pepperdine University expects students to follow the Grievance Policies and Procedures of the SLP Program and Pepperdine University. If concerns still exist and are related to the program's compliance with accreditation standards, students should contact the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) at the ASHA Action Center (members: 800-498-2071; nonmembers: 800-638-8255).

Further information may be found on the **ASHA website**.

Nondiscrimination Statement

As a Christian University affiliated with the Churches of Christ, Pepperdine treats everyone with the respect and kindness that we have been called to show one another. The University community is a space where lives intersect and knowledge is discovered, which fortifies the strength found in our differences and uncovers the virtues revealed in diversity, unity, and restoration. To that end, Pepperdine is committed to fostering an environment free from discrimination as described in California Education Code Section 66270 and reserves its right to remain a Christian University by favoring co-religionists in its admissions decisions.

Cultural/Linguistic Diversity

Students/faculty/staff in the College of Health Science and the SLP Program follow ASHA's Code of Ethics and the ASHA Guiding Principles of Civility.

ASHA's Principle of Ethics 1.C. states: "Individuals shall not discriminate in the delivery of professional services or in the conduct of research and scholarly activities on the basis of race, ethnicity, sex, gender identity/gender expression, sexual orientation, age, religion, national origin, disability, culture, language, or dialect."

As a Christian University affiliated with the Churches of Christ, Pepperdine treats everyone with the respect and kindness that we have been called to show one another. The University community is a space where lives intersect and knowledge is discovered, which fortifies the strength found in our differences and uncovers the virtues revealed in diversity, unity, and restoration. To that end, Pepperdine is committed to fostering an environment free from discrimination as described in California Education Code Section 66270 and reserves its right to remain a Christian University by favoring co-religionists in its admissions decisions.

Each student enrolled in the SLP program will follow the guidelines as set forth in both classroom and clinical settings. Violation(s) of this policy, or any of the other policies, may result in the removal from the program.

Professionalism Violations

Student conduct in the classroom or clinical setting that does not meet the professionalism standards set forth by the SLP program and ASHA may be documented as a professionalism violation. A professionalism violation may be initiated by a faculty member, clinical supervisor or staff, SLP program staff, or fellow students. The purpose of documenting professionalism violations is to address and correct unprofessional conduct before it can pose a more serious problem.

The Professionalism Policy is designed to establish expectations for students enrolled in the College of Health Science at Pepperdine University. The policy is applicable to students in all degree programs, including those in the School of Nursing, School of Speech Language Pathology, and the School of Physician Assistant Studies. The policy arises from the University's Christian mission, aligns with the standards across a wide range of healthcare disciplines, and is grounded in the Pepperdine University Code of Ethics.

As a Christian University with its heritage in the Churches of Christ, the professionalism policy encourages all members of the College of Health Science, including students, to respect the teachings of Jesus and historic, biblical Christianity. It is expected that all students will maintain the highest standards of personal honor, morality, and integrity at all times.

Adherence to the policy is essential for fostering a culture of respect, accountability, and excellence within the college's academic and clinical environments, and in those of all clinical partners.

Conduct Standards and Ethics

All SLP students complete a minimum of 400 supervised clinical hours to earn the graduate degree. This experiential learning will involve consistent interaction with clients and their families, as well as clinical supervisors and staff. The frequent and personal contact with clients, families, and fellow professionals warrants the highest standard of personal and professional ethics. In addition to general student conduct and ethics, SLP students should consider the full scope and impact of how their actions (or inactions) can affect the clinic, fellow professionals, clients, and families they serve. Students seeking the MS SLP at Pepperdine University are expected to maintain a standard of professional conduct and ethics appropriate for a working healthcare professional.

Pepperdine Student Code of Conduct

Each student is responsible for knowing and adhering to the University's Student Code of Conduct (Code) and its related policies. While the Code and related policies provide students an effective set of guidelines for personal conduct, the University retains the right to instate additional policies or to modify existing ones as needs may dictate. The most updated, complete Code and related policies can be found online at **pepperdine.edu/studentcodeofconduct**. Any questions regarding interpretation of this Code should be referred to the Office of Community Standards. The Code is reviewed every year and input is welcome.

General Conduct Standards

In keeping with Pepperdine University's Christian mission and its heritage in Churches of Christ, all members of the University community are encouraged to respect the teachings of Jesus and historic, biblical Christianity. It is expected that all students will maintain the highest standards of personal honor, morality, and integrity. The University reserves the right to refuse admittance to, or dismiss any person who violates these principles.

Pepperdine University Code of Ethics

Pepperdine University is a Christian University committed to the highest standards of academic excellence and Christian values. Members of the Pepperdine University community-faculty, staff, students, administrators, members of the Board of Regents, members of the University's advisory boards, and volunteers-are responsible for maintaining the standards of the institution and of the various communities in which they live. We value integrity, honesty, and fairness and strive to integrate these values into our daily practices.

Our ethical expectations are found in Holy Scripture, the University Mission Statement, the founding vision of George Pepperdine, and the University Affirmation Statement. Holy Scripture provides the ultimate source for our ethical standards, including the two great commands taught by Jesus: the duty to love God and love one's neighbor as one's self (Matthew 22: 37– 40).

In this spirit, we commit ourselves to the highest standards of ethical conduct. We act with integrity; we treat others with respect and dignity; we carefully steward the University's resources; we avoid conflicts of interest or commitment; we maintain confidentiality; and we comply with legal and professional obligations. We are individually accountable for our own actions, and we are collectively accountable for upholding these standards of behavior and complying with all applicable laws, policies, standards, and regulations. While human and therefore fallible, we constantly strive to meet our ethical expectations. Moreover, because the Pepperdine community is composed of many distinct constituencies, we understand that, beyond the general ethical principles outlined in this document, we may be subject to additional rules of conduct specific to our respective roles within the community.

The complete Code is accessible at: **community.pepperdine.edu/hr/policies/ethics.htm**.

ASHA Code of Ethics

In addition to the Pepperdine Codes, the SLP Program also observes and expects student observance of all ethical principles and rules set forth in the ASHA Code of Ethics. Students will be introduced to the Code in Trimester 1 of the program in the course *SLP 610: Introduction to SLP Practice*. The *Clinical Practicum* 1–5 course series will also include content and opportunities for students to learn and demonstrate knowledge, skills, attributes, and abilities in adhering to the ASHA Code of Ethics as they treat patients. Students will be assessed and measured on their knowledge, skill, attributes, and abilities in these courses using the Clinical Practicum Assessment form. Finally, students will have the opportunity to demonstrate their knowledge, skills, attributes, and abilities in adhering to the Code of Ethics as they complete their Professionalism Portfolio.

The four Principles of Ethics from the ASHA Code of Ethics are listed below and the complete Code is in "Appendix A" of this handbook.

1. Individuals shall honor their responsibility to hold paramount the welfare of persons they serve professionally or who are participants in research and scholarly activities, and they shall treat animals involved in research in a humane manner.
2. Individuals shall honor their responsibility to achieve and maintain the highest level of professional competence and performance.
3. Individuals shall honor their responsibility to the public when advocating for the unmet communication and swallowing needs of the public and shall provide accurate information involving any aspect of the professions.
4. Individuals shall uphold the dignity and autonomy of the professions, maintain collaborative and harmonious interprofessional and intraprofessional relationships, and accept the professions' self-imposed standards.

In addition to the ASHA Code of Ethics, students are also expected to know and act upon the **ASHA Guiding Principles of Civility**.

Professional Communication Policy

SLP students are treated as independent professional adult learners preparing for professional practice/licensure. While FERPA permits the release of records to designated third parties upon written authorization, the School of SLP maintains a policy of communicating exclusively with the student regarding all matters pertaining to their courses and the program. SLP faculty, staff, and leadership will not participate in meetings or phone calls with parents or representatives. The only exceptions that will be considered to this policy are cases of life-safety emergencies in which the student is not physically able to communicate with program faculty, staff, or leadership.

Technology Requirements and Services

The following information will be especially helpful to incoming new students getting prepared to begin graduate study in an online program.

Minimum Recommended Computer Hardware

- Intel i5 processor (at least) or MacBook M2
- 8 GB RAM, 16 GB recommended
- Video Card
- Broadband Access (Cable/Fioptics)
- Sound card with internal or external speakers
- Web Camera with integrated microphone
- Printer or access to a printer
- Headphones/pods

There is no mandatory computer type. Typically, the only operating systems that guarantee all needed software are Windows OS or Mac OS. No Chrome OS, IOS, or Android, etc. for regular coursework and deliverables. It may work but is not recommended. Chromebooks, specifically, are not recommended.

Recommended Software

- Microsoft Office 365 (Windows/Mac)
- Up-to-date web browser—Firefox and Chrome are preferred
- Virus protection software
- Adobe Acrobat Reader: View and print millions of documents on the Web with the free Adobe Acrobat Reader
- Media Player—Multimedia player that plays most multimedia files.

Online Meeting Software

Pepperdine University provides all students with a Zoom account. MS SLP students should set up and access their Pepperdine Zoom accounts prior to *Onsite Experience 1*. Access to live, synchronous sessions will only be provided to students with an active Pepperdine Zoom account.

Please note that online students in the MS SLP will use a 2U Zoom account to join all live classes. The standard Pepperdine Zoom account may still be used for student and faculty meetings outside of the live class times. 2U will provide specific instructions as part of the student onboarding process to support use of the 2U instance of Zoom.

When joining Zoom meetings for any classes, advising, or official University meetings, students are expected to join using an appropriate computer platform (see above for hardware recommendations) from an appropriate workstation, such as a desk or a table, in a distraction-free environment without background noise. **Phones and mobile devices should NOT be used to join Zoom meetings**. Also, students will not be permitted to stay in a meeting if joining while in transit in any way (without prior approval due to extenuating circumstances). Students are required to have their camera on for the duration of all classes, advising, or official University meetings.

Microsoft Teams or Google Meet may also be used for individual or team student use.

Calipso

All SLP students will be required to create a Calipso account for tracking of clinical hours. After initial registration by the student, the Clinical Coordinator and Assistant Clinical Coordinator will be able to monitor hours as they are acquired and logged. Calipso may be used via mobile device or computer. Students may register for Calipso without payment at that time. The cost of Calipso is included in the clinical fees charged to the student account. The Calipso account should be active before *Onsite Experience 1*. The 25 observation hours must be entered into Calipso by the specified due date prior to Onsite Experience 1.

CastleBranch

All SLP students are required to register and activate a CastleBranch account. Students will receive an email indicating a package code to select and a link to a start page. Students do not need to pay at the time of activation, since this cost is covered in the clinical fees charged to the student account. CastleBranch provides easy tracking of all outstanding clinical requirements, such as background checks and drug screening. Once activated, CastleBranch will generate messages to students to remind them what needs to be completed and by when.

Competency Requirements

As a distance education program, basic knowledge of computer use and internet skills is required to begin and progress through the MS SLP. In addition to classes and meetings, the ability to use technology applications in the clinical setting will also be essential. Skills required prior to starting the program include:

- Use of computer, mouse, and keyboard
- Use of passwords and accessing secured sites/forms via secure login
- Computer software installation, including internet security and virus protection
- Manage computer files, such as saving, deleting, naming/renaming, moving, backup
- Sending, uploading, and downloading attachments
- Use of common software applications, such as Microsoft Office (Word, PowerPoint, Excel), Zoom, Multimedia player, Adobe Acrobat Reader
- Use of functions associated with software—copying and pasting, spell checking, etc.
- Internet search skills, including accessing library databases
- Proficiency in email use, virtual meetings/web conferencing (e.g., Zoom, TEAMS meeting), and other modes of online communication
- Printing, copying, scanning documents

University Resources

The following technology resources are provided to all Pepperdine students:

- **WaveNet Account**: All students are issued a WaveNet account. It is used for

everything from paying university charges on the student account to tracking degree progress. New MS SLP students will see a series of holds when first accessing the WaveNet account. These holds indicate everything that must be completed prior to registration in courses. Admitted students may access WaveNet instructions and demonstrations here: **Pepperdine WaveNet (students)**. Applicants to Pepperdine may also use WaveNet to track the status of a pending application. Please view **instructions here** on how to use WaveNet to track an application to Pepperdine.

- **Navigate:** All students have access to Navigate, which is a student success app that helps track degree requirements, advising, and more. Students may download the freeNavigate app for easy mobile use. For more information, an overview of Navigate is available **here**.
- **Google Workspace**: provides email, calendar, file storage, and mobile apps using the @Pepperdine.edu account. Students will receive all official University email through the @Pepperdine.edu account. Pepperdine login credentials are required. **Please note that confidential information, such as clinical/client notes, may NOT be stored on an unencrypted Google Drive**.
- **Zoom**: All current students that sign up through Pepperdine's Zoom single sign-on (SSO) portal can enjoy this powerful web conferencing platform. Students will have required class meetings through the 2U Zoom platform, however the Pepperdine Zoom platform can be used for meetings outside of class times. Instructions for downloading and installing the Zoom app are available here. Instructions for how to use the SSO login option are also included.
- **Office 365**: Pepperdine provides free Office 365 for students. Microsoft Office is a deliverable standard in the MS SLP program, and all students should have it. Download free Office 365 for students here (current students only).

Online Library Resources

Pepperdine's librarians have worked to acquire a variety of online library resources for students in the SLP program. All students may access a variety of resources at no cost when accessing through the library systems. The library may be explored at **https://library.pepperdine.edu/**. Students may also contact the support staff in the library for help with accessing online library resources.

Program Technology Resources

- **Fripty**: students will prepare for the Praxis using Fripty software throughout SLP694 and SLP695. The Fripty modules are integrated into the course syllabus and calculated into the course grade.
- **Simucase**: students will earn some of the required 400 clinical clock hours through Simucase simulations in SLP691 Clinical Methods and Practicum 1, as well as many of the "disorders courses." Simucase simulations may also be used by students in other courses as assigned by faculty members.
- **MBSImP and BaByvfsImP**: The Modified Barium Swallow Impairment Profile, or MBSImP, is a standardized approach to instruction, assessment, and reporting of physiologic swallowing impairment based on observations obtained from the MBS study. This online training course supplements student learning in the

SLP621 Adult Dysphagia course and SLP620 Pediatric Dysphagia course by teaching student-clinicians the assessment of 17 components of the swallowing mechanism in adults and includes a scoring metric to objectively profile physiologic impairment of swallowing function.

- **BaByVFSSImP**: standardized approach to instruction, assessment, and reporting of physiologic swallowing impairment using videofluoroscopic assessment in bottle-fed babies.
- **Online SLP Standardized Assessments**: many of the assessments that SLPs use are now available in online versions. Students will learn to administer tests using the online version of assessments.
- **Visible Body Courseware**: As part of the Advanced Anatomy and Physiology course in trimester 1 (and the foundational level anatomy and physiology course), online anatomy resources will assist students in learning anatomy and physiology.

Information Technology and Tech Central

The Information Technology department provides a full range of technology services for Pepperdine University students. Students may visit **community.pepperdine.edu/it** and select "Student" for self-help guides and support information. In addition, students may contact Tech Central for support at (310) 506-HELP (4357) or (866) 767- 8623 (toll free in the USA), 24 hours a day, 365 days a year, for help with University technology, such as Wavenet, Zoom, or Gmail.

For help with the learning management system (LMS) that provides access to all online courses, students should contact the technology support team for the course. Students may access a live chat within the course for which there is a problem. Students will be asked to provide their name, @Pepperdine.edu email address and the specific course number within the LMS.

Students are required to abide by the Computer and Network Responsible Usage Policy. Details are published at **community.pepperdine.edu/it/security/policies/usagepolicy**.

Student Health and Insurance

Student Health Center

The Student Health Center (SHC) provides high-quality, no- or low-cost healthcare services Monday through Friday, 8 AM to 5 PM, to any enrolled Pepperdine student, regardless of insurance type. As part of the Thrive Wellness Program, in-person office visits are offered free of charge. Students may schedule an appointment by calling (310) 506–4316, option 3, or by using the appointment feature on their Patient Portal.

A wide range of services is provided, including immunizations, injections, labs, dermatology, and nutrition advice; and care is offered for illnesses, injuries, respiratory problems, and men's and women's health issues. The SHC also offers specialized clinics such as flu vaccination, travel medicine, massage therapy, and STI/HIV testing.

Located on the Malibu campus in the Student Assistance Center (SAC), the SHC is staffed with board-certified physicians, a physician assistant, a registered dietitian-nutritionist, registered nurses, medical assistants, and administrative personnel. Our diverse team provides a professional and welcoming environment for students seeking care. For more information, see the SHC webpage.

If the Malibu campus is not easily accessible, scheduled and on-demand virtual care is also provided at no charge through TimelyMD using the Timely Care app. Visit TimelyMD for more information.

University Health Insurance Requirement

Pepperdine University requires that all students, including online students, have a current US-based health insurance plan by the time of enrollment. SLP students also may be required by clinical placement sites to provide documentation of health insurance before beginning clinical hours. The clinical site policy on insurance requirements is at the complete discretion of the site. Please note that the site placement team does not consider site-specific clinical requirements in the placement search. Also, the student is responsible for any and all medical costs that may arise as a result of participating in academic or clinical requirements.

Speech-Language Pathology Student Practice Insurance

Students of speech-language pathology are required to have student practice insurance, in addition to standard health insurance coverage. The University will arrange for student practice insurance for all students who are currently enrolled and participating in a clinical practicum course that involves any client interaction in a clinical setting. MS SLP students are automatically added to the University coverage, once earning hours in the clinic. The student practice insurance fee is included in the clinical fees charged to the student account.

Wellness Fee

All students pay a mandatory wellness fee to support the University's extensive medical, mental health, and fitness offerings. A full description of benefits (**community.pepperdine.edu/student-affairs/wellness**) and fees (**community.pepperdine.edu/student-affairs/wellness/fees.htm**) can be found on the Student Wellness website (**community.pepperdine.edu/ student-affairs/wellness**). As a distance education program, the Wellness Fee for MS SLP students is adjusted to account for distance/access to services but still connects students to many included wellness services each trimester, such as on-demand virtual care in both health and counseling. As healthcare professionals in training, these wellness services and general habits of self-care may contribute to success in the program and clinical settings.

Financial Obligations and Fees

All charges for tuition and fees must be paid by the posted due date on WaveNet in order to be registered for courses. A financial registration hold will appear to the student when logged into WaveNet if there is an unpaid balance that prevents registration.

For the most up-to-date tuition and program fees, please visit the SLP Financial Aid page.

Program fees cover the costs of required services to enable full participation in coursework and clinical practicums. Both clinical and instructional fees are charged to the student account. In addition, the Campus Life fee and Wellness fee are charged each trimester. Per trimester fees range from $98 (combined cost of Campus Life and Wellness fees only) to approximately $800 in term 1, which is the largest term fee charge in the program. Fees cover all services, such as student practice insurance, CastleBranch, Calipso, and instructional software. Pepperdine manages contracts and agreements with outside vendors to benefit the student and to control costs for the students. All clinical and instructional fees charged only cover the costs to Pepperdine to help connect SLP students with these required program services.

Other Charges (nonrefundable)

Application for Admission fee	$70
Late registration fee	$150
Withdrawal fee	$150
Transcripts, per official copy	$10
Returned check charges	$25
Finance charge (per day)	.027%
Two-payment option service charge (per term)	$25
Three-payment option service charge (per term)	$50

Payment Policies

The student is responsible for the payment of any outstanding balance on the student's account. All tuition, fees, and room and board charges (when applicable) are due by the first day after the add/drop period of the term or session unless the student is eligible for and has chosen one of the installment payment options listed in the following section. Students who register after the due date are required to prepay the expected charges owed prior to registration, including, but not limited to, tuition, term fees, and the $150 late registration fee. Registration and confirmation of class assignments are not complete until financial clearance is received, indicating full or partial payment in accordance with the payment policies described in this section.

The online student account serves as the official student "bill." The account will be updated automatically with every charge or credit posted to the student account. The amount due will be available by viewing the student account online through WaveNet and will reflect the charges, credits, amounts due, and specific due dates for each. Students are responsible for viewing their student account online, for noting the account balances due, and for making the appropriate arrangements for payment to be received by the Student Accounts Office by the due date.

In compliance with FERPA (Family Education Rights and Privacy Act), students who wish to grant third parties access to their student account information or to allow the third party the ability to make an online payment must do so by completing the Guest Access link on the student's WaveNet account.

Forms of Payment

The University will accept the following forms of payment in addition to financial aid and loans toward a student account balance: cash, checks (must be drawn on a US bank in US dollars), and wire payments. (International wire payments through Flywire can be initiated online through WaveNet and the “Make a Payment” link. For a domestic wire payment, please contact the Student Accounts Office for instructions and information about where to send payment.) Online payments by check may be made by accessing the student’s account through WaveNet and the “Make a Payment” link.

Paper checks should be made payable to Pepperdine University and must include the student’s name and University-issued ID number. These checks may be dropped off at Pepperdine OneStop or mailed directly to the University:

Pepperdine University
Office of Student Accounts
24255 Pacific Coast
Highway Malibu, CA
90263–7999

Books and supplies may be purchased at the University bookstore and require separate payment made directly to the bookstore. Any personal spending money should be deposited directly into the student’s bank account and not sent to Pepperdine or deposited to the student’s student account.

A fee will be assessed for each returned check or eCheck that does not go through. Repeated occurrences of returned checks will necessitate that the student’s future payments be made using certified funds (e.g., cash, cashier’s check, money order, or wire transfer).

In the event that the student fails to attend or leaves the University for any reason, the student must formally withdraw through the academic advisor or program administrator in the Student Services Office. Failure to complete this withdrawal process will result in continued obligation for tuition and other charges.

Payment Options

The University offers several payment options for students to pay their tuition, room, and board charges.

Simple Payment Option

The balance of the student’s account is due in full by the first day after the add/drop period of the term or session. Finance charges will accrue daily on each payment that is late.

Installment Payment Options (Two-Payment Option or Three-Payment Option)

If the student’s account has not previously been in default and the student is enrolled in an eligible program, that student will be permitted to pay the charges for tuition, room,

and board (when applicable) remaining after deduction of any financial aid in installments as described below. Programs, sessions, or courses that do not follow the full-term schedule may not be eligible for payment plan options. For questions regarding eligibility, please contact the Student Accounts Office.

Finance charges will be applicable to each installment payment that is not received by the University by the due date and will accrue daily until the past due balance is paid in full. The privilege of using one of the installment payment options will be revoked upon any installment payment becoming delinquent.

Students who do not comply with payment policies or who have previously been in collections will be required to pay all charges prior to future registrations and advance registrations. If an installment payment option has been requested but the student would like to change or cancel the option, a written request from the student's Pepperdine email account must be received by the Student Accounts Office by the last day of the add/drop period. No changes to the installment payment options will be made after the last day of the add/drop period.

Tuition, room, and board charges remaining after deduction of any financial aid are divided into two or three equal installments to be paid according to the following schedule. All other charges are due on or before the due date listed on the student's WaveNet online account. A nonrefundable service charge will be added to the student account once per term and is due with the first payment.

Two-Payment Option Due Dates

- First installment: due on the first day after the add/drop period.
- Second installment: due 30 days from first-installment payment due date.

Three-Payment Option Due Dates

- First installment: due on the first day after the add/drop period.
- Second installment: due 30 days from first-installment payment due date.
- Third installment: due 30 days from second-installment payment due date.

Penalties on Delinquent Balances

The amount due for each term will be available by viewing the student account online through WaveNet and will reflect the charges, credits, amounts due, and specific due dates for each. Paper bills will no longer be mailed. Students are responsible for viewing their student account online, for noting their account balances due, and for making the appropriate arrangements for payment to be received by the Pepperdine Student Accounts Office by the due date. Finance charges will accrue daily on any past due balances.

Preregistration

Any continuing student who has a current account will be permitted to preregister without additional payment until the designated due date. Students with accounts that have previously been in collections, however, are required to prepay for any future terms prior to registration. In the event that a student preregisters but fails subsequently to attend class, the student should formally withdraw to avoid continued

obligation for tuition and term fees that will accrue daily finance charges if not paid. A $150 withdrawal fee will be applied to the accounts of students who preregister and do not attend class. The University reserves the right to cancel the course registration for any student who preregisters for a subsequent semester but fails to clear the student account balance of any outstanding charges by the end of the preceding semester.

Refund Policies

University operating expenses and student charges are planned on an annual basis. The refund policies have been established in recognition of both the University's advance commitment to operating expenses and a spirit of fairness for students who find it necessary to discontinue the use of University services. The tuition refund policies for dismissal and suspension are the same as for voluntary withdrawal.

Students are not entitled to a refund of tuition or fees if Pepperdine University changes or alters course offerings, including mode of instruction.

Tuition Refund

Consideration for refund of tuition requires written notice from the student to Pepperdine OneStop of the student's intention to drop a course or withdraw from the University. The date this notice is received by OneStop is the effective date for determining the refund amount according to the schedule below.

Graduate students who withdraw after the add/drop period but prior to the fifth week of school are subject to the percentage refund schedule. Tuition for classes in a clinical setting will be refunded in the same proportion as the class time below. Specific dates are contained in the Academic Calendar.

Through the add/drop period	100% minus $150
Through the third week of the trimester	75%
During the fourth week of the trimester	50%
During the fifth week of the trimester	25%
After the fifth week of the trimester	0

Federal Direct Loans

Those who qualify for federally based aid may borrow money for school through the Federal Direct Loan program. Graduate students may borrow up to $20,500 each academic year in Federal Direct Unsubsidized Stafford Loan funding. Students must be enrolled at least half-time in order to be eligible to receive federal loan funding. The total amount of loan funding that a student is awarded and accepts will be divided evenly among the number of terms of enrollment throughout the academic year. Direct loan funds, minus the origination fee, are disbursed through the school at the beginning of each term. Interest accrues while the student is enrolled in school. If enrolled in an eligible program at least half-time, borrowers may defer payment of the principal and pay the interest only or they may defer payment and have the interest charges added to the principal balance (capitalized). Loan repayment begins six months after the student ceases to be enrolled at least half-time.

Federal Direct Graduate PLUS Loan

Students in need of additional funding for tuition and/or living expenses may apply for a Federal Direct Graduate PLUS Loan or a private educational loan. The Federal Direct Graduate PLUS Loan, minus the loan fee, is disbursed through the school at the beginning of each term. Interest accrues while the student is enrolled in school. This loan requires credit approval from the Department of Education and is generally available to students who do not have adverse credit. Many private lenders offer loans with both variable and fixed interest rates. All loans must be coordinated with other aid and may not exceed the student's total cost of attendance. For more information about Federal Loans, please contact the Office of Financial Assistance.

Student Resources

These are links to many of the most popular student resources. For fully admitted students with an active @Pepperdine.edu account, all links should be accessible. Students seeking admission can view public links only but may use the phone numbers listed to contact a University staff member with questions for that department.

Pepperdine WaveNet for Students

Wavenet is Pepperdine's student system portal. Through the use of WaveNet, students can access email, class schedules, final course grades, request enrollment verification and transcripts, access the Canvas site, and much more.

Student Support Resources

The following university resources are available to support students throughout their academic and personal journey.

Hub for Spiritual Life/Chaplain	310.506.4017
Office for Community Belonging	310.506.4474
Office of Community Standards	310.506.4471
Office of Financial Assistance	310.506.4301
Office of International Student Services	310.506.4246
Office of Student Accessibility	310.506.6500
Office of Student Information and Services	310.506.7999
Pepperdine Student Accounts	310.506.8000
Pepperdine Cashier's Office	310.506.4107
Pepperdine Counseling Center	310.506.4210

Pepperdine Mail Services	310.506.4293
Pepperdine Public Safety	310.506.4700
Pepperdine Student Life	310.506.4975
RISE	310.506.4049
Student Care Team	310.506.6321
Student Health Center	310.506.4316
Tech Central (Technology Support)	310.506.4357
Title IX Office	310.506.4937
University Libraries	310.506.7273
Veterans Affairs	310.506.7204

Academic Requirements and Policies

Overview

The Master of Science in Speech-Language Pathology (MS SLP) at Pepperdine University is a distance education program carefully designed to help graduates earn eligibility for the Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP).

All SLP students are required to complete 16 units of foundational coursework and 53 units of graduate coursework. The 16 units of foundational coursework are waived for students who have met these requirements prior to enrolling in the MS SLP Program at Pepperdine. Program requirements include five clinical practicum courses that provide a minimum of 400 supervised clinical hours, including the required 25 observation hours. Students are also required to pass the SLP Comprehensive Examination and Objective Structured Clinical Examination (OSCE). Students may take the National Praxis examination by the end of the program or after graduation.

The program can be completed in five trimesters or eight trimesters (after the completion of the foundational coursework). Students may elect to enroll in the 8-term track with summer enrollment or without summer enrollment. SLP students may begin in the Fall, Spring, or Summer trimesters. Once an SLP student begins the graduate coursework of the program, all coursework in each trimester will follow a prescribed sequence, including clinical practicum courses. SLP cohorts progress through the program in lockstep, forging meaningful relationships with faculty, peers, and clinical supervisors.

SLP Foundational Courses

The SLP program is designed for students with an undergraduate degree in communication sciences and disorders, or students in the process of earning that degree. Deserving students with a strong interest in speech-language pathology who have completed most of the foundational courses may be eligible for provisional admission to complete required foundational coursework, in advance of full admission to the SLP program. All foundational courses (or equivalent) must be completed prior to beginning graduate level coursework (600 level) and according to a schedule predetermined upon admission. Course descriptions, syllabi, and other materials may be required to demonstrate that a given course taken elsewhere fulfills the requirement.

The required foundational courses are listed below.

- SLP 500 Survey of Communication Disorders Across the Lifespan
- SLP 501 Anatomy & Physiology for Speech, Hearing, and Swallowing
- SLP 502 Language Development
- SLP 503 Phonetics and Acoustics
- SLP 504 Foundations of Audiology
- SLP 509 Clinical Observations and Foundations

ASHA Requirements

ASHA standards for certification in Speech-Language Pathology require demonstrated knowledge of the following areas: biological sciences, physics or chemistry, statistics, and social/behavioral sciences (Standard IV-A). Student transcripts will be reviewed prior to admission to the program to determine fulfillment of these ASHA prerequisite courses. ASHA specifies that these courses must be taken from an accredited college or university. They must appear on the undergraduate transcripts. Classes taken at the high school level are not eligible to meet this requirement, with the exception of advanced placement (AP) courses that appear for credit on the college/university transcript. Course descriptions, syllabi, and other materials may be required to demonstrate that a given course fulfills the requirement.

Mode of Delivery

The MS SLP is a distance education program. Courses are taken online, and students complete clinical hours at placement sites local to them. SLP students are required to have an appropriate computing platform and a reliable, high-speed internet connection. Students are also required to join online meetings and classes from an appropriate workstation in a distraction-free environment without background noise. Video should be on 100 percent of the time while in class, and students should be prepared to offer class contributions using a reliable microphone.

It is the student's responsibility to make sure that the technology being used in class is appropriate for successful distance education. The Technology Requirements and Services section of this Handbook has suggestions regarding computer hardware and software. While there are no specific computer requirements, distance learners are strongly encouraged to approach technology planning with the same level of professionalism expected in all aspects of the SLP program.

Other suggestions for distance learning include:

- The online classroom setting should be respected by all students as a learning environment. Professional conduct is expected at all times.
- Log in to the session early enough (about 15 minutes early) to have audio and video ready when the class time begins.
- Dress appropriately. Attire should be consistent with what would be worn to in person class meetings.
- Organize the physical space used to join class. Choose a quiet and reliable space. Do not join class from bed, a car, a sporting event, or any public place.
- Check the camera lighting. Students should be visible on camera and able to contribute meaningfully to class discussions.

Course Sequence for SLP Students

Term	Full-Time Sequence (5-Term)	Part-Time Sequence (8-Term)*
1	SLP 610 Intro to SLP Practice SLP 611 Advanced Anatomy and Physiology for SLP SLP 612 Pediatric Language and Cognitive Disorders SLP 613 Pediatric Speech Sound Disorders SLP 614 Research Methods SLP 691 Clinical Methods and Practicum 1	SLP 610 Intro to SLP Practice SLP 611 Advanced Anatomy and Physiology for SLP SLP 614 Research Methods
2	SLP 620 Pediatric Dysphagia SLP 621 Adult Dysphagia SLP 622 Adult Language and Cognitive Disorders SLP 623 Adult Motor Speech Disorders SLP 692 Clinical Methods and Practicum 2	SLP 612 Pediatric Language and Cognitive Disorders SLP 613 Pediatric Speech Sound Disorders SLP 691 Clinical Methods and Practicum 1
3	SLP 630 Fluency Disorders SLP 631 Voice & Resonance Disorders SLP 632 Aural Habilitation and Rehabilitation SLP 633 Social Communication Disorders, Behavior, and Neurodiversity SLP 634 Augmentative and Alternative Communication SLP 693 Clinical Methods and Practicum 3	SLP 620 Pediatric Dysphagia SLP 621 Adult Dysphagia
	SLP635 Professional Practice Competencies	
4	SLP 640 Professionalism Portfolio SLP 694 Clinical Methods and Practicum 4	SLP 622 Adult Language and Cognitive Disorders SLP 623 Adult Motor Speech Disorders SLP 692 Clinical Methods and Practicum 2
5	SLP 650 EBP Portfolio SLP 695 Clinical Methods and Practicum 5	SLP 630 Fluency Disorders SLP 631 Voice & Resonance Disorders
6		SLP 632 Aural Habilitation and Rehabilitation SLP 633 Social Communication Disorders, Behavior, and Neurodiversity SLP 634 Augmentative and Alternative Communication SLP 693 Clinical Methods and Practicum 3
		SLP635 Professional Practice Competencies
7		SLP 640 Professionalism Portfolio SLP 694 Clinical Methods and Practicum 4
8		SLP 650 EBP Portfolio SLP 695 Clinical Methods and Practicum 5

*For students enrolled in the 8-term track without summer enrollment, the course sequence will remain the same, but students will only take courses during the fall and spring terms.

Onsite Experiences

The SLP program requires three onsite experiences that are held at the Pepperdine Calabasas Campus, near the main Malibu Campus. The specific dates for *OE1-3* will vary based on the trimester of entry to the program, but their placement within the required course sequence is always the same.

- *OE1* occurs the first week of Trimester 1 of the graduate coursework. It includes an extensive new student orientation, course lectures and labs, training in Universal Safety Precautions. An overview of program technology, such as Simucase, is also provided.

- *OE2* occurs the last week of Trimester 3 for 5-term students and the last week of Trimester 6 for 8-term students. OE2 includes hands-on labs and clinical skill activities. *OE2* includes the Comprehensive Examination and the Formative OSCE. *OE2* also includes SLP 635 Professional Practice Competencies.
- *OE3* occurs in the final week of the last trimester of the SLP program. It includes the Summative OSCE, the EBP Portfolio presentation, and required exit surveys. *OE3* also includes graduation in the spring of each year.

Course Registration

As a cohort-style program, all SLP students with the same start date and course track (5-term or 8-term) take the same courses each trimester. Before the first trimester, students will be notified of the required courses. Students will be notified when it is time for course registration and they may check WaveNet to confirm the course schedule for the upcoming trimester. All registration holds must be cleared before a student can be registered for courses. It is the student's responsibility to take the necessary action to clear all holds prior to course registration. Holds may be viewed on WaveNet. Students may contact SLP program staff to learn more about registration holds and how to clear them.

During term 1, students will be provided with instructions on how to create an academic plan using Navigate360. The academic plan allows students to see how their prescribed courses map onto each trimester. Once registration opens for a trimester, CHS staff will assist students in registering for the appropriate courses and be available to answer questions about the academic plan.

Registration for *Onsite Experience 1, 2, and 3* is also required. The precise dates for each onsite experience will be scheduled well in advance to allow for travel plans to be made. Once scheduled, all students will receive confirmation of their registration for the onsite experience along with other helpful information, such as schedules and a list of local amenities.

Students select their enrollment status (8-term or 5-term) and their course schedule of daytime or evening classes when they apply for admission. Student status of 8-term or 5-term track and day or evening classes is confirmed prior to the start of the first trimester. If a student wishes to change their status, they must make the request in writing to the Chair of the SLP Student Progress Committee (SPC) using the approved form. Requests must be received 16 weeks in advance of the start date of the term in which the change of status will go into effect. The Chair of the SPC will notify the student if their request is approved or not approved. Students are only permitted to change their status of 8-term/5-term or day/evening classes one time throughout their program. In rare cases, exceptions may be considered when circumstances for the second change of status are compelling and outside of the student's control.

Attendance and Class Participation

Attendance at all classes is absolutely required. In the event of extenuating circumstances that result in missing a class, an excused absence may be granted if the

student communicates in writing via email with the faculty member and provides any documentation requested. If the absence only affects one class meeting for one course, the student may contact the course instructor in writing via email. If the absence will affect more than one class meeting in one or more courses (for example, a planned medical procedure or religious holiday), the student must contact the SPC in writing. The student is required to request the absence as far in advance as possible. Even if the absence is approved as “excused,” all assignments due during that period must be submitted before the absence begins. Extensions for due dates will not be granted for excused absences and the late penalty of 10% grade reduction for each day late will apply to each assignment.

Typically, only one excused absence per trimester will be granted. If a student demonstrates a pattern of absence, even if excused, it may result in remediation requirements and/or a professionalism violation. Continued absence may result in deferral of a course(s) to the next trimester it is offered.

In addition to attendance, students are expected to participate actively in class. Online course work will use a seminar format and will include a combination of dialogue, dialectic, and inquiry. All students should participate in online class discussions by offering substantive comments. Class participation also includes completion of all asynchronous modules and assignments.

Asynchronous course work, for example, may include responding to prompts requiring either a written or video recorded response, as well as assignments that are to be completed prior to live sessions. Also, students are expected to have completed assigned reading and viewed all videos before attending each live session. The asynchronous material for each week is as important as attending the live, synchronous class meetings. Due dates for asynchronous modules should be observed strictly. Often, this preparation will be essential for meaningful participation in live class meetings.

If extraordinary circumstances prevent the timely completion of assignments (including asynchronous material), the student should consult the course faculty immediately. The decision to allow alternatives is at the full discretion of the faculty member. Please consult the syllabus for each course to determine the specific requirements.

Quizzes and Exams

Course exams and quizzes are administered online. Unless otherwise stated, quizzes and exams are individual assessments. Students may not collaborate with others or use any references during any examination. Class notes or other references may only be used during an exam if it has been specifically permitted by the faculty and documented in the syllabus. If there is any question about what may or may not be used during testing, it is important to ask the faculty member giving the exam for clarification.

In general, during exams or quizzes students should not:

- Open another browser window or use any other method to look up an answer
- Communicate with anyone via online chat, telephone, email, text message, in-person, or any other method
- Use a phone or video camera
- Ask someone else to take the exam
- Copy or photograph exam questions for personal use or to share with others
- Discuss the exam with other students who have not yet taken it.

Technology Disputes

In a distance education program, proper use of the technology related to the course, discipline, and program is essential. For example, when taking an exam online, the student is responsible for making sure that the exam is run correctly, completed on time, and submitted. Failure to do so would impact the student grade.

To ensure consistency with respect to managing technology-related disputes in regard to submission of coursework, such as discussion board posts, examinations, quizzes, written work, or other assignments, the only documentation that will be used to determine the outcome of any appeal will be what is provided by the online program manager and a review of the incident conducted by the SLP program staff. No outside evaluations, repairs, or connectivity issues will be part of the process in any review. It is ultimately the student's individual responsibility to ensure that they have submitted all exams, quizzes, and coursework in the time allotted.

Grading

The quality of achievement in a course is measured by grades. For graduate students, A indicates superior work and B indicates average or satisfactory.

Grades are calculated as follows:

Grade	Points per Unit	Grade	Points per Unit
A	4.000 100-94%	C	2.000 76.99-74%
A-	3.700 93.99-90%	C-	1.700 73.99-70%
B+	3.300 89.99-87%	D+	1.300 69.99-67%
B	3.000 86.99-84%	D	1.000 66.99-64%
B-	2.700 83.99-80%	D-	0.700 63.99-60%
C+	2.300 79.99-77%	F	0 59.99-0%

Minimum GPA and Repeating a Course

A cumulative GPA of at least 3.000 must be maintained while in the SLP program. In addition, all individual course grades must be at least a B- (80%) or higher. Students should note, at Pepperdine, a grade of B- is equivalent to 2.700 grade points and not 3.000 grade points.

If a student earns a course grade of C-, C, or C+, the course must be repeated, even if the student's cumulative GPA remains at least 3.000. While repeating a course, the student will be placed on probation, even if the GPA remains at least 3.000. The terms of probation may require the student to switch from 5-term to 8-term status if the SPC believes that will facilitate student success. Repeating a course may not be done

independently or as a directed study. The course must be repeated when it is scheduled and could impact the target graduation date and total program cost.

When repeating a course, both course grades are calculated into the GPA and the units count only once toward graduation. School of Speech-Language Pathology students may repeat only one course, one time. A student may not re-take a second course, nor may they repeat the same course two times. In the event that a student does not earn a satisfactory grade when repeating a course, it may not be repeated again, and the student would be dismissed from the program.

If a student earns a course grade below C- (below 70%), the course cannot be repeated, and the student would be dismissed from the program.

For students under provisional admission status, please see Provisional Admission Policies.

Academic Advising and Reporting

SLP program advisors will hold an Advisory Meeting with each student every trimester. Following the SLP Advisement Guide, the advisor will review the student's progress in academic courses, clinical development, and progress toward graduation and certification requirements. If the advisor sees that the student is not performing to the program's expectations in any area, a remediation plan will be outlined and shared with the student.

Also, the SLP program requires faculty members to provide a mid-trimester grade for each student eight weeks into each academic term. Any student who has earned a course grade below 75 percent at mid-trimester will automatically be placed on a remediation plan. If a faculty member identifies a problem with the student's performance earlier in the trimester, a remediation plan may be initiated at any time through the SPC.

If at the end of any trimester the cumulative GPA is below 3.000 or if the student earns a course grade below B- (80%), the student, in consultation with the SPC, will be placed on academic probation. The terms of the probation will be determined by the Student Progress Committee on a case-by-case basis, but will always set a firm deadline for when the GPA must be increased to at least 3.000, typically one trimester for 5-term students and two trimesters for 8-term students. Failure to achieve this goal by the established deadline could result in dismissal from the program. The terms of probation may require the student to switch from 5-term to 8-term status if the SPC believes that will facilitate student success.

For students under provisional admission status, please see Provisional Admission Policies.

Change of Course Sequence

As a cohort-style program, SLP students follow a standard course sequence, including

clinical experiential learning. Coordination of course schedules and clinical placement sites to meet the requirements of ASHA for potential licensure is designed carefully into the SLP Program. Not completing a course or clinical rotation as scheduled may affect the target graduation date, total program cost, and academic standing in the SLP program. In the event of extreme extenuating circumstances and a change in course sequence is necessary, the academic advisor and SLP Dean will support the student in planning a revision to the course sequence that minimizes disruption to student progress.

The College of Health Science cares deeply about the physical and mental health of its students. At times, a student may experience such extreme medical or psychological conditions that the ability to function successfully or safely in the role of a student is significantly impaired. Students are encouraged to prioritize their health and safety and take steps toward recovery, even if academic progress must be delayed. CHS will support student-initiated self-care plans, and/or initiate actions that consider the welfare of the individual student and the University community.

Please consult the Academic Policies section of the SLP program catalog for detailed information on the drop/add policy, incomplete grades, and emergency withdrawal from the program. Students may also direct questions to the academic advisor or SLP program staff. The **Pepperdine Student Care Team** is also available to assist students in need of support.

Comprehensive Examination

SLP students are required to pass the Comprehensive Examination prior to graduation. The exam is designed by SLP faculty to identify each students' strengths and weaknesses in both academic and clinical knowledge. This examination includes questions from all areas of the profession, e.g., anatomy and physiology of speech and hearing, speech sound disorders, adult language, aphasia, motor speech disorders, voice, fluency, child language, cleft palate, diagnostic audiology, auditory processing disorders, aural rehabilitation, research design and analysis, and so forth.

A remediation plan is required for students who do not pass the Comprehensive Examination during *Onsite Experience 2*. Students will have the opportunity to retake the exam during *OE2*. Students who do not pass the Comprehensive Examination on the second attempt will be permitted to remain in the program but will need to pass the exam during *OE3* in order to graduate on time. Just as ASHA does not limit how many times an individual can take the Praxis exam to earn ASHA certification, Pepperdine does not limit the number of times a student can take the Comprehensive Examination, but graduation will be delayed until the Comprehensive Examination is passed. Students should also refer to the "Time to Degree" Policy.

Objective Structured Clinical Examination (OSCE)

An OSCE is a type of examination often used in health sciences to test clinical skills and competence (knowledge, skills, and attitudes) such as communication, clinical procedures, clinical decision-making, clinical thinking/reasoning, and/or interpretation

of clinical outcome results.

Formative OSCE

During *OE2*, students will take a Formative OSCE. Student performance will allow faculty to assess each student's clinical skill development approximately half-way through the clinical course sequence. Any student who scores below the benchmark will be placed on a remediation plan to help improve clinical skill development. Students are required to complete the remediation plan, but will not be required to retake the Formative OSCE.

Summative assessment

During *OE3*, students will take the Summative OSCE. The Summative OSCE is the mechanism by which SLP faculty assess that students have acquired clinical skills and competencies expected for graduation. Earning a passing score on the Summative OSCE is required for graduation. If a student fails the Summative OSCE, they will be provided with remediation and an opportunity to retake the exam. Just as ASHA does not limit how many times an individual can take the Praxis exam to earn ASHA certification, Pepperdine does not limit the number of times a student can take the Summative OSCE, but graduation will be delayed until the Summative OSCE is passed. Students should also refer the "Time to Degree" Policy.

ETS Praxis Exam for Speech-Language Pathology

To earn ASHA certification, students are required to take the ETS Praxis Exam for Speech-Language Pathology. The Praxis exam may be taken before or after graduation. *OE2* includes preparation for the Praxis exam. Please visit the following website to learn more about the Praxis exam: **https://www.asha.org/certification/praxis/**.

The Pepperdine MS SLP Program ETS code is: **0432.**

Students will need to enter this code when they take the Praxis examination to have their scores reported back to the program. The program will not be able to approve students for their ASHA CCC until the Praxis score has been received.

Intent To Graduate and Degree Posting

To apply for graduation and degree posting, potential graduates must complete a Graduation Application form. The College of Health Science will notify students, during the term in which final degree requirements will be satisfied,[1] when to complete the application. In the application, students will confirm their intent to graduate and their diploma address information through WaveNet. The deadline to complete the application is indicated in the notification sent by the College of Health Science via Pepperdine email. Submission of the application is required for degree posting.

After receiving approval for graduation by the SLP Dean, students apply for the Clinical

[1] A course is not considered satisfied until a final grade is received. For degree posting purposes outstanding incomplete and in-progress grades must be received by the last day of the term

Fellowship through ASHA. The dean must then enter approval for the Clinical Fellowship through ASHA's portal. Students also apply for the Required Professional Experience (RPE) temporary license through the State of California (or follow the requirements of their state of residence).

Degrees are posted on the student's transcript at the end of the trimester in which all requirements for the degree have been satisfied if a valid Graduation Application is on file. Students failing to submit their Graduation Application in the trimester their degree requirements have been satisfied will be awarded their degree in the trimester when the application is submitted. The degree posting date reflects the official date of graduation on both the diploma and transcript of academic record.

Students should expect to receive their diplomas approximately 120 days after the official posting date of program completion given all financial obligations and student record holds have been cleared.

Students are considered graduates and College of Health Science alumni immediately following degree posting. Alumni will lose WaveNet access, including email access, 90 days after degree posting.

Clinical Practicum Policies

Before Clinical Experience

The following checklist is provided to help students ensure that all required preparation for being allowed to complete clinical hours is done in time to begin the first clinical experience. If any of the following are not completed by the start date of clinical experiential learning, students will not be permitted to begin in the clinical setting. Any delay to meeting the clinical requirements for the SLP program will also impact target graduation and academic progress with the assigned cohort.

General Information

- Background check
- Drug screen
- Driver's license or passport identification
- Health insurance

Training

- HIPAA training
- OSHA training
- Basic Life Support (BLS) Certification—only American Heart Association or American Red Cross BLS certification will be accepted.

Vaccinations

- Influenza (annually)
- Measles, Mumps, & Rubella (two-step; usually completed in childhood or titer) Varicella (two-step vaccine)
- Hepatitis B (start early! takes months to finish this series)
- Tetanus (every 10 years)
- TB Test (Quantiferon-TB Gold Plus OR T-spot blood test; annually)

All SLP students will be required to obtain vaccinations prior to beginning the SLP program and for clinical placements. The required vaccinations include Measles, Mumps, & Rubella (MMR), Varicella, Hepatitis B, TB, and DTAP (diphtheria, whooping cough, and tetanus). Additional vaccinations/immunizations (including the Influenza and COVID-19 vaccines)) may be required by specific clinical sites.

Declination of Immunizations

Students who have not met vaccination requirements may not be able to be placed at clinical sites to complete clinical requirements. The vaccinations may be requirements of clinical sites where the student is required to complete clinical rotations. Religious, physical, or other accommodations may not be available from the clinical sites, which operate independently of Pepperdine University, to excuse students from vaccinations that the site requires for participation in the clinical rotation. Students who cannot be placed at clinical sites due to not meeting the requirements of the clinical sites will not be able to meet the graduation

requirements for the MS SLP Program at Pepperdine University, which are in accordance with the standards established by the American Speech-Language Hearing Association Council for Clinical Certification and Council on Academic Accreditation.

Drug Screening

A drug screen is required for all students prior to beginning the SLP program. A non-negative finding could result in disciplinary action or dismissal from the program. A repeat drug screen may be required depending upon facility requirements or just cause at the student's expense. Refer to this link for more information: **Pepperdine Drug and Alcohol Policy**.

Testing for Cause

Any SLP student suspected of abuse related to the use of drugs, including but not limited to alcohol, may be subjected to testing. The decision to drug test for cause will be drawn from those facts in light of the experience of the observers and may be based on, but not limited to:

- A finding of non-negative on initial drug screening.
- Observable phenomena such as direct observation of drug use and/or physical symptoms or manifestations of being under the influence of a drug.
- Erratic behavior, slurred speech, staggered gait, flushed face, dilated/pinpoint pupils, wide mood swings, absenteeism, tardiness, and deterioration of work performance.
- A report of drug use provided by reliable and credible sources which have been independently corroborated.
- Information that a student has caused or contributed to an accident that resulted in injury requiring treatment by a licensed healthcare professional.
- Evidence of involvement in the use, possession, sale, solicitation or transfer of drugs while on a clinical site premise.
- Conviction by a court, or being found guilty of a drug, alcohol, or controlled substance in another legitimate jurisdiction.

Criminal Background Check

Prior to beginning the program, all students are required to have a one-time comprehensive criminal background check in accordance with clinical affiliation contracts between the university and clinical agencies. The SLP program and Pepperdine University have contracted with an outside company to conduct the background checks and provide the results.

- Failure to pass the initial background check could result in more specific screening requirements and/or additional screening requirements prior to placement.
- A clinical site may have more specific screening requirements and may require additional screening procedures prior to the clinical placement.
- A clinical site may refuse the placement of a student with a criminal record.
- Any student with a criminal record is advised to check with the Speech-Language Pathology licensure board and/or an attorney in the state in which they wish to be licensed in order to determine their eligibility

for licensure.

Note: Individual clinical sites may have additional specific requirements students must meet, such as fingerprinting, another drug screening, a more recent background check, additional vaccinations, specific trainings, parking fees, EMR fees, etc. It is the student's responsibility to comply with any specific clinical site requirements, including any costs associated with meeting these requirements.

Distance Education Student Identity Verification Policy

In compliance with the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) Standard 4.10, the SLP Program requires robust mechanisms to verify that the student who registers in a distance education course or program is the same student who participates in, completes, and receives academic credit for the course or program.
The SLP Program utilizes DISA / CastleBranch as its primary third-party credentialing and identity management clearinghouse to authenticate student identity, maintain secure records, and verify compliance for both academic coursework and clinical field placements.

Identity Verification Procedures

- Initial Identity Validation and Background Screening
  Upon admission to the Program, all distance education students must establish a secure myCB (CastleBranch) profile. Verification of identity is conducted through:
  - Social Security Number (SSN) & Public Records Trace: Cross-referencing name, date of birth, and SSN against official public and credit records.
  - Government-Issued Photo ID Verification: Secure upload and manual/automated audit of a valid state driver's license, state identification card, or passport.
  - Biometric Screening (where applicable): Digital fingerprinting and state/federal background checks processed through certified collection facilities, requiring in-person government photo ID matching at the point of service.
- In-Person Clinical Fieldwork Authentication
  Before participating in off-campus clinical experiences, students must complete mandatory drug screenings and clinical clearance protocols via designated CastleBranch partner sites (e.g., Quest Diagnostics, LabCorp). Physical photo identification must be presented and matched against the student's CastleBranch profile before clinical placement eligibility is authorized.
- Secure Multi-Factor Authentication (MFA) & Course Access
  Students are assigned unique, encrypted Learning Management System (LMS) login credentials. Multi-Factor Authentication (MFA) is required for all access to academic platforms, exams, and clinical documentation software. Sharing account credentials or completing academic work on behalf of another individual constitutes a violation of the Student Honor Code and Academic Integrity Policy.

Student Privacy & Data Protection
All identity verification procedures conducted via CastleBranch/DISA adhere strictly to the Family Educational Rights and Privacy Act (FERPA). Personal identifying information collected during authentication is stored in an encrypted, secure database accessible only to authorized program administrators.

Associated Fees & Student Notification
Students are notified of any fees associated with account setup, background checks, or biometric processing via the program website and admission materials prior to enrollment.

Compliance & Reporting
The Clinical Coordinator and Assistant Clinical Coordinator monitor CastleBranch verification records continuously.

Observation Hours

ALL students must have documentation of a minimum of 25 guided observation hours of assessment or treatment provided by an ASHA CCC-SLP.

Completion of observation hours is required prior to beginning the graduate coursework. Students will receive information for how to submit observation hours through Calipso prior to Orientation. Documentation will be verified by the SLP Program and must be submitted in the form of an observation log or letter, on letterhead, from the certified speech-language pathologist (CCC-SLP) confirming the observation hours. Documentation must be an original (not a photocopy) signed form with the name and ASHA number of the person who certified the guided observation hours.

If the observation hours have NOT been completed prior to beginning the graduate coursework, contact the Clinical Coordinator. This may delay the student in starting the graduate courses.

Practicum Placement Process

The Clinical Coordinator and staff works to secure placements on behalf of students. This search will be based on the preferred placement address and program requirements and policies. It is the goal of the clinical staff to determine only one viable placement site per clinical practicum. If the proposed site is refused by the student, an alternative placement site cannot be guaranteed, and graduation may be delayed.

Please note that the placement team does not consider site-specific clinical requirements in the placement search.

Students may submit placement suggestions for their clinical practicum placements 90 days prior to the start of the trimester. Suggestions should come from known contacts or facilitated through a supervisor. Known contacts are established relationships through volunteer work, employment, and other community involvement. Suggestions may also be facilitated through supervisors at previous or current practicum experiences. Students are not permitted to contact sites to secure placements without having an established relationship or facilitated through a supervisor. While student suggestions for placement sites are encouraged, placement sites are NOT determined by these suggestions or student preferences. Placements are determined by the SLP Clinical Coordinator to ensure students meet program and ASHA requirements.

Once a placement assignment has been secured, students may be asked to interview and confirm compliance with clinical requirements. Students must reach out to the assigned supervisor within two business days of receiving an interview notification. The supervisor will receive a similar interview notification, and will expect students to make initial contact, make introductions, and determine a meeting time. Students unable to comply with clinical requirements (such as vaccination requirements) must request exemption directly with the clinical site, even if a medical waiver for vaccinations has been previously approved by Pepperdine. After all steps have been

completed, placement will be confirmed.

Declination of a Student by the Placement Site

If a secured clinical site declines a student who has requested a medical, religious, or other type of exemption because the clinical site does not offer an exemption, the student should email the SLP Clinical Coordinator to determine if an alternative site can be obtained that trimester.

The SLP Program can not guarantee that an alternative site can be obtained. Religious, physical, or other accommodations may not be available from the clinical sites, which operate independently of Pepperdine University, to excuse students from the specific requirements that the site requires for participation in the clinical rotation. Students who cannot be placed at clinical sites due to not meeting the requirements of the clinical sites will not be able to meet the graduation requirements for the MS SLP Program at Pepperdine University

Students should be aware that the university and clinical sites must come to an agreement on contract terms. Students should be aware that if the student is rejected by a site because the site does not offer an exemption, the student may not have a clinical placement for that term and graduation will likely be delayed.

Declination of a Placement Site by the Student

Students are not allowed to directly or indirectly decline a placement regardless of distance, client population, or other issues. A student's decision to directly or indirectly decline a placement site may cause a delay in the student's program and affect the progression and satisfaction of academic requirements and projected graduation.

Clinical sites may require students to complete an interview for a clinical placement. If there are concerns about the placement, students are expected to discuss the concerns with the SLP Clinical Coordinator prior to the interview. Concerns should not be discussed with any employee from the potential site or interviewer during the interview process. If a site declines the placement based on concerns expressed during the interview process, it is considered an indirect declination of the placement site by the student.

Clinical Rotations at a Place of Employment

Students working as SLPAs while enrolled in the program may submit a request to complete a clinical rotation at their place of employment. The request should be submitted in writing to the Clinical Coordinator. The Clinical Coordinator, along with the clinical placement team, will determine if the placement can be made. The process will include consideration of the student's place of employment, Pepperdine's policies, CAA Standards, CFCC Standards, and regulations of the state in which the student resides and works. Due to many factors, not all students will be able to complete a clinical rotation at their place of employment, but the Clinical Coordinator will give each student's request full consideration. Students are typically not paid during clinical rotations. Pepperdine has no authority over the rate of pay that the student's place of employment may or may not offer the student while completing the clinical hours counted toward the MS SLP degree. Decisions regarding clinical placement rendered

by the Clinical Coordinator cannot be appealed by the student.

Students working as SLPAs in school settings while enrolled in the program may wish to complete one full-time clinical rotation at their place of employment. In these cases, the Clinical Coordinator will attempt to schedule that clinical rotation during the fall or spring trimesters. The second full-time clinical rotation should be placed at a clinical site that has a primarily adult population. The Clinical Coordinator will attempt to schedule this clinical rotation during the summer trimester to minimize the impact on the student's work schedule.

International Placements

The MS SLP degree program will not place students outside of the United States. This includes military bases and US territories.

Relocation

Any student planning to relocate to a new address must provide notice to the SLP Clinical Coordinator. A relocation request will only be considered if received at least 16 weeks prior to the scheduled placement start date to ensure placement within acceptable distance from the new address. Placement sites are typically not changed in the middle of a term, so students are advised to relocate between terms. In addition, licensing requirements vary for different states, and the SLP Program may not be authorized to operate in all states, so it is important that the student is aware of the licensing requirements in the state where they intend to move.

Any students traveling abroad must submit a preferred placement address within the continental United States or Hawaii at least 16 weeks prior to the first placement term. Students should plan to arrive in the United States to have adequate time to meet the clinical requirements. Placement cannot be guaranteed outside of this timeline, which may necessitate a leave of absence from the program.

Practicum Placement Participation

Clinic start and end dates will be communicated to students each trimester. Students are expected to attend the clinic every week to obtain the required number of clinical clock hours for that rotation. Students cannot earn a passing grade on a clinical rotation if they have not met the clinical clock hour requirements for that rotation. Supervisors will require students to adhere to their schedule.

Students should not miss any scheduled clinical experience. As a matter of professional courtesy, a request email for a necessary absence, under extreme extenuating circumstances, should be sent to the clinical supervisor and the Clinical Coordinator (CC). If absence is absolutely necessary, the clinical supervisor and the CC must be contacted within 24 hours and medical documentation must be presented. Clinical absences should not be consecutively scheduled clinic days or cause a break in patient care unless the absences are medically necessary. Absences due to vacations, weddings, or extended holidays will not be approved. Timely communication with the clinical supervisor and the CC is expected and crucial to navigating clinical absences in a professional manner.

Medical documentation may excuse a student from the site, but it will NOT excuse a student from demonstrating clinical competencies. Extenuating circumstances that prevent a student from meeting these placement participation requirements must be documented (such as a medical emergency). Proceeding in the program will be considered on a case-by-case basis. Failure to adhere to these clinical participation expectations may result in a professionalism violation, dismissal from the site, reduction of the final clinical grade, and/or repeating the course. Exceptions are considered only on a case-by-case basis by the Clinical Coordinator and SLP Dean.

Scheduling

The clinical placement portion of the SLP program is a major commitment and students are expected to have flexibility with clinic scheduling. Students should prepare to complete all placements based on the assigned supervisor's schedule. The Clinical Coordinator will not pursue or arrange for placement schedules that accommodate work or personal schedules. Clinical placements are required throughout the program.

Clinical Clock Hours

The Clinical Coordinator and Assistant Clinical Coordinator track the number of hours that each student completes each trimester in the Clinical Practicum 1-5 courses using Calipso. If the student completes the minimum number of hours required each trimester in the Clinical Practicum 1-5 courses, the student will acquire the minimum 400 clinical hours for graduation. However, the Clinical Coordinator, Assistant Clinical Coordinator, and student must also track that those 400 hours are with patient populations representing the breadth and depth of clinical practice, across the lifespan and continuum of care, culturally and linguistically diverse backgrounds, and various types and severities of changes in structure and function. The Clinical Coordinator and Assistant Clinical Coordinator may make adjustments to the student's clinical placement sites to ensure the student acquires clinical clock hours that meet all of these requirements.

Each trimester, graduate students will meet with their advisor for their Advisory Meeting. The advisor will verify the total number of clinical hours the student has completed so far during the program to help the student track their own progress toward acquiring the minimum 400 clinical clock hours prior to graduation.

Clinical Supervision

Students are responsible for maintaining a professional and rewarding relationship with the supervisor(s) at the assigned placement facility. Each supervisor will have a different supervisory style. Diversity is needed to enhance skills in working with different people and different personalities. The supervisor(s) will want SLP students in their clinic to have rewarding experiences and to become successful speech-language pathologists. Asking questions and discussing concerns with the supervisor as early in the trimester as possible is recommended.

A weekly conference with the placement supervisor is required. These will vary in time based on needs/skills level. Each weekly meeting is collaborative time, and should be recognized as such by the student. These meetings will help students move toward independence and development as a clinician. It is important to have an agenda of items to discuss in weekly meetings.

ASHA requires a minimum of 25% direct supervision and also recommends a level of supervision commensurate with the student's knowledge, skills, and experience. Clinical supervisors and students are jointly responsible for compliance with this requirement. Students

MAY NOT engage in therapy or diagnostics if their clinical supervisor is not present, unless the clinical supervisor has arranged in advance for a substitute. In the event of an emergency, please consult the SLP Clinical Coordinator for assistance.

Clinical supervisors and faculty use a variety of observation summaries/checklists to provide feedback on clinical sessions. Please check with the individual clinical supervisor and/or faculty to review comments and suggestions. Timely implementation of feedback is critical to the student's professional growth and development.

Knowledge, skills, attributes, and abilities regarding clinical teaching and modeling, and the supervision process, will be integrated throughout the length of the program and summative assessments will occur through the Professionalism Portfolio and Comprehensive Examination.

Protocol for Problems

If a problem is experienced with a supervisor/student, it becomes the responsibility of the student and supervisor to discuss and work through the situation at the placement site. If it cannot be corrected at this level, then the student should discuss the matter with the Clinical Coordinator. If the matter cannot be settled at this level, then the Dean will participate in the matter to its resolution.

Dismissal from a Clinical Site

Clinical instructors have the right to dismiss students from the clinical setting if there is behavior that indicates that the student is unprofessional, unprepared, and/or not capable of providing safe care in their practice setting. The Clinical Coordinator should be notified immediately if dismissal is being considered.

It is up to the discretion of the Clinical Coordinator in consultation with the SLP Dean and other faculty whether the student will be assigned a grade of Incomplete (I) or Fail (F) for the course, reassigned to another clinical site, or dismissed from the program. If the student continues in the program, a remediation plan will be implemented to address areas for improvement in their clinical practicum placement(s).

Initial Client Contact

Upon receipt of practicum placement, students should make an appointment to meet with the supervisor. This initial meeting with the supervisor will allow for discussion and planning for client contact.

Paperwork

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

Therapy

Clinicians should adhere to any therapy guidelines set forth by the facility.

Professional Attitude and Demeanor

Clinical Site Attire Policy

Pepperdine University College of Health Science has defined appropriate professional attire for students. The attire for clinical and laboratory settings, including the Pepperdine University Simulation and Skills laboratories, is listed below and aligns with similar policies for our clinical affiliates. This attire policy accommodates cultural and ethnic traditions, and emphasizes personal hygiene and patient comfort. Personal hygiene is important and student hygiene should not cause discomfort for patients or colleagues. Before entering a clinical training site each student is responsible to determine the specific dress code or attire policy at that site.

Policy

<u>White Coat & Name Tag</u>

- Students are required to wear a clean, short white coat or scrubs, depending on the school and degree program, embroidered with the appropriate Pepperdine University School unless specifically instructed otherwise at the clinical site.
- Identification/name tag is required and must always be visible.

<u>Clinical and Academic Attire</u>

- Personal attire should be clean and businesslike.
- Professional dress may include the following: collared shirts, dress shirts, sweaters, blouses, vests and sports coats or blazers, dress slacks, skirts, dresses, or other knee-length garments.
- No jeans or cargo pants, or shorts. Exceptions for shorts and other attire will be granted for physical examination laboratories. Students should consult their program's Student Handbook for more details.
- Leggings can be worn with skirts, dresses, or knee-length garments.
- Necklines, hemlines, and fit should be conservative; skirts, dresses, and knee-length garments should be at or just above the knee. No bare midriff.
- Shoes must be OSHA standard closed-toe footwear. Shoes must be clean.
- Head coverings are not allowed, except for religious or medical reasons.
- Clean sneakers are acceptable only when wearing scrubs.
- Nails should be natural, short, and clean.
- Perfume or cologne should not be worn in any clinical setting.
- Facial hair must be neatly groomed and trimmed. Beards may be restricted if they interfere with the proper use of personal protective equipment.
- Necklaces, bracelets, hoop or dangling earrings are not permitted. All other jewelry must comply with the requirements of the care environment.
- Facial piercings and other visible body jewelry must be covered or removed. Typical hospital policies require that most body piercings be limited, covered, or removed to support infection control, ensure patient and clinical safety, and maintain a professional image.
- All visible tattoos must be covered.
- Many clinical sites require hair color to be limited to naturally occurring colors, i.e., blonde, brown, black, and red. Pepperdine recommends students adhere to this guidance in preparation for clinical placements.

Scrubs

- Scrubs are permitted in all settings, including academic, laboratory, and clinical.
- Scrubs are to be changed daily and immediately when soiled.
  Solid colored white, gray, or orange long-sleeve t-shirts may be worn under scrub tops. Otherwise, street clothing should not be visible under scrubs.
- Scrubs should be changed in appropriate changing locations.
- Students must wear Pepperdine University approved scrubs unless otherwise instructed by the policy/guidelines of the clinical site.

Conduct statement

Unacceptable attire will result in the supervising faculty addressing the matter with the student. The clinical site retains the authority to refuse the student access to the learning experience based on inappropriate attire. Failure to comply with the dress guidelines may be considered a lapse in professionalism and may result in consequences for the student under the College of Health Science Professionalism Policy.

Attendance and Punctuality

- Arrive before the appointed time.
- Be prepared to engage as a working professional.
- Clinical education requires the same level of professionalism as clinical employment.
- Attend classes and clinic.
- Provide prompt notification of tardiness or absences (documentation is required).

Respectful Demeanor and Interactions

- Demonstrate respect and deference to faculty/staff/clients/caregivers/peers.
- Conduct oneself in a manner consistent with the values and ethics of ASHA and the profession, as well as Pepperdine Student Code of Conduct and Code of Ethics.

Professional Language and Communications

- Demonstrate professional oral and written (including electronic) communication skills.
- Respond to emails promptly.
- Use discretion and appropriate professional language in addressing faculty/staff/clients/caregivers/peers.
- Speak concisely and clearly.
- Be polite and respectful (addressing people with their titles is important).

Appropriate Effort and Initiative

- Be open and willing to learn and develop new skills.
- Present in a confident, but not arrogant manner.
- Accept and use feedback from faculty/supervisors to improve knowledge and skills.
- Collaborate with one's supervisor to identify and complete a weekly lesson plan/set of tasks.
- Follow through on appointed tasks and activities.

- Demonstrate intellectual and professional curiosity and insightfulness.

Accountability and Integrity

- Complete tasks and activities in a professional, high quality, and timely manner.
- Speak and act on behalf of Pepperdine University and/or the placement site only as authorized by the assigned role and responsibilities.
- Maintain professional integrity and honesty in all activities and interactions.
- Integrity involves expressing gratitude for others, valuing honesty and openness, taking responsibility and accountability for actions, respecting self and others, helping those in need, demonstrating reliability and trustworthiness, and showing patience and flexibility.

Behavior

- Maintain professional standards and conduct regardless of how other people may be behaving.
- Be positive and enthusiastic, which can influence others.
- Be personally and professionally centered when engaging with clients and their families.
- Use appropriate professional language (spoken and written) to filter emotional content.
- Demonstrate a willingness to resolve difficult relationships and modify one's behavior, accordingly, not expecting special consideration or entitlement.

Responsiveness to Feedback

Demonstrate non-defensive receptivity to feedback and suggestion. Show a willingness to be self-reflective and self-corrective.

Safety Precautions

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

Gloves

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

Handwashing

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

Materials

- Use spray/wipe/spray disinfection procedure after each session
    - Spray with disinfectant to clean surface, then
    - Wipe to clean and remove disinfectant, then
    - Spray a second time, leave wet for 5 minutes
    - Note that different facilities use various disinfectants, each with its own specific dwell time. Always follow the dwell time on the disinfectant used.

Observation and Significant Other/Family Participation

Ensure compliance with Universal Safety Precautions when family members and others are present where they may be exposed to client's blood or body fluids. The on-site clinical supervisor should be notified immediately if a child bleeds or vomits.

Working with Clients Outside of the Placement Setting

Due to legal limits of licensure and certification, no student is allowed to perform speech/language intervention without a supervisor present. Student clinicians may not do any kind of clinical intervention, even while with a client, outside of the placement setting.

HIPAA/Protected Health Information

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

HIPAA guideline training will be completed during Onsite Experience 1: Orientation. This training must be completed before a student can work in any placement site. Students may also be asked to sign a statement of confidentiality at the clinical placement site.

In the event of a breach of these statements, each student involved will be required to meet with the Clinical Coordinator. Depending upon the specific HIPAA violation, escalation may include a discussion with the HIPAA officer (lawyer from General Counsel's office) and possible removal from the practicum or internship.

Photos of Clients

Due to HIPAA guidelines, photos of clients for personal use taken with personal cameras/devices are absolutely NOT permitted.

Professional Relationships and Boundaries with Clients

- Maintain client confidentiality standards, especially when using cell phones/electronic devices.
- Uphold ASHA ethical standards and seek appropriate consultation when in doubt.
- Manage strict personal-professional boundaries in the real and virtual work environment, especially in relation to social media (e.g., Instagram).

Graduate students in the SLP program should not engage in social media communications via social media sites such as Facebook, Twitter, SnapChat, Tumblr, Instagram, etc. with their clients and/or client families, whether current or prior, unless part of the treatment program. Students should exercise caution and follow all professional and ethical guidelines of the profession including maintaining HIPAA and FERPA standards, relative to the use of social media.

A position paper published in 2013 in the *Annals of Internal Medicine* describes the position that the SLP faculty endorse where “physician” is replaced with “clinician”:

> Use of online media can bring significant educational benefits to patients and physicians [clinicians], but may also pose ethical challenges. Maintaining trust in the profession and in patient–physician [-clinician] relationships requires that physicians [clinicians] consistently apply ethical principles for preserving the relationship, confidentiality, privacy, and respect for persons to online settings and communications.

Graduate students must abide by the same rules as healthcare and educational professionals that require them to maintain professionalism at all times. Educators and healthcare professionals are forbidden to engage in sexual or romantic relationships with clients. The same standard applies to graduate students in the SLP Program.

The ASHA Code of Ethics (IV Rule H) states:

> Individuals shall not engage in sexual activities with individuals (other than a spouse or other individual with whom a prior consensual relationship exists) over whom they exercise professional authority or power, including persons receiving services, assistants, students, or research participants.

Clinical Evaluations

The professional practice competencies are demonstrated, assessed, and measured similarly to how other course-level student learning outcomes are taught and tracked. The course director develops learning activities for their course to provide content and opportunities for students to learn the requisite knowledge, skills, attributes, and abilities in the manners identified in the standards. Students can demonstrate their learning in multiple ways (such as exams, projects, research papers, oral presentations, simulations, and provision of clinical services), and they are assessed and measured in a variety of ways (such as exams, rubrics, and tracking forms).

Interprofessional Education (IPE)

Content related to IPE will first be introduced in the course *SLP 610: Intro to SLP Practice*, where student learning will be assessed and measured via formative assessments. Students then will have the opportunity to demonstrate knowledge, skills, attributes, and abilities related to IPE in the Clinical Practicum 1-5 course series, where formative assessments will measure student progress. Finally, students will participate in IPE learning activities during the *Onsite Experience 2: SLP Practice Competencies*, and they will have a summative assessment of their learning in IPE through the Professionalism Portfolio and Comprehensive Examination.

University Policies

Academic Integrity and Honesty

Academic integrity is a crucial part of the educational process. It makes possible an atmosphere conducive to the development of the total person and stimulates not only intellectual growth but also spiritual, ethical, and emotional growth. Academic integrity fosters among students, faculty, and administrators a spirit of community where such development can take place.
Furthermore, it creates a climate of mutual trust, respect, and interpersonal concern in which openness and integrity prevail. The SLP program emphasizes the dignity of each individual in pursuing self-improvement and developing full personal potential, not tolerating dishonesty, cheating, or plagiarism in any form.

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

Most, but not all, violations of academic integrity involve one of the following four general categories of behavior.

- **Plagiarism**. Plagiarism occurs when a writer appropriates another's ideas, research, or writing without proper acknowledgement of the source or uses another's words without the use of quotation marks.
- **Cheating.** Cheating is the use of unauthorized materials, information, or study aids in an academic exercise as well as unauthorized collaboration in any form.
- **Fabrication.** Fabrication is the falsification or invention of information in an academic exercise or to university officials. Fabrication also includes lying to a member of the administration, faculty, or staff.
- **Facilitating academic dishonesty.** The facilitation of academic dishonesty occurs when students knowingly or negligently aid others or allow their work to be used in a dishonest academic manner. Students also facilitate academic dishonesty when they are aware of, but fail to report, violations of the code of academic integrity. Students who facilitate academic dishonesty are as guilty of violating academic integrity as those who plagiarize, cheat or fabricate materials.

Students committing acts of academic dishonesty will face disciplinary action according to the Pepperdine Student Code of Conduct. Violations of academic integrity will be handled by the Student Progress Committee who will make a recommendation to the SLP Dean.
Students may report any suspected violations of academic integrity to any SLP program staff.

Grade Dispute Policy

The College of Health Science reserves the right, in its sole discretion, to process disputes submitted pursuant to this procedure under other applicable University procedures (e.g., Student Code of Conduct, Academic Progress, Nonacademic Student Grievance Procedure, Disability Accommodation Complaint and Appeal Procedure, and Sexual Misconduct Policy), where it deems appropriate.

Grades measure student performance and serve as a means of determining graduation eligibility and honors. As such, the College of Health Science recognizes that a fair and rigorous assessment of student coursework is vital to the mission of the school and wishes to ensure that disagreements arising over assigned grades are handled promptly, fairly, and professionally.

Most grade issues can and should be resolved privately between the student and instructor. This is the starting point with all grade disputes. If the matter is not satisfactorily resolved by these means, the following appeals procedure shall apply:

- The student shall submit a written appeal to the dean with a copy to the instructor, identifying the course, trimester, grade received, and the reason for the appeal.
- The student shall assemble all relevant class materials (syllabi, returned assignments, tests, papers, etc.) distributed or returned by the instructor to the student. These materials need to be compiled within two weeks of the date of the written appeal. If the student cannot assemble all such documents, the grade dispute is concluded with no grade change.
- Concurrently, the instructor will assemble all relevant class materials retained for this student (final exams, midterms, etc.) within two weeks of the date of the written appeal. A copy of these documents along with the syllabus, grade book, and the instructor's written response to the student appeal is to be forwarded by the instructor to the dean.

The SLP Dean will appoint a Student Progress Committee of faculty members within the SLP program who teach the course (or a similar one) in question. This committee will then evaluate the student's course materials.

At the conclusion of the committee's evaluation of the course material, it will submit a written recommendation and explanation to the SLP Dean. The recommendation must be one of the following:

- Uphold the grade given by the instructor; or
- Require that the instructor re-grade one or more assignments, followed by a recalculation of the student's grade; or

- Require that the instructor formulate a repeat of one or more class assignments or assessments, followed by a recalculation of the student's grade; or
- Recommend a specified grade change.

Based on the Student Progress Committee's findings, it shall be the dean's decision as to whether the grade shall be changed. This decision will be final. No further appeal is possible.

Academic Dismissal

Students who are unable to meet academic program standards may be reviewed for academic dismissal from the SLP Program. Academic dismissal review will occur after the academic advising and remediation plans described in that section of this catalog have been exhausted.

In addition to academic dismissals for low grades and failure to meet minimum grade point average requirements, students may be dismissed from their academic program for violating any of the University's regulations outlined in the **Student Code of Conduct** policies. Failure to successfully complete a remediation plan in the specified timeframe is grounds for dismissal whether or not the student's course grades or grade point average meets the minimum requirement.

Upon academic dismissal from the University, students will receive a letter from the SLP Dean. A student may not reapply for admission or readmission or enroll in courses while a dismissal status remains on a student's academic record. Students who wish to appeal an academic dismissal to seek readmittance to a program should make their request directly to the dean. Students who wish to dispute recent grades resulting in academic dismissal must follow the Grade Dispute Policy procedures outlined in the PCHS academic catalog.

Reporting Misconduct

Anyone may report a violation of the Student Code of Conduct by contacting the Office of Community Standards at (310) 506-4471 or the Department of Public Safety at (310) 506-4442. Normally, the person reporting the violation will be asked to submit a written report. The report should be a brief written statement citing the section of the code allegedly violated and providing a summary of the facts deemed to constitute a violation. Reports should be submitted as soon as possible after the event takes place. The University reserves the right to take action against an individual for violating the Student Code of Conduct regardless of how much time has passed since the incident. Anonymous reports may be made on the anonymous tip hotline by calling voicemail at 310-506-7634 or on the LiveSafe app.

Information about reporting allegations of sexual misconduct by Pepperdine students, employees, or third parties can be found in the **Sexual Misconduct Policy**.

Information about reporting allegations of discrimination and harassment against another student can be found in the **Discrimination and Harassment Policy**.

Allegations of discrimination and harassment or other non-academic student grievances against faculty, staff, or any nonstudent third-party should be reported according to the Non-Academic Student Grievance Procedure below.

Non-Academic Student Grievance Policy

Purpose and Applicability

The purpose of this Non-Academic Student Grievance Procedure is to provide for the resolution of student grievances, including allegations of discrimination and harassment pursuant to the University's "Non-discrimination and Anti-harassment Policy." This procedure is applicable to non-academic student grievances filed by a student against faculty, staff, or any nonstudent third-party. This policy is not applicable to grievances filed against another student. To file a grievance against another student, please see the **Reporting Misconduct** section of the Student Code of Conduct. Additionally, this procedure does not apply to complaints made by a student regarding sexual misconduct and/or sexual harassment. Such complaints shall be governed according to the University's **Reporting Sexual Misconduct Policy.**

This procedure is designed to allow students to address complaints in a prompt, fair, consistent, and objective manner. Any act of reprisal by a University employee or by one acting on behalf of the University, including the intimidation of a grievant, respondent, or witness during the pendency of an investigation, will result in prompt disciplinary action. (This procedure shall not be used to bring frivolous or malicious complaints. If a complaint has been made in bad faith, appropriate disciplinary action may be taken against the person bringing the complaint.)

Informal Resolution

Before initiating a formal grievance, a student has the option to–but is not required to–discuss the matter in dispute with the person against whom the student has a grievance and seek a mutual resolution of concerns. The student may be encouraged to return to this informal level of resolution at any time during this procedure. It is the University's belief that most grievances can and will be resolved at this level.

Initiation of Complaint

If an informal resolution does not result, the student must submit a complaint to the non-academic grievance officer (NAGA) to initiate a formal grievance. Initially the student's concerns may be communicated orally; however, they must be in writing before any review or other action takes place. (Assistance will be provided to students with disabilities who are unable to write a complaint.) This written complaint should be submitted as soon as possible after the student knows of the subject problem. The complaint should specify the University policy, procedure, or norm violated and specifically set forth all relevant factual details (including any supporting documentation). A student may elect to withdraw a complaint at any time; however, the University reserves the right to investigate all complaints where necessary to protect the interests of the University community.

Review by Non-Academic Grievance Officer (NAGO)

The SLP Dean (or designee) shall serve as the NAGO concerning complaints against faculty, staff, or nonstudent third-parties. The College of Health Science Dean shall serve as the NAGO concerning complaints about the SLP Dean, and in this instance, the University Provost will serve as the reviewing office if the case involves a request to appeal the NAGO's decision.

The NAGO shall read the complaint, all relevant records or other factual information, and all University policies and procedures as may be necessary to determine whether the complainant's allegations warrant implementing the remainder of the procedures outlined below. If, for example, the allegations in the complaint, even if true, would not constitute a violation of a University policy, procedure, or norm, then the NAGO should inform the student in writing that the student's allegations are not subject to the grievance process.

If the NAGO determines that the allegations in the complaint do warrant further investigation and consideration, then the NAGO shall forward, via university email (@pepperdine.edu or other relevant email addresses for third-party respondents), notice of the complaint and its substantive allegations to the person against whom the complaint is made ("respondent") and, if discrimination or harassment is alleged, the University Equal Employment Officer. This shall be done as soon as possible, but in no event later than twenty-one (21) business days after the NAGO receives the student's written complaint. The respondent shall be given fourteen (14) calendar days from receipt of the complaint to return a written response to the NAGO. Necessary extensions may be granted at the discretion of the NAGO.

The NAGO will initiate a reasonable investigation into the matter. The scope of any investigation shall be in the sole discretion of the grievance officer. The investigation may include, but is not limited to, meeting with the parties, talking with witnesses, and reviewing any supporting documents.

If the NAGO desires, he or she may appoint an ad hoc committee to assist in the investigation of the complaint and/or for advice concerning the handling of this matter. In such instances, the ad hoc committee should have the necessary training or expertise necessary to investigate the complaint and offer advice on the handling of the matter.

Within twenty-one (21) business days of a receipt of the respondent's written response, the NAGO shall make a decision by a preponderance of the evidence based on the written complaint, the response (if any), and any other information the NAGO determines is relevant. The decision shall be in writing and consist of factual findings, conclusions, and a remedy if one is appropriate. The NAGO will provide a copy of the decision to all parties. In instances where discrimination or harassment is alleged, the NAGO will provide a copy of the decision to the complainant and/or target of the alleged discrimination or harassment, and the University Equal Employment Officer. The decision will explain the investigative process and contain a summary of the facts gathered, a determination as to whether discrimination or harassment occurred, the reasons for the decision and any appeal procedures. If discrimination or harassment is found to have occurred, the decision will also include any remedial or corrective

actions that have, or will be, taken to prevent any retaliation or recurrence (1) institutionally and (2) directly relating to the complainant, including notice of all sanctions against the respondent in order for the sanctions to be fully enforced.

Request for Appeal of NAGO's Decision

Any party may submit a written request for appeal to the CHS Dean ("reviewing officer") within fourteen (14) calendar days from the date of the decision. The request for appeal must specifically set forth all grounds for appeal. The non-appealing party must be given the opportunity to respond in writing to the request for appeal. The reviewing officer shall be limited to addressing only the following questions:

- Did the NAGO consider all the important and appropriate facts in the investigation of this matter?
- Did the student prove by a "preponderance of the evidence" (that is, more likely than not) that the person against whom the student has a grievance in fact violated a University policy, procedure, or norm or otherwise engaged in any unlawful or illegal activity?
- Was the process carried out in a fair manner?
- Was the decision one that a reasonable person might have made?
- Was the NAGO biased?

Within fifteen business days from the date of receipt of the written appeal, the reviewing officer shall make a final decision based on the written complaint, the written response, the NAGO's written decision, the written request for appeal, and any written response to the request for appeal. The decision of the reviewing officer shall be final. The reviewing officer will provide a copy of the decision to all parties, and to the University Equal Employment Officer. All written decisions made and materials produced in connection with a grievance conducted under this procedure shall be retained by the NAGO for seven years after graduation.

Accommodations for Students with Disabilities

Pepperdine University complies with the Americans with Disabilities Act, section 504 of the Rehabilitation Act, and state and local laws regarding students with disabilities.

The Office of Student Accessibility (OSA) provides accommodations to students with disabilities through an interactive process, including appropriate documentation and discussion of the nature of the student’s disability and academic needs. To apply for accommodations, students should contact OSA, ideally prior to the beginning of the academic term.

In cases where accommodations are approved by OSA, the student can either send, or ask OSA to send, the accommodation letter to the faculty member(s) for the class(es) in which the student would like to utilize the accommodations, at which point the faculty member(s) will have the opportunity to object if the approved accommodation is inappropriate for the particular class(es). Should the need for accommodation arise during the term, students are encouraged to get in touch with OSA as soon as possible to discuss potential accommodations and appropriate implementation for the remainder of the course. Kindly note that disability-related

accommodations are not available unless and until approved by OSA and, when approved, such accommodations do not operate retroactively.

Students may generally expect a two-week time frame in which the documentation and accommodation application will be reviewed. If the documentation is incomplete and/or does not meet the guidelines, students will be required to submit complete documentation before accommodations may be granted.

Inquiries should be addressed to the Office of Student Accessibility at (310) 506-6500. Please visit the website at pepperdine.edu/student-accessibility for further information regarding OSA's policies and procedures, documentation guidelines, accessibility forms, and resources for students.

Veterans Information

Veterans, military service personnel, and their qualified dependents intending to use VA benefits should contact the Office of the University Registrar and be aware of the following policies.

- It is the students' responsibility to notify the Office of the University Registrar immediately when increasing or decreasing unit load, withdrawing, or taking a leave of absence. Appropriate credit for previous education will be granted.
- All students using VA benefits must make satisfactory progress toward their educational objectives. In general, unsatisfactory progress for veteran's benefits is considered attainment of less than a 3.0 grade point average for two consecutive terms for graduate students (2.0 for undergraduate students).
- Students who withdraw from the University may have their benefits terminated as of the beginning of the term of withdrawal. If a student is dismissed for academic reasons, benefits will be terminated as of the date of dismissal. Students who have had their benefits terminated in this manner must be counseled by the Veterans Administration before their benefits will be restored.
- Students who fail to complete all courses attempted in a term will have their benefits adjusted. Students who withdraw from a course (or courses) in the middle of the term will have their benefits adjusted except in extenuating circumstances. In cases in which students do not return for the next term, benefits will be terminated on the ending date of the previous term. Please contact the Veterans Office for additional information at (310) 506-7999.

Student Records Policy

The Family Educational Rights and Privacy Act of 1974, also known as the Buckley Amendment or FERPA, provides, generally that (1) students shall have the right of access to their educational records, and (2) educational institutions shall not release educational records to non-school employees without consent of the student, subject to the exceptions provided by law.
"Students" as used in this notice includes former students but does not include applicants who have not attended Pepperdine University.

Right of Access

With a few exceptions provided by law, students at Pepperdine University may see any of their educational records upon request. Access must be granted no later than 45 days after the request. Students further have the right, under established procedures, to challenge the factual accuracy of the records and to enter their viewpoints in the records.

Students may waive their right of access to recommendations and evaluations in the cases of admission, applications for employment, and nominations for awards. Pepperdine University may not require students to sign a waiver of their right of access to their records, but students and prospective students should be aware that users of recommendations and evaluations made without a signed waiver may discount their helpfulness and validity.

Disclosure of Student Records

With several exceptions provided by law, Pepperdine University cannot release information concerning students to prospective employers, government agencies, credit bureaus, etc., without the written consent of the student. Students and alumni applying for jobs, credit, graduate school, etc., can expedite their applications by providing the University with written permission to release their records, specifying which records and to whom the release should be made. The student's written consent is not required for the disclosure of grades, disciplinary action, or other information to parents of students who are dependents for federal income tax purposes. Parents requesting information may generally be granted access upon submission to the University of a signed statement or other evidence of federal income tax dependency.

The University has designated the following categories of information as Directory Information, which may be released to the public without notice or consent of the student: student's name and ID number, address, telephone number, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, enrollment status, classification, thesis titles/topics, photograph, email address and the most recent previous public or private school attended by the student.

The student may request that certain categories of directory information not be released to the public without the student's written consent. Such requests shall be submitted in accordance with the Student Records Policy of the University, which can be found at pepperdine.edu/registrar/policies.

Further Information

This notice is not intended to be fully explanatory of student rights under FERPA or California law. Students may obtain copies of the official Student Records Policy, which contains detailed information and procedures, upon request to the Office of the University Registrar, Malibu, California 90263, or online at pepperdine.edu/registrar/content/srpjan2012.pdf.

Right To File a Complaint

Any student alleging failure of the University to comply with FERPA may file a complaint with the Family Educational Rights and Privacy Act Office (FERPA), U.S. Department of Education, Student Privacy Policy Office, 400 Maryland Ave, SW, Washington, D.C. 20202-8520. Students are encouraged to utilize the internal University grievance procedures to resolve complaints prior to contacting outside agencies.

Use of Data for Evaluation Purposes

The MS SLP faculty and staff evaluate the program on an ongoing basis. The data from such evaluations provide information to help improve the quality of the educational experience provided to students. They are also required by accrediting bodies, such as the WASC Senior College and University Commission (WSCUC) and ASHA, to make decisions as to the MS SLP accreditation status. The data in the archive may include (1) information provided on the Application for Admission; (2) surveys that are administered at different stages of matriculation; (3) coursework such as papers, examinations, and exercises; and (4) other relevant academic data and records such as grade point averages and graduation rates. The data entered into the archive are de-identified, which means students' names or other personally identifying information are removed so that the data cannot be associated with a student's identity.

Appendix A:
American Speech-Language Hearing Association 2023 Code of Ethics

Preamble

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

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

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

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

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

The fundamentals of ethical conduct are described by Principles of Ethics and by Rules of Ethics. The four Principles of Ethics form the underlying philosophical basis for the Code of Ethics and are reflected in the following areas: (I) responsibility to persons served professionally and to research participants, both human and animal; (II) responsibility for one's professional competence; (III) responsibility to the public; and

(IV) responsibility for professional relationships. Individuals shall honor and abide by these Principles as affirmative obligations under all conditions of applicable professional activity. Rules of Ethics are specific statements of minimally acceptable as well as unacceptable professional conduct.

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

Principle of Ethics I

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

Rules of Ethics

- **A.** Individuals shall use every resource, including referral and/or interprofessional collaboration when appropriate, to ensure that quality service is provided.
- **B.** Individuals shall not discriminate in the delivery of professional services or in the conduct of research and scholarly activities on the basis of race, ethnicity, sex, gender identity/gender expression, sexual orientation, age, religion, national origin, disability, culture, language, or dialect.
- **C.** Individuals shall not misrepresent the credentials of aides, assistants, technicians, support personnel, students, research interns, Clinical Fellows, or any others under their supervision, and they shall inform those they serve professionally of the name, role, and professional credentials of persons providing services.
- **D.** Individuals who hold the Certificate of Clinical Competence may delegate tasks related to the provision of clinical services to aides, assistants, technicians, support personnel, or any other persons only if those persons are adequately prepared and are appropriately supervised. The responsibility for the welfare of those being served remains with the certified individual.
- **E.** Individuals who hold the Certificate of Clinical Competence shall not delegate tasks that require the unique skills, knowledge, judgment, or credentials that are within the scope of their profession to aides, assistants, technicians, support personnel, or any nonprofessionals over whom they have supervisory responsibility.
- **F.** Individuals who hold the Certificate of Clinical Competence may delegate to students tasks related to the provision of clinical services that require the unique

skills, knowledge, and judgment that are within the scope of practice of their profession only if those students are adequately prepared and are appropriately supervised. The responsibility for the welfare of those being served remains with the certified individual. Individuals shall obtain informed consent from the persons they serve about the nature and possible risks and effects of services provided, technology employed, and products dispensed.

G. This obligation also includes informing persons served about possible effects of not engaging in treatment or not following clinical recommendations. If diminished decision-making ability of persons served is suspected, individuals should seek appropriate authorization for services, such as authorization from a spouse, other family member, or legally authorized/appointed representative.

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

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

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

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

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

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

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

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

P. Individuals shall maintain timely records and accurately record and bill for services provided and products dispensed and shall not misrepresent

services provided, products dispensed, or research and scholarly activities conducted. Individuals whose professional practice is adversely affected by substance abuse, addiction, or other health- related conditions are impaired practitioners and shall seek professional assistance and, where appropriate, withdraw from the affected areas of practice.

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

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

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

Principle of Ethics II

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

Rules of Ethics

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

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

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

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

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

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

G. Individuals shall make use of technology and instrumentation consistent with accepted professional guidelines in their areas of practice. When such technology is not available, an appropriate referral may be made. Individuals shall ensure that all technology and instrumentation used to provide services or to conduct research and scholarly activities are in proper working order and are properly calibrated.

Principle of Ethics III

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

Rules of Ethics

A. Individuals shall not misrepresent their credentials, competence, education, training, experience, and scholarly contributions.

B. Individuals shall avoid engaging in conflicts of interest whereby personal, financial, or other considerations have the potential to influence or compromise professional judgment and objectivity.

C. Individuals shall not misrepresent research and scholarly activities, diagnostic information, services provided, results of services provided, products dispensed, or the effects of products dispensed.

D. Individuals shall not defraud through intent, ignorance, or negligence or engage in any scheme to defraud in connection with obtaining payment, reimbursement, or grants and contracts for services provided, research conducted, or products dispensed.

E. Individuals' statements to the public shall provide accurate and complete information about the nature and management of communication disorders, about the professions, about professional services, about products for sale, and about research and scholarly activities.

F. Individuals' statements to the public shall adhere to prevailing professional norms and shall not contain misrepresentations when advertising, announcing, and promoting their professional services and products and when reporting research results.

G. Individuals shall not knowingly make false financial or nonfinancial statements and shall complete all materials honestly and without omission.

Principle of Ethics IV

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

Rules of Ethics

A. Individuals shall work collaboratively, when appropriate, with members of one's own profession and/or members of other professions to deliver the highest quality of care.

B. Individuals shall exercise independent professional judgment in recommending and providing professional services when an administrative mandate, referral source, or prescription prevents keeping the welfare of persons served paramount.

C. Individuals' statements to colleagues about professional services, research results, and products shall adhere to prevailing professional standards and shall contain no misrepresentations.

D. Individuals shall not engage in any form of conduct that adversely reflects on the professions or on the individual's fitness to serve persons professionally.

E. Individuals shall not engage in dishonesty, negligence, fraud, deceit, or misrepresentation.

F. Applicants for certification or membership, and individuals making disclosures, shall not knowingly make false statements and shall complete all application and disclosure materials honestly and without omission.

G. Individuals shall not engage in any form of harassment, power abuse, or sexual harassment.

H. Individuals shall not engage in sexual activities with individuals (other than a spouse or other individual with whom a prior consensual relationship exists) over whom they exercise professional authority or power, including persons receiving services, assistants, students, or research participants.

I. Individuals shall not knowingly allow anyone under their supervision to engage in any practice that violates the Code of Ethics.

J. Individuals shall assign credit only to those who have contributed to a publication, presentation, process, or product. Credit shall be assigned in proportion to the contribution and only with the contributor's consent.

K. Individuals shall reference the source when using other persons' ideas, research, presentations, results, or products in written, oral, or any other media presentation or summary. To do otherwise constitutes plagiarism.

L. Individuals shall not discriminate in their relationships with colleagues, assistants, students, support personnel, and members of other professions and disciplines on the basis of race, ethnicity, sex, gender identity/gender expression, sexual orientation, age, religion, national origin, disability, culture, language, dialect, or socioeconomic status.

M. Individuals with evidence that the Code of Ethics may have been violated have the responsibility to work collaboratively to resolve the situation where possible or to inform the Board of Ethics through its established procedures.

N. Individuals shall report members of other professions who they know have violated standards of care to the appropriate professional licensing authority or board, other professional regulatory body, or professional association when such violation compromises the welfare of persons served and/or research participants.

O. Individuals shall not file or encourage others to file complaints that disregard or ignore facts that would disprove the allegation; the Code of Ethics shall not be used for personal reprisal, as a means of addressing personal animosity, or as a vehicle for retaliation.

P. Individuals making and responding to complaints shall comply fully with the policies of the Board of Ethics in its consideration, adjudication, and resolution of complaints of alleged violations of the Code of Ethics.

Q. Individuals involved in ethics complaints shall not knowingly make false statements of fact or withhold relevant facts necessary to fairly adjudicate the complaints.

R. Individuals shall comply with local, state, and federal laws and regulations applicable to professional practice, research ethics, and the responsible conduct of research.

S. Individuals who have been convicted; been found guilty; or entered a plea of guilty or nolo contendere to

1. any misdemeanor involving dishonesty, physical harm—or the threat of physical harm—to the person or property of another, or
2. any felony, shall self-report by notifying ASHA Standards and Ethics (see Terminology for mailing address) in writing within 30 days of the conviction, plea, or finding of guilt. Individuals shall also provide a certified copy of the conviction, plea, nolo contendere record, or docket entry to ASHA Standards and Ethics within 30 days of self-reporting.

T. Individuals who have been publicly sanctioned or denied a license or a professional credential by any professional association, professional licensing authority or board, or other professional regulatory body shall self-report by notifying ASHA Standards and Ethics (see Terminology for mailing address) in writing within 30 days of the final action or disposition. Individuals shall also provide a certified copy of the final action, sanction, or disposition to ASHA Standards and Ethics within 30 days of self-reporting.

Terminology

ASHA Standards and Ethics

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

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

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

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

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

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

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

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

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

jurisdiction
The "personal jurisdiction" and authority of the ASHA Board of Ethics over an individual holding ASHA certification and/or membership, regardless of the individual's geographic location.

know, known, or knowingly
Having or reflecting knowledge.

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

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

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

nolo contendere
No contest.

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

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

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

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

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

support personnel
Those providing support to audiologists, speech-language pathologists, or speech, language, and hearing scientists (e.g., technician, paraprofessional, aide, or assistant in audiology, speech-language pathology, or communication sciences and disorders). For more information, read the Issues in Ethics Statements on Audiology Assistants and/or Speech-Language Pathology Assistants.

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

information, see the telepractice section on the ASHA Practice Portal.

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

Reference this material as: American Speech-Language-Hearing Association. (2023). Code of Ethics [Ethics]. Available from **www.asha.org/policy/** © Copyright 2023 American Speech-Language-Hearing Association. All rights reserved.
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Appendix B:
Council of Academic Accreditation, ASHA Procedures for Complaints against Graduate Education Programs

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

Criteria for Complaints

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

All complaints must be signed and submitted in writing to the Chair, Council on Academic Accreditation in Audiology and Speech-Language Pathology, American Speech-Language-Hearing Association, 2200 Research Boulevard, Suite #310, Rockville, MD 20850. The complaint must clearly describe the specific nature of the complaint and the relationship of the complaint to the accreditation standards and provide supporting data for the charge. The complainant's burden of proof is a preponderance or greater weight of the evidence. Complaints will not be accepted by phone or email.

Council on Academic Accreditation
ACCREDITED | Speech-Language Pathology

American Speech-Language-Hearing Association

Appendix C:
WSCUC Complaint and Grievance Processes

Pepperdine University takes very seriously complaints and concerns regarding the institution. If a student has a complaint regarding a program or the University, the student may present a complaint or grievance according to the applicable policies and procedures found in this academic catalog.

If the student believes that the complaint or grievance warrants further attention after exhausting the procedures set forth in this academic catalog, he or she may contact the WASC Senior College and University Commission (WSCUC) at wascsenior.org/comments if the complaint is about the institution's compliance with academic program quality and accreditation standards. WSCUC is the academic accrediting body for Pepperdine University.

If the student believes that the complaint or grievance continues to warrant further consideration after exhausting the processes of either WSCUC or Pepperdine, the student may submit a complaint to the attorney general of the State of California by filing a complaint form with the Public Inquiry Unit of the California State Department of Justice at Public Inquiry Unit: (800) 952–5225 (phone) or (916) 323–5341 (fax) or online at oag.ca.gov/contact/ general- comment-question-or-complaint-form.

The Attorney General's Office will review the process through which Pepperdine attempted to resolve the complaint. If the process complies with the University's written policies and procedures, the Attorney General's Office will, for the purposes of state oversight, consider the matter closed.

If the attorney general determines that the process through which the University attempted to resolve the complaint did not comply with the University's written policies and procedures, the attorney general may request reconsideration by the College of Health Science.

An individual may also contact the Bureau for Private Postsecondary Education for review of a complaint. The bureau may be contacted at:

Bureau for Private Postsecondary Education
P.O. Box 980818
West Sacramento, CA 95798-0818
https://www.bppe.ca.gov/about_us/contact.shtml.
Phone: (888) 370-7589; fax: (916) 263-1897