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life better

**Department of Communication Disorders
Graduate Student Handbook**

Academic Year 2011-2012



**The College of Health
and Human Services
at Governors State University**

Department of Communication Disorders Graduate Student Handbook

2011 - 2012



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Department of Communication Disorders

Graduate Student Handbook **2011 – 2012**

Preface

Welcome to the graduate program in the Department of Communication Disorders at Governors State University (GSU). To assist you in being a successful student, the faculty has prepared this Student Handbook. The purpose of the Student Handbook is to acquaint you with the materials, resources, policies, and procedures that will help you to be a successful student in the department.

The department also adheres to policies in the official document of the university, the GSU Catalog. You must obtain a copy of the GSU Catalog and read it carefully. It is available on line at <http://www.govst.edu/catalog/>. However, policies in this Handbook apply if the Catalog contains no information, or if department policies are more rigorous than university policies.

The Student Handbook contains much useful information and advice. For example, you will learn how to best use your academic advisor and where to get the appropriate forms that you will need at different stages in your career as a student. A review of the Table of Contents will show you the diverse areas covered. Read the Student Handbook thoroughly and use it well.

Mission Statements

University Mission Statement

Governors State University is committed to offering an exceptional and accessible education that imbues students with the knowledge, skills, and confidence to succeed in a global society. GSU is dedicated to creating an intellectually stimulating public square, serving as an economic catalyst for the region, and being a model of diversity and responsible citizenship.

University Core Values

At Governors State University, our mission includes five core values.

- Provide opportunity and access.
- Serve as an economic catalyst.
- Prepare stewards of our future.
- Demonstrate inclusiveness and diversity.
- Promote quality of life.

College of Health and Human Services Mission Statement

The mission of the College of Health and Human Services is to provide accessible and quality health and human services professions education; foster a commitment to lifelong learning, scholarship, professional ethics, diversity, and social justice; and infuse its programs into the community partnerships for the health and well-being and economic development of the region.

Graduate Program in Communication Disorders

The graduate program in Communication Disorders endorses the tenets of the mission statements of the University and of the College of Health and Human Services. The primary mission of the graduate program is to prepare students to work as speech-language pathologists in a variety of settings. The experiences provided by the program allow students to meet academic and practicum requirements for ASHA certification as well as standards for other relevant professional credentials (*e.g.* licensure and school certification). The program, therefore, maintains accreditation and approval necessary to achieve its mission.

A related mission is to provide educational experiences to promote and support the maintenance of professional competence and credentials.

The Department of Communication Disorders

The Department of Communication Disorders (CDIS), located within the College of Health and Human Services (formerly College of Health Professions), offers two degrees. The undergraduate degree awarded is the Bachelor of Health Science (B.H.S.) in Communication Disorders; the graduate degree is the Master of Health Science (M.H.S.) in Communication Disorders.

The Communication Disorders program, developed in 1971, was one of the first degree programs at the university. The graduate program was first awarded accreditation in Speech-Language Pathology by the Educational Standards Board of the American Speech-Language-Hearing Association (ASHA) in 1987. The current accrediting body is the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA), a semi-autonomous body of ASHA. The graduate program was accredited by CAA in 1999 and recently was reaccredited through October 31, 2015. The graduate program also is part of the professional education unit at Governors State University is accredited by the National Council for Accreditation of Teacher Education (NCATE) and is approved by the Illinois State Board of Education for meeting the academic requirements for the School Service Personnel Certificate (Type-73) endorsed as Non-Teaching Speech-Language Pathologist.

Faculty in the program are all ASHA-certified speech-language pathologists or audiologists. Full-time, tenure track, doctoral-level faculty teach the large majority of required academic graduate courses (approximately 85 percent). The department also employs adjunct professors, all of whom are experienced and appropriately credentialed in their professional areas.

Our program is known for its unusual practicum system. It was the first, and now is one of only a few accredited speech-language pathology programs in the nation that requires students to obtain all their clinical experience in actual work settings outside the university. A network of more than 150 sites in the region provides students with clinical experiences in at least three different environments.

The graduate program in Communication Disorders is unique in the region in that it enables students to complete their education on a part-time basis. Approximately fifty percent (50%) of graduate students attend on a part-time basis. Part-time students usually take two graduate courses per term, and then complete their practicum experiences on a full-time basis during their final year in the program. All required courses are offered at twice each academic year, giving students flexibility in scheduling.

It is the philosophy of the faculty in Communication Disorders that you be educated with broad enough scope to function in any employment setting upon graduation. Emphasis is placed on the knowledge and skills you attain, rather than the number of credit hours you accumulate. For that reason, all courses in the curriculum are required. The graduate curriculum meets all academic and practicum requirements for the ASHA Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP), the Illinois license in Speech-Language Pathology, and ISBE's certification.

The graduate major in Communication Disorders prepares you to work as a professional speech-language pathologist in a variety of settings, including schools, hospitals, mental health centers, and private practice. Preparation is accomplished through extensive academic and external practicum experience. By the end of your career in the program, you will be prepared to practice the profession of speech-language pathology, and to participate fully in important professional activities.

College and Department Personnel

Dean, College of Health and Human Services

Linda Samson, Ph.D. (708) 534-3196; lsamson@govst.edu

Chairperson, Department of Communication Disorders

William S. Yacullo, Ph.D., (708) 534-4597; wyacullo@govst.edu

Communication Disorders Faculty

Jennifer Armstrong- Assistant Professor
(708) 534-4593; jarmstrong@govst.edu

Ph.D., University of Illinois at Urbana-Champaign, 2006
(Speech-Language Pathology)

M.A., Hampton University, 1997 (Speech-Language Pathology)

B.A., Hampton University, 1992 (English Education)

Certificate of Clinical Competence, Speech-Language Pathology.

Catherine Balthazar- Associate Professor
(708) 534-4592; cbalthazar@govst.edu

Ph.D., Indiana University, 1995 (Speech-Language Pathology).

M.A., Indiana University, 1990 (Speech-Language Pathology).

B.A., University of Iowa, 1987 (Linguistics).

Certificate of Clinical Competence, Speech-Language Pathology.

Jessica Bonner- Associate Professor
(708) 534-4591; jbonner@govst.edu

Ph.D., University of Massachusetts, 1992 (Communication Disorders).
M.S., Howard University, 1984 (Speech-Language Pathology).
B.S., Xavier University, 1982 (Speech-Language Pathology).
Certificate of Clinical Competence, Speech-Language Pathology.

Lidia Huerta- Senior University Lecturer
(708) 534-7345; luherta@govst.edu

M.H.S. Governors State University, 2000 (Communication Disorders)
B.H.S. Governors State University, 1997 (Communication Disorders)
Certificate of Clinical Competence, Speech-Language Pathology

Stephanie Hughes- Assistant Professor
(708) 534-4594; shughes@govst.edu

Ph.D., Bowling Green State University, 2008 (Speech-Language Pathology)
M.A., Central Michigan University, 2004 (Speech-Language Pathology)
B.A., University of Oregon, 2002 (Communication Disorders, English)
A.A., Delta College, 2000 (English)
Certificate of Clinical Competence, Speech-Language Pathology.

Sandra A. Mayfield- Professor and Assistant Provost
(708) 534-4598; smayfield@govst.edu

Ph.D., University of Wisconsin - Madison, 1980 (Child Language, Communication Disorders).
M.A., Case Western Reserve University, 1972 (Speech Pathology).
B.A., Colorado State University, 1971, (Hearing and Speech Sciences).
Certificate of Clinical Competence, Speech-Language Pathology.

Ravi Nigam- Associate Professor
(708) 534-3191; rnigam@govst.edu

Ph.D., Purdue University, 1999 (Speech-Language Pathology, AAC)
M.Sc., University of Mysore, 1988 (Speech and Hearing)
B.Sc., University of Mysore, 1983 (Speech and Hearing)
Certificate of Clinical Competence, Speech-Language Pathology.

Judy L. Platt- Director of Clinical Education
(708) 534-4595; jplatt@govst.edu

M.H.S., Governors State University, 1980 (Communication Disorders)
B.S., Southern Illinois University at Carbondale, 1975 (Speech Pathology and
Audiology)
Certificate of Clinical Competence, Speech-Language Pathology.

Kim Prokes- University Lecturer (Clinical Practicum Supervisor)
(708) 955-8000; kazip05@aol.com

M.A., Western Illinois University, 1974 (Speech Language Pathology)
B.S., Western Illinois University, 1973 (Speech-Language Pathology)
Certificate of Clinical Competence, Speech-Language Pathology.

Claire Thompson- University Lecturer (Clinical Practicum Supervisor)
(708) 567-2095; clthompson5@comcast.net

M.A., Governors State University, 2000 (Educational Administration)
M.H.S., Governors State University, 1978 (Communication Disorders)
B.S., Elmhurst College, 1974 (Speech Language-Pathology)
Certificate of Clinical Competence, Speech-Language Pathology.

Eileen Truszkowski- University Lecturer

M.H.S., Governors State University, 2003 (Addiction Studies)
B.A., Governors State University, 1992 (Board of Governors)
A.A.S., Wabauunsee Community College, 1987 (Interpreting for the Deaf)

William S. Yacullo- Professor and Chairperson
(708) 534-4597; wyacullo@govst.edu

Ph.D., University of Iowa, 1982 (Audiology/Hearing Science)
M.A., Northwestern University, 1976 (Audiology)
B.S., Elmhurst College, 1974 (Speech Pathology/Psychology)
Certificate of Clinical Competence, Audiology.

Emeritus Faculty

Jay Lubinsky, Ph.D. - Professor Emeritus May 2007
ASHA Fellow

Office Administrator/Secretary

The department's office administrator/secretary is Mrs. Brenda Parham, 708/534-4590, bparham@govst.edu.

The program's office administrator is your most important link to the faculty when you cannot reach them directly. She will relay messages between you and faculty members and ensure that your papers are delivered to them. The office administrator is here to answer questions, provide forms and information needed, maintain student files, and to set appointments for tests and laboratory use. When in doubt about class times, contact her.

Graduate Assistant

A graduate assistant is employed by the program faculty 15 hours per week to assist in the operation of classes and other academic activities. She/he is here to assist you in the laboratory, or in any other ways related to your classes. If you require assistance with items in the CDIS Laboratory, please call the office administrator to find out when the graduate assistant will be available. The graduate assistant can be reached at 708-534-7392 and cdis1@govst.edu.

Students

The program would not exist without students, and you are an indispensable part of it. You should consider yourself as such. For that reason, it is important that program faculty and staff be able to contact you easily. Therefore, **it is imperative that you inform the office administrator of any changes in your name, address, phone number, and e-mail address.** Outside of classes, much of the contact between you and program staff will be via e-mail.

Planning Your Academic Program

Part-Time/Full-Time Enrollment

Many students in the College of Health and Human Services are working adults. Therefore, our program is offered on either a part-time or full-time basis. Currently, about fifty percent (50%) of our graduate students attend part time. On average, part-time students take six graduate credit hours (i.e., two academic courses) per term and complete the program in about three years. Full-time students take nine graduate credits (i.e., three academic courses) per term and complete the program in about 2-1/3rd years. There is an expectation that all students will complete degree requirements within five years of admission.

It should be noted that the distinction between part-time and full-time students only relates to enrollment in academic courses. For example, full-time students typically complete academic coursework in four terms. Part-time students typically complete academic coursework in six terms. However, the last year in the graduate program is considered full-time for all students. Students complete clinical practicum in speech-language pathology and audiology during their final year in the graduate program.

Your Academic Advisor

To facilitate your progress, you have been assigned a faculty advisor. Your advisor is available to help you in all aspects of your academic program, including selecting courses, interpreting program policies, and planning for the future. It is recommended that you consult with your advisor at least once each term. The best time to do this is during the Advance Registration period, usually two months before the term begins. At this time, you should review your Student Study Plan (see below) and review your progress through the program. You should also update your KASA (see p. 30) at this time.

It is important for you to go to your advisor with any questions about the program, courses, or policies that are not answered in this *Handbook*. Asking fellow students may result in incorrect or confusing information. It is your advisor's intention to ensure your academic and professional progress.

Student Study Plan (SSP)

The SSP is the formal document specifying what is required for you to complete your degree. Contact your advisor to begin preparing your SSP. Only you and your advisor jointly can make changes in your SSP. If you have any questions about what is required, you must contact your advisor. Failure to complete requirements outlined on the SSP will impede progress toward graduation. Copies of the Student Study Plan and accompanying Student Study Plan Grid are available in the CDIS Office.

You must develop an SSP in consultation with your advisor no later than the first term of enrollment. It will specify the amount of transfer credits accepted, the total credit hour requirements for the degree, required courses, and other requirements. Carefully read and follow the instructions provided. Do not hesitate to ask your advisor for assistance.

The last part of the study plan is the Student Study Plan Grid. This is a term-by-term projection of your course enrollments until you graduate. Because this grid is only a projection, it may change as you progress through the program. Each

time you vary your schedule from those you projected, you and your advisor should complete a new grid. Each time you do that, the old grid will be removed from your file, and the new one inserted. The original study plan grid is filed in your department student folder; you also are provided with a copy. The department's office administrator also maintains a folder that includes study plan grids for all students in the graduate program. Authorization for graduate courses is based on your approved study plan grid (see Registration below).

Submit your SSP and Study Plan Grid to your advisor, who will review it. Other faculty members may review transfer credits for courses they teach, and decide whether the courses are acceptable to meet the Department's requirements. When it is unclear, you may be asked to provide course descriptions or syllabi, and sometimes course materials. In some cases, proficiency examinations may be given to determine whether you need to take a certain course. Difficult decisions are often made by consensus of all faculty. Refer to the section on "Transfer of Credit" in this Handbook for more detailed information.

Once your advisor approves the SSP, he or she will sign it, and mail a copy to you, with a letter indicating that your SSP has been approved. The original will be kept in your file in the CDIS office.

Please note that even if you received your bachelor's degree at GSU, you must complete a new Student Study Plan when you enter the graduate program.

Transfer of Credit

Graduate courses judged by the CDIS faculty to be comparable to those in the curriculum will be accepted for transfer provided:

1. It was a graduate-level degree course from a CAA-accredited program.
2. The grade received was "B" or better.
3. It is approved by the appropriate GSU faculty member(s).
4. It is not more than ten years old.
5. Evidence of having completed the course appears on your transcript.

*There are some exceptions to this policy depending upon the content area of the course, the grade you received, and your work experience in the area.

Although you may transfer graduate courses, you are required to complete at least 75 percent of your graduate credits at GSU. You remain responsible for the course content of GSU courses for Qualifying Examinations (CDIS 835).

You remain responsible for developing the knowledge and skills required for ASHA certification.

You must complete at least one audiology practicum and two speech-language pathology practica at GSU (see Transfer of Clinical Hours for information regarding transfer of practicum hours). The expectation is that, if you are not transferring in practicum hours, you will complete all practica at GSU. The faculty does not automatically grant requests to complete practica away from Governors State University.

Sequence of Courses

Undergraduate

You may need to take undergraduate courses as part of your graduate program. These will be courses in Communication Disorders that you did not complete as an undergraduate student and/or courses to complete general and professional education requirements for school certification.

If you have deficiencies in the undergraduate curriculum, you must take those courses early in your graduate program. You will not be authorized to enroll in more than four graduate CDIS courses total until you complete all your undergraduate course requirements.

Graduate

Course numbering is constructed to give you a general idea of recommended course sequencing. You should take courses at the 600 level early, those at the 700 level later, and those at the 800 level last. Course descriptions in the GSU Catalog specify prerequisites, which you should take early in your program.

After you have completed your academic courses, you may begin your practicum sequence.

Registration

Course Authorization

The department maintains a Course Authorization Book in the CDIS office. The book has proven very effective in helping the program manage graduate course enrollment. The program's goal is to ensure that you are authorized for the courses outlined on your study plan grid. If you were admitted as a part-time student, you can be authorized for a maximum of two graduate-level academic courses (i.e., 600-level and 700-level courses) each term. If you were admitted as a full-time student, you can be authorized for a maximum of three academic graduate-level courses. This course maximum policy does not include undergraduate courses (300-level, 400-level, and 500-level) and 800-level graduate courses. By signing up for your courses in the Course Authorization Book, you are reserving a place in that section of the course.

You should use the projected CDIS Schedule of Courses for Academic Years 2010-2011 and 2011-2012 when developing your student study plan grid. The course schedules are posted outside the CDIS department office. In addition, the projected course schedules and planning grid are available on the department's website at http://www.govst.edu/chhs/dcd/mhs_cd/default.aspx?id=15360.

Before finalizing your grid with your advisor, you should verify that there are available spaces for the courses that you desire. The course authorization book includes sign-up sheets for all courses offered each term. Each section of a graduate academic course is limited to 25 students. If spaces are available in the desired section of a course, sign your name on the list. Do not sign up for courses in the authorization book which already have 25 students listed.

Each term the department authorizes the registration of graduate students into courses, including practicum. Course authorizations each term are based on your approved study plan grid. The grid serves as the basis for current and future course authorizations. If you do not make changes to the plan, there is no need to submit another grid. However, if you wish to make changes to your approved study plan grid, you are required to have your changes approved by your academic advisor. These changes then must be reflected in the course authorization book. Only you and your advisor jointly can make changes to your study plan grid. In this situation, it will be necessary to complete a new study plan grid; a copy of the revised grid then must be submitted to the department chair. If you do not inform the program of changes to your study plan grid, progress toward graduation may be impeded.

Remember that course authorizations each term are based on the information provided in your study plan grid. Your study plan grid should be viewed as a formal document outlining your plan of study. It is your responsibility to inform the program of any changes in your plan of study as soon as possible.

It should be noted that although the program authorizes you for graduate-course enrollment, it is necessary that you register for these courses during the scheduled registration period. Unless the department notifies you that there are problems with the authorization process, you can assume that you can register for the courses outlined on your study plan grid.

It is imperative that you register for these courses via online procedures (www.govst.edu/online). Authorization does not constitute your registration. Likewise, if you decide to drop a course, you must drop it in the usual manner.

Registration

Please see the GSU Catalog and the term-by-term Class Schedule for information about registration. The GSU Catalog is available on the university website at <http://www.govst.edu/catalog/>. The Catalog covers such information as registration dates and fees. The schedule of classes for each term is available on the GSU website at <http://www.govst.edu/> (click on Class Schedule from the top menu). Courses are categorized by discipline.

Do not attempt to enroll concurrently in a course and its prerequisite. Special permission from the instructor is required for this.

Graduate Degree Requirements

Overall Requirements

Students must meet all university requirements for a master's degree. In addition, students must:

1. Complete all required graduate Communication Disorders courses with a GPA of at least 3.00. These include courses at the 500 level for which you receive graduate credit.
2. Satisfactorily complete all practicum requirements. Information about these requirements is available beginning on page 13. More detailed information is available in the *Communication Disorders Practicum Manual*. The manual is available on the department's website at http://www.govst.edu/uploadedFiles/chhs/Departments/DCD/MHS_CD/practicum_manual_site_supervisors_students.pdf.
3. Pass written qualifying examinations (CDIS 835) or complete a graduate thesis/project (CDIS 890), and
4. Graduate with no more than one grade of "C" in graduate didactic Communication Disorders courses. These include courses at the 500-level for which you receive graduate credit.

Required Courses (54 credit hours)

CDIS 600 Professional/Scientific Foundations of Communication Disorders (3)
CDIS 650 Advanced Assessment/Intervention in Speech-Language Pathology (3)
CDIS 700 Voice and Resonance Disorders (3)
CDIS 705 Speech Sound Disorders in Children (3)
CDIS 710 Child Language Disorders: Early Stages (3)
CDIS 720 Child Language Disorders: Later Stages (3)
CDIS 730 Fluency Disorders: Evaluation and Treatment (3)
CDIS 740 Adult Language and Cognitive Disorders (3)
CDIS 750 Motor Speech Disorders: Differential Diagnosis and Treatment (3)
CDIS 760 Dysphagia in Adults and Children (3)
CDIS 770 Aural Rehabilitation for Children and Adults (3)
CDIS 805 Current Topics: (1)
CDIS 815 Professional Development Seminar in Communication Disorders (1)
CDIS 830 Foundations of Clinical Practice (1)
CDIS 853 Practicum in Speech-Language Pathology (6)
CDIS 854 Practicum in Speech-Language Pathology: Public School (6)
CDIS 858 Practicum in Speech-Language Pathology: Medical Setting (6)

Thesis/Non-Thesis Option (3 or 1 Hours)

Select one of the following options:

Thesis Option: CDIS 890 Graduate Thesis/Project (3)

Non-Thesis Option: CDIS 835 Qualifying Examination in
Communication Disorders (1)

Total Required

With Thesis Option - 57 Hours

With Non-Thesis Option - 55 Hours

Undergraduate Coursework

As a graduate student, you are required to complete the equivalent of GSU's undergraduate CDIS curriculum. If you have any deficiencies, those courses will become part of your graduate degree requirements.

Additional Requirements: ISBE Certification

You are required to complete the academic requirements for the School Service Personnel Certificate (Type-73), endorsed in Speech-Language Pathology. To qualify for this certificate, you must complete a master's degree in communication disorders from an approved institution, and complete the required general and professional education requirements.

The general expectation is that students entering the graduate program will have completed all of the professional and general education requirements for certification in their undergraduate programs. However, graduate students who did not receive their undergraduate degree from GSU may be required to complete the certification requirements as part of the graduate programs.

Required Courses for Type-73 Certification

Professional Education

EDUC 310 Foundations of Education (3)

EDUC 440 Educational Psychology in Action (3)

SPED 510 Survey of Students with Exceptionalities (3)

General Education

Meeting GSU's General Education requirements will suffice for the Type-73. If you have an Associate of Arts or Associate of Science from an Illinois community college, you are considered to have met the university's General Education Requirements, and, thus, the Type-73 requirements. All courses

applied toward certification requirements must be completed with a grade of "C" or above. Pass/Fail grades will not be accepted.

ASHA's requirements for the Certificate of Clinical Competence in Speech-Language Pathology also have general education requirements. They include transcript credit in (1) biological science, (2) physical science, (3) social/behavioral science, and (4) mathematics.

Candidacy

Your program will proceed in two stages - probationary and candidacy. Admission to candidacy is necessary to take qualifying examinations, to receive permission for practicum placement, and for graduation. You will be on probationary status in the program until you have been approved for candidacy. Requirements to apply for candidacy are:

1. Apply for candidacy in the term after completing nine (9) graduate credit hours in graduate Communication Disorders courses. CDIS courses at the 500 level can count toward this requirement if you received graduate credit;
2. Successfully complete two graduate CDIS courses taught by different full-time faculty in Communication Disorders. CDIS courses at the 500 level can count toward this requirement if you received graduate credit; and
3. Have an approved study plan.

You will be accepted as a graduate candidate if:

1. A minimum GPA of 3.0 was earned in the first nine credits of graduate CDIS courses;
2. No more than one grade of "C" was earned.
3. The faculty review indicates you are making satisfactory progress in the program;
4. Following faculty review, you identify any area(s) of weakness, develop a plan of remediation and, at the very least, initiate the plan.
5. Speech, language, and hearing abilities are acceptable;
6. Interpersonal skills are appropriate for the profession; and
7. Undergraduate requirements in the approved student study plan are completed.

The "Application for Admission to Graduate Candidacy" form is available in the CDIS Office and on the CDIS website at http://www.govst.edu/uploadedFiles/chhs/Departments/DCD/MHS_CD/Candidacy%20application.pdf.

After you complete the form, submit it to your advisor. The faculty will review the request, and you will usually be notified of the decision within four weeks.

In accordance with national certification standards, the department has implemented its plan for formative assessment. The candidacy review will be an important part of the process, including an extensive faculty review of your strengths and limitations.

Professional Issues Seminar (CDIS 815)

This course is another of the pieces of the department's formative assessment plan. It is currently the department's only fully on-line course. Take this course after you have completed 18 graduate credits of CDIS courses. This course will give you a further opportunity to use formative assessment components to develop a learning plan and product in areas in which you determine you need more strength, or in areas in which you would like to move ahead.

Qualifying Examination (CDIS 835)

The purpose of the Qualifying Examination is to evaluate your knowledge of the material covered in the CDIS curriculum, as well as your ability to integrate that information and express your knowledge in a comprehensive and detailed fashion. Students choosing the non-thesis option must register for this course.

The Qualifying Examination is offered three times each year and typically is offered one week prior to the commencement of the term. You cannot register for any didactic courses during the term in which you take the Qualifying Examination. This period should be devoted entirely to preparation for the examination. In your last term of coursework, submit a "Request to Take Qualifying Examination" form to your academic advisor. You should submit this form at the beginning of your last term of coursework (e.g., if you are planning to take the qualifying examination in the fall term, submit your request in May, etcetera). Request forms are available in the CDIS Office.

You must pass the Qualifying Examination in order to be eligible for practicum (unless you pursue the thesis option). If you pass the examination, your first practicum will be scheduled at the beginning of the term in which you take the examination. If you do not pass the examinations, you must retake them the following term. You will not be scheduled for practicum until you have passed the Qualifying Examination.

The faculty, as a committee, will judge performance on the Qualifying Examination *in toto*. That is, each part will not be graded separately. This will allow flexibility in discovering and remediating areas of weakness. In cases where a student's performance is consistently weak, and where it does not

appear that the student's weakness can be rectified in a short time, the student will be asked to take the examination again the next term. You will be notified of the test results within one week after the examination.

The Qualifying Examination is part of the department's formative assessment process. It represents an opportunity to become stronger in areas of weakness and to progress further in areas of strength. Therefore, the faculty review of your Qualifying Examination will include an assessment of areas in need of strengthening. You may be asked to work on areas of weakness before you receive a passing grade for the course.

Students may repeat the Qualifying Examination twice (*i.e.*, take them three times). If a student does not pass them by the third administration, he or she must petition the faculty for another administration, showing cause why a fourth administration should be permitted. Generally, the fourth administration will not be permitted, except in the most extenuating circumstances.

You should start studying for Qualifying Examinations at least one term prior to the examinations. Review all class notes, papers, assignments, readings, and other relevant material. Several weeks prior to the examinations, the department will mail you information regarding the examination schedule. Studying for Qualifying Examinations is excellent preparation for the national and state examinations in speech-language pathology. You should take the ASHA (Praxis) and Illinois certification examinations soon after or before qualifying examinations are completed.

Qualifying examinations are administered over one full day. The examination will be scheduled on the Monday of the week prior to the commencement of classes.

The examination is comprised of three components:

- Phonetic transcription.
- Test of General Knowledge: Multiple-choice examination (150 questions) covering content in undergraduate and graduate courses in communication disorders.
- Case Studies: Multiple-choice examination (75 questions) comprised of thirteen case studies. The third part of qualifying examinations replaces the earlier essay examination. The thirteen content areas included in the multiple-choice, case-study examination are similar to the areas addressed in the original essay examination. Each of the thirteen case studies will include four to six multiple-choice questions.

The questions on the qualifying examination cover nineteen content areas. The questions relate to the seven major categories covered on the PRAXIS examination in Speech-Language Pathology (i.e., Basic Human Communication Processes, Phonological and Language Disorders, Speech Disorders, Neurogenic Disorders, Audiology/Hearing, Clinical Management, and Professional Issues/Psychometrics/Research). The content areas assessed on the qualifying examination are included in Appendix A.

Please be aware that students will complete the qualifying examination through WebCT (i.e., Blackboard). This will require that you complete the multiple-choice examinations in a computer-delivered format. If you require special accommodations (e.g., paper-delivered administration), please be sure to contact the department chairperson.

Graduate Thesis

The thesis option allows you to complete a research or other project in place of taking the qualifying examinations. Your thesis/project proposal must be completed and approved before you begin practicum.

You will develop a proposal for your thesis/project consisting of a (1) a review of the literature, (2) development of the research question(s), and (3) the research design (methods). Your proposal will be evaluated by a committee consisting of at least three CDIS faculty, one of whom will serve as your thesis advisor. You typically will register for one credit hour of CDIS 870 Independent Study with the thesis advisor in the term you submit the proposal.

After approval by the committee, you are expected to conduct the research with the advice and consultation of the thesis advisor and committee. During the term in which the thesis will be completed, you will register for three additional hours of CDIS 890, Graduate Thesis. After completion of data collection/analysis and writing of the document, you will be required to present an oral defense of the thesis to your thesis committee. Complete information is in the *CDIS Guidelines for Master's Thesis Preparation*, available in the CDIS Office.

The CDIS faculty reserves the right to accept or reject thesis/project proposals. Criteria for acceptance are based on scholarly activity, the quality and feasibility of the research question(s), and your demonstrated potential for conducting research.

Practicum

All information related to practicum is detailed in the Communication Disorders Practicum Manual. The manual and all related materials (e.g., request forms, course syllabi, clinical hours forms, evaluation forms) are available on the CDIS Practicum Webpage available at http://www.govst.edu/chhs/dcd/mhs_cd/default.aspx?id=29118.

Director of Clinical Education

The Director of Clinical Education, plans your practicum sequence, clarifies practicum processes and requirements, and secures practicum placements and schedules for you.

Practicum Information Sessions

The Director of Clinical Education holds a Practicum Information Session twice each year. The first session is part of the New Graduate Student Orientation held during the first week of classes. An additional session is scheduled later in the year. You will be notified of the date, time, and location by way of announcements in class and via e-mail. At the session, you will learn about all practicum procedures, requirements, and expectations. You will receive all necessary forms, including the Request for Practicum in Communication Disorders form and sample résumés. The request form also is available on the CDIS Practicum Webpage (http://www.govst.edu/chhs/dcd/mhs_cd/default.aspx?id=29118).

You must attend at least one Information Session and are encouraged to attend more than one. Students who attend part-time are encouraged to attend a second Practicum Information session closer to the time that they plan to commence practicum. **You are required to attend the practicum information session that is part of the New Graduate Student Orientation scheduled during the first week that you enter the graduate program.**

Practicum Placements

You must complete the Practicum Request form and submit it to the Director of Clinical Education at least 12 to 18 months in advance of your first desired practicum. You will not be considered for a practicum placement unless you have submitted the request form and resumes in a timely manner.

At the time you submit the Practicum Request form, you will also complete your student résumés. The Director of Clinical Education sends your practicum résumé to the supervising speech-language pathologist at the

practicum site. Samples are available at the practicum information meetings, or from the Director of Clinical Education. The résumé includes your contact information, a list of professional courses you have completed or will complete, a summary of the number and kind of clinical hours you need, and a description of related work experience, if any.

CDIS maintains a large network of cooperating agencies for practicum placement. Because of the always-changing nature of external practicum, it is not always possible to place students at particular sites, or at sites near their homes. Since you will have registered for practicum, you are required to go where you are placed, unless you withdraw your registration. In case of withdrawal, you may request the practicum for the next term, but you will lose your priority standing.

Modification of Clinical Practicum Sequence

Students can commence the clinical practicum sequence during any term. After a student's study plan grid has been approved, however, there may be circumstances when a student may need to either modify the term in which they commence practicum or take a term off during the practicum sequence. This change may relate to a number of reasons (e.g., health or personal issues, the student has decided to take an additional term to complete academic courses, etc.). If you request a modification of your approved practicum sequence, the following is required:

1. You will be required to submit a new Student Study Plan grid (including the starting date of practicum, if applicable) to your academic advisor for preliminary review and approval.
2. You subsequently will be required to submit the Request to Modify Clinical Practicum Sequence form requesting a change in the practicum sequence.

If your requested change in your Student Study Plan grid does not require a change in your practicum starting date or postponement of a scheduled practicum, it is not necessary to complete the "Request to Modify Clinical Practicum Sequence" form.

The CDIS program uses the following guidelines for modifications of practicum placements:

1. The CDIS department strongly discourages requests by students for modification of practicum start or finish dates, on-site start or finish times, or other exceptions.

2. The department is under no obligation to grant practicum modifications or exceptions; any exceptions will be rare.
3. Exceptions that are granted will be on a case-by-case basis; an exception for one student is not precedent setting.
4. Exceptions that are granted will be based on the faculty's overall academic judgment and will include consideration of:
 - a. The student's overall quantitative and qualitative performance in academic coursework and practicum;
 - b. The student's grade distribution in academic coursework and practicum;
 - c. The student's grades in specific practicum and the coursework related to the practicum in question;
5. All requests for modifications of the approved practicum sequence must be presented in writing and addressed to the attention of the department chairperson. You will be required to complete the "Request to Modify Clinical Practicum Sequence" form, which is available on the CDIS Practicum Webpage (http://www.govst.edu/chhs/dcd/mhs_cd/default.aspx?id=29118).
6. All decisions regarding practicum modifications are made by the faculty as a whole; therefore, a student's request should NOT be directed to the Director of Clinical Education, to a GSU faculty or adjunct supervisor, to a site supervisor, to an individual faculty member, or to a college or university administrator.
7. You should direct any questions about these guidelines to your academic advisor.

It should be noted that it may not always be possible to approve the student's request for modification of practicum. For example, there often is a very high demand for the hospital/medical-based practicum (CDIS 858) during the Summer term. If your request results in a projected hospital placement in the Summer term and there already is a very high number of hospital placements during that term, it may be necessary to postpone your practicum until the following term (i.e., fall). This potentially would require a total of four rather than the typical three consecutive terms for the completion of the practicum sequence.

Pre-Practicum Orientation

Just before the start of your first practicum, you will attend a pre-practicum orientation session. Here you will review the expectations of practicum students as well as forms and procedures.

General Requirements and Expectations

You will participate in three speech-language pathology practica at GSU. Through the course of these practica, you will work toward fulfilling the clinical hours and skills required by the Illinois State Board of Education as well as by the American Speech-Language-Hearing Association. The program's practicum requirements meet or exceed standards established by both. Requirements involve the number of actual contact hours of supervised clinical experience in evaluation and treatment of individuals who have speech-language-hearing and swallowing disorders.

Practicum experiences also require the mastery, at an introductory level, of the clinical knowledge and skills required in the ASHA Standards for the Certificate of Clinical Competence in Speech-Language Pathology. It is imperative that you keep accurate records of your clinical hours at each site.

Remember that you are a guest at the cooperating practicum site, and should conduct yourself accordingly. How you do so will influence opportunities for future GSU students to be able to use that site.

Working during Practicum

The practicum is intended to be a full-time experience; therefore, you must plan ahead in order to meet your financial obligations while participating in the practicum sequence.

Non-Standard English or Dialect

In cases where students use non-standard English because English is a second language or second dialect, the program faculty will adhere to ASHA's position statement, "Students and Professionals Who Speak English with Accents and Nonstandard Dialects." ASHA's position statement indicates

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

American Speech-Language-Hearing Association. (1998). *Students and Professionals Who Speak English With Accents and Nonstandard Dialects: Issues and Recommendations* [Position Statement]. Available at http://www.govst.edu/uploadedFiles/chhs/Departments/DCD/MHS_CD/Dialects%208-26-09.pdf.

Prerequisites for Commencement of Practicum

In order to qualify for practicum placement, you must fulfill the following criteria. Please make note of the following chronology:

1. Have degree-seeking graduate status;
2. Have an approved Student Study Plan (SSP);
3. Complete all required undergraduate and graduate didactic coursework on your SSP with a cumulative GPA of at least 3.0 in graduate CDIS courses. No more than one "C" in graduate didactic CDIS courses is acceptable;
4. Submit a practicum request (Request for Practicum in Communication Disorders) at least **12 to 18 months in advance** of commencing practicum;
5. Apply for and be admitted to graduate candidacy **at least one semester prior** to the practicum sequence;
6. Be approved to take and pass the Qualifying Examinations (CDIS 835) or have an approved thesis/project proposal (thesis option);
7. Demonstrate through your classroom behavior and interactions with faculty and other students that you are a mature, responsible individual whose clinical relationships would be beneficial to clients and to you;
8. Receive permission from the Director of Clinical Education once all the aforementioned requirements are in order. **An email to this effect will be forwarded to you.**

Required Documentation for Fieldwork Experiences

Once you have received permission from the Director of Clinical Education to commence practicum, you **must** submit the Required Preparation for Fieldwork Experiences form (available on the practicum webpage), attach all required documentation, and submit these documents to the Director of Clinical Education.

The required documents for fieldwork experience include the following:

- Immunization Record -- Must include measles/mumps/rubella/varicella (chicken pox) immunization or titre report.
- Hepatitis B Immunization -- This is a series of three immunizations over time. If you are just beginning the practicum sequence, include the dates of your scheduled visits. You may decline the Hepatitis B immunization. However, if you make this decision, we require a signed waiver from you. If you have questions, you should discuss the pros and cons of Hepatitis B immunization with your physician.
- A 2-step Mantoux (TB) test, X-ray, or written excuse from a physician (current to one year).
- Proof of current Health Insurance.
- GSU student ID.
- Emergency Contact Information Sheet.
- Current CPR Certification (must be a skill course, Internet CPR not accepted).
- Certificate of completion of Bloodborne Pathogens Inservice (OSHA).
- Unofficial copy of current GSU transcript.
- Proof of ADA accommodations if appropriate.

Note: Students should be aware that some practicum sites require documentation prior to the confirmation of a practicum placement. Consequently, you may be required to submit certain documents far in advance of your first practicum placement. You may also need to renew prerequisite documentation if your practicum experience extends beyond one year.

Additional fingerprinting and drug testing requirements are at the discretion of the practicum site. Students should review the **Practicum Site Requirements** binder in the CDIS office for any additional site requirements.

The department's Director of Clinical Education will notify you if any of the aforementioned circumstances apply to you. Please submit your completed pre-practicum packet by the following dates:

| <u>Exam Date</u> | <u>Submit Completed Form by the end of the</u> |
|-------------------------|---|
| Fall | First full week in April |
| Spring | First full week in September |
| Summer | First full week in January |

Professional Liability Insurance

One month after your academic courses begin and during the entire time you are enrolled in practicum, you must have proof of professional liability insurance.

Proof of Liability Insurance must indicate \$3,000,000 aggregate/\$1,000,000 per incidence. A copy of the Declarations page specifying aggregate/incidence amounts is required. A copy of **payment only** is not acceptable.

Note: You will not be allowed to participate in the required prevention activities or to register for practicum without proof of professional liability insurance.

Insurance is available to you through ASHA's insurance carrier, Marsh Affinity Group Services. Call them at (800) 503-9230 or obtain more information on ASHA's website at <https://www.personal-plans.com/asha/welcome.do>.

However, to be eligible for Marsh Affinity's group rate, you must be a member of the National Student Speech-Language-Hearing Association (NSSLHA). If you do not wish to join NSSLHA, you may purchase liability insurance through another carrier.

Criminal Background Check

One month after your academic courses begin and during the entire time you are enrolled in practicum, you must have a completed criminal background check on file.

The College of Health and Human Services requires students to use **Certified Background** as the provider for criminal background checks. Other background agency services **are not** accepted at this time.

CertifiedBackground.com is a background check service that allows you to purchase your own background check. The results of a background check are posted to the CertifiedBackground.com website in a secure, tamper-proof environment, where the student, as well as the Department of Communication Disorders, can view the results. The initial cost to the student is \$39.00. The cost of a background recheck is \$30. The direct link to their site is <http://www.certifiedbackground.com/>.

Note: You will not be allowed to participate in the required prevention activities or to register for practicum without a completed criminal background check.

Steps for completing a background check:

1. Go to www.CertifiedBackground.com.
2. Click on the **Students** link found on the right side of “Order Now.”
3. In the Package Code box, enter the package code for GSU:
 - a. Go06 for initial background check.
 - b. Go06re for background recheck.
4. Select a method of payment.

Fingerprinting and drug testing also are available through Certified Background. Contact the Director of Clinical Education for further information.

Practicum Experiences

Since all of our practicum sites are community-based, we adhere to several guidelines when selecting practicum sites. We select practicum sites that provide exposure to caseloads with both children and adults. Sites must be capable of generating the minimum number of direct clinical contact hours required by our department within a specified timeframe.

- Students should be aware that the each practicum experience is considered a **full-time** experience.
- Students will maintain a five-day-per-week schedule during that time and keep the same hours as the site supervisor.
- If employment is necessary, schedule adjustments should be made in advance. The student’s employment schedule **should not** interfere with the practicum experience.
- Vacation schedules should be planned during breaks in the practicum sequence. If you have a planned vacation or family event planned **before** your confirmed placement, you **must** contact the Director of Clinical Education, apprising her of the dates for the vacation/event.
- Personal plans **must not** interfere or alter the proposed practicum or proposed sequence. Problems may occur if the specific practicum may need to be extended.

Practicum Assignments

The geographical location of your primary residence/community and specific location requests are considered when choosing practicum sites. It is not always possible, however, to secure assignments near a student's home or at specific site requests. Specific site availability is at the discretion of the practicum site. The practicum locations are generally within 35 miles of a student's primary residence.

Major Clinical Experiences in Speech-Language Pathology

Practicum in Speech-Language Pathology: Special Populations (CDIS 853)

This practicum in speech-language pathology provides you with experiences working with special populations. It typically is an eleven-week experience (including one week of observation). You will maintain a five-day-per-week schedule during that time. You will keep the same hours as the site supervisor, usually 8:00 a.m. to 4:00 p.m. Typical practicum settings include special education cooperatives, state institutions for individuals with developmental disabilities, or agencies serving developmentally-disabled adults and children. Patient populations may include individuals with developmental disabilities (e.g., Down syndrome, autism spectrum disorders, cerebral palsy) and hearing impairment.

Practicum in Speech-Language Pathology: Public School (CDIS 854)

The public school experience enables you to screen, diagnose, and provide therapy for school-age children (i.e., five to twenty-one years of age). The public school practicum is a thirteen-week experience (including one week of observation). You will maintain a five-day-per-week schedule and keep the same hours as the site supervisor, usually 8:00 a.m. to 3:30 p.m.

The public school practicum is largely carried out in elementary schools; therefore, the experience focuses on grades K-6. However, the department and University do maintain affiliations with junior and senior high schools as well. See the Director of Clinical Education if you are particularly interested in working with adolescents.

Please note that the public school practicum is not available in the summer term.

Practicum in Speech-Language Pathology: Medical Setting (CDIS 858)

The practicum in the medical setting enables the student to gain skills necessary for providing speech-language services in healthcare environments. The practicum is an eleven-week experience (including one week of observation). The experience may take place in a hospital, nursing home, or other health facility.

Internship (CDIS 880)

If the student has not met the clinical hour, skill development, or prevention activity requirements at the completion of the Major Clinical Practicum Experiences, the student **will be required** to register for CDIS 880, Internship in Communication Disorders. The Director of Clinical Education will determine how much and what type of experience the student still needs. CDIS 880 is offered for one to eight credits. Generally, students will register for one credit for each 15 hours of required practicum time.

Enrollment in **CDIS 880** is also required when a student needs a minimum number of academic hours to fulfill certain requirements. Examples of such requirements include:

- SSD scholarships
- Other student loan requirements
- Maintenance of parent health insurance

It is the student's responsibility to apprise the Director of Clinical Education of these needs.

Prevention Activities in Speech-Language-Hearing:

Before initiation of or during the practicum sequence, students will be required to participate in one or more prevention activities. A minimum number of hours will be required. Both child- and adult-focused activities will be offered.

Prevention opportunities will be announced via e-mail and/or through specific CDIS courses. It is the student's responsibility to sign-up for such offerings in order to acquire the necessary hours. Schedules will be posted on the CDIS Practicum bulletin board. Sign-up sheets will be posted outside the Director of Clinical Education office.

Hearing and Aural Rehabilitation:

Students also may gain clinical hours in Aural Rehabilitation through specific placements (e.g., CDIS 853 or CDIS 854). These hours will be credited as part of the hours required in the area of **Hearing**.

Practicum Hours

As a CAA-accredited program, the department ensures you meet practicum requirements for the ASHA Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP) as well as requirements for licensure and ISBE certification. New requirements for ASHA certification went into effect January 1, 2005. Thus, you will meet the following requirements for practicum hours:

Total Client Contact.....400 hours

Supervised Clinical Observation.....25 hours
Client/patient contact.....375 hours

- 325 hours **must** be at the graduate level in Speech-Language Pathology
- It ultimately is your responsibility to acquire **at least 400** direct contact hours by the end of the practicum sequence. Maintain accurate records and update them often.
- You should be aware of the required number of clinical clock hours at the **start** of every practicum.
- Students should keep copies of all observation and clinical clock hours documentation (including daily clinical clock hours) for their records.
- Mail **originals of all documents** to the Director of Clinical Education.

Transfer of Clinical Hours

- A **maximum** of 75 undergraduate client/patient hours may be added to obtain the 400 hours required.
- If you have accumulated undergraduate clinical hours at another university, you may apply the 75 hour maximum toward your total practicum hours. All transfer practicum credits must list the clinical hours completed by area, be signed by the supervisor or director of the university where they were completed, and include the ASHA numbers for each supervisor.

Verification of these hours should be sent to the Director of Clinical Education.

Practicum Skills

Through the sequence of practicum experiences, as well as courses, students must develop the skills required in Standard IV-G of the Standards for the Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP). Requirements include the number of actual contact hours of supervised clinical experience in evaluation and treatment of individuals who have communication and swallowing disorders.

You must demonstrate, at a professional entry level, that you can evaluate and provide clinical intervention for clients across the life span, from culturally/linguistically diverse populations, and across the range of speech-language impairments in Standard III-C of the CCC-SLP. In addition, you must demonstrate that you have developed the interpersonal qualities, as well as oral and written communication skills, required for professional entry into the profession of speech-language pathology.

The Big Nine

The following are categories that are relevant to the scope of practice in speech-language pathology. Clinical hours that you obtain in the following areas are used to meet requirements for ASHA's CCC-SLP. Because you must develop clinical skills across the categories in Standard III-C, the Department recommends you have the following **minimum** client/patient contact hours in **each area**:

- **Articulation** **25 hours**
- **Fluency** **10 hours**
- **Voice and Resonance** **10 hours**
 - Respiration and phonation.
- **Swallowing/Feeding** **15 hours**
 - Oral, pharyngeal, esophageal, and related functions including oral function for feeding.
 - Orofacial myofunction.
- **Language (Receptive and Expressive)** **50 hours**
 - Phonology, morphology, syntax, semantics, and pragmatics in speaking listening, reading, writing, and manual modalities.
- **Social Aspects of Communication** **10 hours**
 - Challenging behaviors, ineffective social skills or lack of communication opportunities
- **Cognitive Aspects of Communication** **10 hours**
 - Attention, memory, sequencing, problem solving, and executive functioning
- **Communication Modalities (including AAC)** **10 hours**
 - Oral, manual, augmentative, and alternative communication techniques, including assistive technologies
- **Hearing** **6 to 10 hours**
 - **Audiologic screening** including
 - Hearing screening, otoscopic inspection, otoacoustic emissions (OAE) screening, and screening tympanometry
 - **Aural Rehabilitation**
 - Auditory training for children with cochlear implants and hearing aids, speech reading, speech and language intervention secondary to hearing loss; visual inspection and listening checks of amplification devices

In addition to the recommended hours in each **area**, the Department recommends the minima **total hour accumulation** for each practicum experience:

- Special Populations (CDIS 853).....75 hours
- School Setting (CDIS 854).....125 hours
- Medical Setting (CDIS 858).....100 hours
- Prevention Activities.....6 to 10 hours

Practicum Course Authorization

The CDIS office secretary authorizes students to register for practicum by email according to the practicum **in which they are or will be** assigned. Notification takes place within the month of or the month preceding the practicum course in which the student will be participating.

You must register for practicum courses in a timely manner after you are authorized to do so. Your entire sequence may be delayed if you do not register for classes by the deadline. There is no assurance that the Registrar will permit late registration.

Practicum Confirmations

Each student will receive confirmation of their particular placement and/or assignment via e-mail. E-mail confirmations **will be** the primary way in which students will be apprised of their placements. It is critical that students keep their e-mail addresses current. Any changes to or problems with addresses post their initial entry into the program must be sent to the CDIS secretary immediately.

Students should be aware that not all confirmations are received at the same time. Students will be informed of their placement confirmation by the Director of Clinical Education within a timeline which allows them to register for their placement and contact their supervisors in a timely manner.

Practicum Agreement

During the first week of the practicum, you and the site supervisor will complete the Communication Disorders Practicum Agreement. This document helps to define your responsibilities for scheduled hours, timelines for reports and lesson plans, and general guidelines of dress and behavior in effect at the practicum site.

Practicum Supervision

GSU Supervision:

Students will also be assigned a university supervisor (“GSU supervisor”). Authorizations to register reflect the GSU supervisor to which you are assigned. She/he is the **liaison** between the site and GSU. The GSU supervisor will contact you prior to or shortly after your assignment begins.

You must respond to any contact from your GSU supervisor within **two business days** of the initial contact, even if your response merely indicates that you received their e-mail. Timely contact with your GSU supervisor is a **necessary** component of the practicum supervisory process.

Your GSU supervisor will schedule at least **three** on-site visits during your clinical experience. The GSU supervisor will provide you with both verbal and written feedback during your clinical assignment.

Site Supervision:

Students will also be directly supervised by the cooperating speech-language pathologist on site ("site supervisor"). Once the student placement confirmation is received, it is the student’s responsibility to contact the site supervisor within **2 to 4 weeks** of their start date. Your supervisor’s name and contact information will be on the e-mail confirmation you receive. Any addition requirements for a particular site will be indicated on the e-mail site confirmation.

Please Note: You will **not** be assigned to a site supervisor with whom you have worked previously, or anyone who is a friend or relative. We as a Department must maintain clinical *objectivity* as a Department goal.

► Speech-Language pathology site supervisors are required to:

- hold at least a master’s degree and ASHA certification in speech-language pathology;
- have two or more years of clinical experience beyond the Clinical Fellowship Year (CFY);
- hold Illinois or Indiana licensure, if working in the public schools;
- be employed at least one year at the practicum site;
- be on the premises at all times that the student is present, including if students travel to multiple sites; and
- be willing to provide direct hands-on clinical training to students

Observation Visits by University Supervisor

The university supervisors will visit each practicum site several times to assess the overall level of competence of the student clinician. Feedback will be provided at the conclusion of the observation. The university supervisor will arrange a mutually agreeable observation schedule with the site supervisor.

The university supervisor will:

- Discuss the progress of the practicum student with the site supervisor(s).
- Review the student's lesson/treatment plans.
- Observe the student's therapy and/or diagnostic sessions, and provide oral and written feedback. The supervisor may find the Detailed Individual Session Evaluation Form helpful.
- Discuss the progress of the practicum with the student.
- If appropriate, discuss the single-subject project.
- Monitor the accumulation of clinical contact hours.
- Serve as a liaison between the student and the Department of Communication Disorders regarding questions pertinent to the total practicum experience.
- Serve as a liaison between the student and the staff at the site in regard to specific problems that may arise during the experience.
- Be available for phone calls or e-mail correspondence concerning specific questions and/or clarifications.
- Collaborate with the on-site supervisor in completing midterm and final evaluations.
- Maintain a log of supervisory visits (Practicum Site Visit Log).

Student Evaluations

Site supervisors are requested to provide written and/or verbal feedback on a frequent basis. The site supervisor and university supervisor formally evaluate the student twice, at midterm and at the end, during each speech-language pathology practicum experience.

The ***Evaluation of Student's Practicum Performance: Speech-Language Pathology*** is the method by which the student will be evaluated. The evaluation is based upon the ***Knowledge and Skills Areas (KASA)*** or competencies required of the Department of Communication Disorders and by **ASHA**.

The evaluations are discussed with the student. The student and supervisors use the evaluation information to discuss the student's progress as a clinician. The supervisors and student must sign and duplicate the midterm and final

evaluation forms and return the original document to the Director of Clinical Education.

The **Qualitative Criteria** (Performance Levels) defining each practicum will differ depending on the student's practicum entry level status. Students entering the first clinical experience are not expected to perform comparable to students entering their final experience.

Student Self-Assessment

As part of the department's processes for formative evaluation, each student must complete a self-assessment (Student Self-Assessment) midway (at midterm) and at the end (final) of each clinical experience. These documents will become valuable as students compare their self-evaluation with the supervisor's evaluation.

Practicum Grades

The university supervisor is responsible for assigning practicum grades for each student. Grades reflect consideration of (1) the site supervisor's final evaluation, (2) daily performance, and (3) GSU supervisor's observations.

Grades for each practicum (i.e., CDIS 853, CDIS 854, and CDIS 858), assigned by the GSU supervisor, are consistent with grading policies within the department and within the university. Specifically, the following criteria apply:

- A – Superior achievement of knowledge, skills, and personal qualities required in the practicum.
- B – Very satisfactory achievement of knowledge, skills, and personal qualities required in the practicum.
- C or lower – Below acceptable achievement of knowledge, skills, and personal qualities required in the practicum for a student at a particular (practicum) developmental level.

A grade of "B" or higher is required in all practicum courses. A student receiving a grade of "C" or lower is required to repeat that practicum. **A student is permitted to repeat only one practicum during the clinical practicum sequence.**

If a student earns a grade of "C" or lower in practicum, before repeating the practicum, he or she must work with the Clinical Team to develop strategies to promote his or her success. The student has the greater part of the responsibility for creating intervention strategies. Clinical hours accumulated

during the practicum in which any of these grades was earned **will not count** towards certification. Scheduling a repeated practicum is dependent upon the student's successful completion of intervention followed by the availability of a suitable site.

Upon repeating the practicum course, the student will submit a Course Repeat Request form to the University Registrar. Upon completion of the course, the student's first grade will be replaced on the transcript with "R," and be removed from calculation of the GPA. The grade from the repeated course will be reflected on the student's official transcript.

Practicum Seminars

The department holds two practicum seminars each term. The purposes are to: (1) clarify practicum policies and procedures, (2) discuss cases, and (3) present single-subject studies (see below).

Dates for the seminars are posted on the Practicum Webpage (http://www.govst.edu/chhs/dcd/mhs_cd/default.aspx?id=29118) and announced through e-mail.

If you are registered for any practicum, you must attend both seminars each term. If you are not registered for practicum, you are certainly welcome to attend.

You must attend six practicum seminars, at least five of them while you are enrolled in practicum or expect to enroll in practicum (i.e. are taking Qualifying Examinations). If a student misses more than one, you will be required to write a review of the single-subject projects presented on the day(s) you missed.

Practicum Project: Single-Subject Study

During one of your practicum experiences, you will complete a single-subject clinical study with a client or clients in your regular practicum caseload. The purpose is for you to have the opportunity to participate in clinical research and to draw a very real connection between research and clinical practice.

NOTE: Effective Fall 2011, students enrolled in the thesis option are not required to complete a formal single-subject clinical study during practicum. They are required to present the results of their thesis research at a practicum seminar. Students enrolled in the thesis option are encouraged, however, to apply the principles of single-subject research in their clinical practicum experiences.

To complete the study, you will first prepare a proposal and present it to your university practicum supervisor, who also will be the supervisor of your study. All information relevant to the practicum project is available on the Practicum Webpage (http://www.govst.edu/chhs/dcd/mhs_cd/default.aspx?id=29118).

Following your university supervisor's approval of your proposal, you will collect the data for your study. You will present your results at a practicum seminar. You may not collect data before the GSU supervisor approves the project.

Your study will culminate with your writing a report of your project. The reports will be relatively brief descriptions of your rationale, research question, method, results, and discussion. Your report may be included in a permanent collection. The format of the report is available on the CDIS Practicum Webpage at http://www.govst.edu/chhs/dcd/mhs_cd/default.aspx?id=29118.

Ethics

As a student in practicum, you are responsible for adhering to the ethical standards of the profession, i.e., the ASHA Code of Ethics (2010). The Code of Ethics is available in Appendix B of this handbook and also online at <http://www.asha.org/docs/pdf/ET2010-00309.pdf>.

Scope of Practice in Speech-Language Pathology

As a student in practicum, you are responsible for being familiar with the profession's current Scope of Practice in Speech-Language Pathology as described by ASHA (2007). The current scope of practice document is available online at http://www.govst.edu/uploadedFiles/chhs/Departments/DCD/MHS_CD/Scope%20of%20Practice%20in%20Speech%208-26-09.pdf.

Standards for ASHA's Certificate of Clinical Competence

Current Standards

The Council on Professional Standards of ASHA (no longer in existence) revised the Standards for the Certificate of Clinical Competence in Speech-Language Pathology. The new standards became effective January 1, 2005 and require that you have met the new standards if you apply for certification on or after that date.

You should become familiar with both the content and philosophy of the new standards, as they differ substantially from those of the previous (1993) standards. Probably most important, the new standards are framed in outcome requirements as well as process or input requirements. Outcome requirements emphasize the knowledge and skills you must attain; process requirements emphasize the experiences you must complete, such as number of course credits and practicum hours.

The current 2005 standards are available on ASHA's website at http://www.asha.org/certification/slp_standards.htm.

Formative Assessment

Critical in the new standards is the concept of formative assessment (Standard V. B). Formative assessment is periodic assessment during (*vs.* at the end of) the learning process with feedback to guide you toward mastery of knowledge and skills. Implicit in the concept is the self-evaluation and responsibility of the learner in achieving mastery. Thus, the new standards require that you are the person primarily responsible for achieving the requisite knowledge and skills.

The CDIS faculty has developed a plan for formative assessment of graduate students. Its components are:

1. A writing examination upon program entry
2. Self-assessment, with instructor feedback, in each CDIS course in which you earn graduate credit
3. Review of your application for candidacy
4. Self-assessment and following learning activities in CDIS 815, Professional Development Seminar.
5. Faculty review and student self-assessment, with following learning activities, in CDIS 835, Qualifying Examinations.
6. Ongoing practicum evaluations, including the formal midterm evaluations,
7. Practicum self-assessments.
8. Faculty review of your proposal for the single-subject practicum project.

Knowledge and Skills Acquisition: The KASA

The department and you must keep records of your acquisition of the knowledge and skills required in the certification standards. To assist in this, ASHA's Council for Clinical Certification has developed the Knowledge and Skills Acquisition (KASA) form. The KASA is a document indicating the knowledge and skills you have acquired, and where you acquired them. Following completion of a learning activity, most typically a course or practicum, the evaluator of that experience (*i.e.* course instructor, practicum supervisor) will inform you which knowledge and skills you may mark as having been achieved.

It is critical that you keep your KASA current. You should also maintain any course feedback forms or other or other documents relative to your acquisition of the knowledge and skills in the standards. By the time you graduate, you must have evidence that you have acquired all the knowledge and skills in the certification standards. The CDIS faculty highly recommends that you meet with your advisor periodically to review your KASA and your progress towards meeting the certification standards.

Blank KASA forms (in Microsoft Word), as well as a sample completed KASA form reflecting our program's curriculum, are available online at the department's website (Current Student Resources) at http://www.govst.edu/chhs/dcd/mhs_cd/default.aspx?id=6430

Helpful hints for completing the KASA are available on ASHA's website at <http://www.asha.org/certification/kasa-tips.htm>.

Students are required to submit their completed KASAs in electronic form to the department chair upon completion of the graduate program and prior to graduation.

Application for Graduation

You must submit an application for graduation to the Registrar by the first day of class of the term in which you are planning to graduate. Complete an Application for Graduation ([Application For Graduation \(PDF\)](#)) and a Student Progress Report form ([Student Progress Report \(online\)](#)), which are available on line at www.govst.edu and then by going to “GSU Online” and then “Student View.” If necessary, your advisor can review with you the procedures for completing these forms. Return the completed forms to the Office of the Registrar. The Registrar will record the application and send it to your advisor for approval. Upon approval of the advisor, the department chairperson, and the Dean of the College of Health and Human Services, the application is forwarded to the Registrar's Office once again for final processing. Your advisor can review with you the procedures for completing these forms.

Summary of Steps to Complete Degree Requirements

All degree requirements for the M.H.S. must be completed within four years after admission to candidacy. Below is a list of actions you will need to take as you progress through the program.

May/June prior to commencement of graduate studies

- Complete online CDIS graduate student orientation.
- Meet with your advisor. Develop and submit your SSP.
Date completed _____

First term

- Attend the required New Graduate Student Orientation.
Date completed _____
- Attend the Practicum Information Session (required)(Afternoon session of New Graduate Student Orientation)
Date completed _____
- Submit required practicum paperwork (e.g., Criminal Background Check, Professional Liability Insurance, Request for Practicum in Communication Disorders) within approximately 1 month of the Practicum Information Session.
Date completed _____

First year

- Take CDIS 600, Professional and Scientific Foundations of CDIS.
Date completed _____
- Take CDIS 650, Advanced Assessment and Intervention
Date completed _____
- Complete undergraduate deficiencies.
Date completed _____

After nine semester hours of graduate CDIS coursework and all undergraduate deficiencies are complete.

- Apply for candidacy.
Date completed _____

Eighteen months prior to anticipated practicum start

- Contact the Director of Clinical Education to initiate the practicum placement process. Submit your Practicum Request Form.
Date completed _____

After completing 18 graduate CDIS credits

- Enroll in CDIS 815 Professional Issues Seminar.
Date completed _____

Last term of coursework

- Submit a Request to Take Qualifying Examination (CDIS 835) (Qualifying Examination Option).
Date completed _____
- Register for first practicum for the following term.
Date completed _____
- Register to take the Praxis examinations for ASHA certification.
Date completed _____
- Be certain that professional liability insurance and criminal background check are current.
Date completed _____
- Take the examinations for educational certification.
Date completed _____

Term following completion of coursework

- Successfully pass CDIS 835 (Qualifying Examinations; non-thesis option) OR have your thesis proposal approved (thesis option).
Date completed _____
- Begin practicum.
Date completed _____
- Take the Praxis examination for ASHA certification.
Date completed _____

During practicum

- Complete the single-subject project (non-thesis option).
Date completed _____

Before last term of practicum in order to graduate

- Submit an Application for Graduation, Student Progress Report, and application fee to the Registrar's Office before the first day of class of the term in which you wish to graduate.
Date Graduation Application completed _____

Last term

- Apply for ISBE certification (Type 73).
Date completed _____
- Apply for ASHA membership and certification.
Date completed _____
- Apply for Illinois licensure.
Date completed _____

Department Policies

GSU has established academic policies on such matters as grading, student conduct, etcetera. These are described in the GSU Catalog and the GSU Student Handbook. CDIS adheres to these policies. Some department policies pertain to specific aspects of the program, and are found in other sections of this Handbook (e.g., practicum). In addition, the Communication Disorders faculty has adopted the following policies:

Academic Performance

Criteria for grades are presented in the syllabus for each course. Graduate students are required to graduate with a GPA of at least 3.0 in CDIS courses, with no more than one grade of "C" in academic didactic courses. Students earning more than one "C" are required to repeat at least one of the courses. Although a grade of "C" is permissible, such grades usually indicate only minimally acceptable achievement of the competencies in the course. Remember that you are responsible for the knowledge and skills outlined in ASHA's Knowledge and Skills Acquisition (KASA). You will need to ensure that you strengthen areas of weakness through other mechanisms during your graduate studies (e.g., other graduate didactic courses, including CDIS 815 Professional Development Seminar, independent study, and clinical practicums in speech-language pathology). Alternatively, you may wish to retake any graduate didactic courses in which you earned a grade of "C."

A grade of "B" or higher is required in all practicum courses. A student receiving a grade of "C" or lower is required to repeat that practicum. **A student is permitted to repeat only one practicum during the clinical practicum sequence.**

Examinations

You are required to take examinations at the designated time. It is your responsibility to notify the instructor in advance if you cannot take an examination because of illness or emergency. Failure to notify the instructor prior to the examination time may result in a forfeiture of the opportunity to take the examination. CDIS faculty do not give make-up examinations for low grades.

Academic Honesty

Evidence of cheating or plagiarism on an examination, paper, or project will result in an unsatisfactory grade on that work and/or the course, at the discretion of the instructor. GSU's official policy on academic honesty is presented in the GSU Catalog. Review it carefully. If you are still uncertain how to avoid plagiarism, contact the GSU Writing Center at 708-534-4508

Non-Academic Performance

The CDIS faculty believes there are some non-academic qualities that are important in the functioning of a speech-language pathologist. Consequently you are required to meet the following criteria:

1. Oral communication abilities adequate for modifying the speech-language problems of clients served. As stated above, the program adheres to ASHA's position statement, "Students and Professionals Who Speak English with Accents and Nonstandard Dialects."
2. Auditory ability adequate for identifying speech-language problems and assessing progress;
3. Interpersonal behaviors that reflect professional standards of maturity, independence, and cooperation.

Assessment of non-academic requirements involves the professional judgment of faculty. It is crucial that clients' and patients' rights to appropriate speech and language services be protected. It is the CDIS faculty's right and responsibility to balance the need to protect both students and the clients they will serve.

Generally, when problems are first noticed, the first-level of feedback to the student is from the individual instructor whose class is involved. The second-level of feedback is from the academic advisor of the student. The third-level of feedback consists of a referral to the student for an individual meeting with the selected and appropriate members of the Student Review Committee

The CDIS faculty deals with these issues through regular reviews of student progress during faculty meetings. Potential problems are raised as soon as possible with the student, modification strategies or procedures are suggested, and the student is given time to respond. On rare occasions, it is necessary to counsel students out of the program for non-academic reasons. Before arriving at such a decision, there is extensive discussion, clear feedback to the student regarding the problems, and agreement among the faculty and the Program Director as to the course of action. The intentions are to (1) identify problems early enough so that a student does not spend time in an inappropriate curriculum, and (2) to give all students a fair opportunity to succeed.

Student Review Committee Process

The Student Review Committee of the Department of Communication Disorders was created as a mechanism for early identification of students who may be having difficulty succeeding in either the academic or practicum component of the program. The purpose of the Student Review Committee is to manage the

student's reported **academic, practicum, communication, or interpersonal** difficulty by developing an appropriate intervention plan for assisting the student in his/her area of challenge. The Committee's goal is to assist students, faculty, and supervisors in the early identification of challenging behaviors and managing them in a group problem-solving manner.

The group problem-solving model is used in order to increase the likelihood that creative and multiple effective intervention strategies are generated. The model also minimizes students' perceptions that an issue is limited to one or two instructors or that the issue is a personal one of an individual instructor. Lastly, the model offers support and guidance to faculty and supervisors who identify a student as needing structured and direct assistance with understanding the program's expectations. The approach attempts to show the student the path to successful performance in the academic and/or practicum components of the program.

Any GSU faculty member or supervisor (full-time and adjunct) may request the review of a student. The Committee will consist of the department chairperson, the faculty/staff member requesting the review, a neutral faculty/staff member, and in appropriate instances, a representative of the GSU practicum supervisors (e.g., a supervisor or the Director of Clinical Education). Other GSU staff may be invited to sit on the team in special situations such as the involvement of disability issues. The specific team members will be identified, usually, during the Student Review portion of the regular faculty meetings.

When the review suggests that the student meet with selected committee members, the student will be told that s/he is being invited to meet with the group because of concerns described by the referring faculty/staff member. The student will be asked to call the Department Chairperson to give his/her available times for meeting with the selected member of the Student Review Committee. The meeting will be scheduled accordingly with the selected committee members and the student.

The meetings will be used as a means of helping students succeed. The purpose of the meetings is not to punish or reprimand. The purpose is to enhance the likelihood of the student's success in the program by identifying and developing appropriate strategies for strengthening areas of challenge. It is the program's philosophy that the student must take responsibility for their education and professional development. Therefore, the student plays an important role in the development of a plan for remediation.

When intervention strategies have been exhausted and do not produce acceptable target performance behaviors, the Student Review Committee will discuss alternative career options with the student.

Additionally, within the Student Review Committee is the Clinical Team. Any of the Clinical Team members may notify the Student Review Committee of students who are having difficulty in practicum and need review by and input from the Committee. Based upon the Committee's review and discussion, suggestions will be agreed upon and made to the Clinical Team. The Clinical Team, however, serves as the primary support for students, site supervisors, and GSU university supervisors in the practicum experience.

The Clinical Team is led by the Director of Clinical Education. Other members include the department's supervisors/liaisons and, when necessary, each student's academic advisor and the department chairperson. The purposes of the Clinical Team are to (1) recommend practicum policies and procedures to the Department and (2) work with students experiencing difficulty in practicum to promote their success. The Team works with each student to identify needs and processes for development as clinicians. The Team recognizes that each student's circumstances and needs are different and seeks to individualize its support strategies.

The Student Review Committee and the Clinical Team share members in most cases and work together for the purpose of assisting students in successfully completing the academic and practicum portions of the communication disorders program.

Students with Disabilities

GSU is committed to providing all students equal access to all university programs and facilities. Students who have a documented physical, psychological, or learning disability and need academic accommodations, must register with Access Services for Students with Disabilities (ASSD). Please contact the Coordinator of ASSD in Room B1201 in person; by e-mail, assd@govst.edu; or by calling 708-235-3968. If you are already registered, please contact your instructor privately regarding your academic accommodations.

Concerns and Complaints

If you have a concern about your academic progress, or about the program itself, you should discuss it with your academic advisor.

If you have a dispute with a professor, it is best to attempt to resolve it with that professor prior to initiating a complaint. Informal resolution is the first step. If you are unable to do so, the next step is to contact the department chairperson.

1. To file an official academic grievance, the student must submit a written statement to the department chair in the department in which the course(s) is offered.
2. The written grievance statement must be received by the department chair within thirty days of the event which led to the grievance.
3. The written grievance must state the reasons for the grievance and the remedy that is sought.

Most disputes can, and should, be resolved without filing a grievance. If you do need them, procedures for filing a grievance are outlined in the GSU Student Handbook.

Should you have concern that the graduate program has violated a standard of accreditation, you may contact, in a signed letter, the following:

Chairperson, Council on Academic Accreditation
c/o American Speech-Language-Hearing Association
2200 Research Boulevard
Rockville, MD 20850-3289

Your letter must address the particular standard or standards you think have been violated. Further, if your complaint is personal, you must show that you have exhausted all institutional avenues of due process.

CDIS Department Services and Resources

CDIS Department Office

The department is located in room C-3385. Faculty offices, faculty and student mailboxes, and the Clinical Materials Laboratory are located in CDIS office area.

Student Mailboxes

Student mailboxes are immediately on the right as you enter the CDIS office suite. Mailboxes are arranged by letter only, (*i.e.* students do not have individual mailboxes). Check your mailbox regularly.

Clinical Materials Laboratory

This room (C-3390) is located within the CDIS office suite. It houses a wide range of diagnostic and therapeutic materials, as well as anatomical models, and some instructional materials (*e.g.* various videotapes and CDs).

You may use the materials by making an appointment with the office administrator or graduate assistant. If you are unsure how to use or find material find out when the graduate assistant will be working, and schedule your appointment accordingly.

You may borrow materials. Check the materials out with the office administrator or the graduate assistant. The borrowing time limit is one week, unless there is an immediate demand for the item, in which case it will be less. It is important to remember that once you borrow an item, you need to return it for others to use.

Communication Disorders Laboratories

The CDIS Laboratories (C-3383 and C-3379) house a wide range of materials and equipment necessary for the study of speech-language pathology and audiology. The laboratories include electroacoustic equipment, audiological equipment, speech and hearing science instrumentation, and augmentative and alternative communication devices.

CDIS Department Website

The CDIS department maintains a site as a link from the university's home page. The university's home page address is <http://www.govst.edu> and the department's home page is <http://www.govst.edu/cdis/>. You should check this site frequently for important resources, updates on schedules, events, and department information.

National Student Speech-Language-Hearing Association (NSSLHA)

GSU Chapter of NSSLHA

You are urged to join the GSU Chapter of the National Student Speech-Language-Hearing Association (NSSLHA-GSU). Purposes of this organization are to: 1) promote a feeling of belonging for students in CDIS; 2) foster communication between students and faculty; and 3) expose students to pertinent experiences they would not get in classrooms or practica.

Obtain a membership form from the chapter president, or in the CDIS Office. Yearly dues currently are \$10.00. There is a membership drive each Fall, but you may join at any time during the year. Membership is good for the academic year (September to August).

The chapter maintains a bulletin board for posting important announcements and messages to students. It is near the CDIS office.

NSSLHA-GSU sponsors several different events over the course of a year, designed to benefit members or the chapter organization. At its monthly meetings, the chapter may sponsor a social event, guest speaker, or faculty forum. Meetings are announced in classes and notices posted in or around the office. The chapter also sponsors public service activities, such as hearing or speech/language screenings, or events promoting Better Speech and Hearing Month. The intent of the people active in the chapter is to provide a balance of social, scholarly, and service activities during the year.

Members of NSSLHA-GSU are eligible for many benefits. Members have often been fully or partially reimbursed for registration at conventions and workshops.

NSSLHA-GSU is supported financially in a variety of ways. The first and foremost is through the membership dues. The chapter also receives support from the university's Office of Student Life. Also, for the past several years, the chapter has sponsored fund-raising activities.

National NSSLHA

Although it is not required in order to be a member of NSSLHA-GSU, it is to your advantage to join NSSLHA at the national level. The cost is \$60.00 per year (2011). For this you receive an ASHA journal, the NSSLHA journal, and special convention registration rates. In addition, you will be billed reduced dues/fees when applying for ASHA membership and certification (*i.e.*, ASHA Conversion Program). Information and membership forms are available in the CDIS Office. The NSSLHA website is located at <http://www.nsslha.org/default.htm>.

University Services and Resources

The Academic Resource Center

The Academic Resource Center is designed to assist students in developing the academic skills required at an upper division and graduate university. To accomplish this, the ARC provides workshops in reading, writing, grammar, composition, and mathematics, as well as private tutoring. For the student who prefers to work alone, the ARC maintains a good selection of programmed learning materials, workbooks, and various other student aids. The services are free and are available to all students. Although professors may refer students to the ARC, you may elect to attend the center on your own.

More information about the Academic Resource Center is available at the ARC website: http://www.govst.edu/sas/t_stu_dev.aspx?id=1013.

Counseling Center

The Counseling Center of the Academic Resource Center at Governors State University (GSU) has a staff of experienced professionals who provide a variety of counseling services for GSU undergraduate and graduate students. The counselors support and adhere to the professional, ethical, and legal standards as described by the American Psychological Association, as well as other professional organizations. Their mission is to contribute to the overall quality of campus life for students, and to support the academic endeavors of our students.

The professional staff of the Counseling Center offers confidential counseling for currently enrolled students seeking to address academic, career, or personal concerns. More information about the Counseling Center is available at http://www.govst.edu/sas/t_stu_dev.aspx?id=993.

Access Services for Students with Disabilities (ASSD)

The Office of Access Services for Students with Disabilities (ASSD) is dedicated to creating an accessible environment and providing equality of educational opportunities for students with documented disabilities. GSU's goal is to focus on a student's ability not the disability. ASSD ensures compliance with the Americans with Disabilities Act and with Section 504 of the Rehabilitation Act of 1973. Students must provide documentation by a qualified professional who can verify the functional impact of the disability as well as provide recommendations for appropriate accommodations. To arrange for appropriate accommodations, contact the coordinator of Access Services for Students with Disabilities at (708) 534-4508.

More information about services for students with disabilities is available at http://www.govst.edu/sas/t_stu_dev.aspx?id=997.

The Writing Center

The Writing Center provides assistance to undergraduate and graduate students with one-on-one tutoring sessions through the online writing center, and beginning research and documentation help in the library. The center also offers assistance for students who plan to take writing examinations, such as the Basic Skills Exam. For more information, call 708-534-4508, or visit the website at <http://www.govst.edu/writingcenter/>.

Career Services

The Office of Career Services offers several programs and services to assist students and alumni in their search for professional employment. Refer to the GSU Catalog for more information. Before graduating it is an excellent idea to have letters of recommendation from Communication Disorders faculty placed on permanent file in the Office of Career Planning and Placement.

The department maintains a file of employment opportunities. See the office administrator or graduate assistant. You may also receive notification about potential employment via e-mail. Visit the website of career services at http://www.govst.edu/sas/t_career.aspx?id=1000.

University Library

The University Library maintains an extensive collection of materials of interest to CDIS students. Currently there are more than 1200 books and 70 journals related to communicative disorders. The Library maintains a complete collection of relevant abstracts and several computerized databases, for example PsycINFO, Medline, and ERIC. In addition, the Library has an increasing number of subscriptions to full-text on-line scholarly journals. The Library's database search capabilities are among the finest anywhere. You should make extensive use of them for projects and papers. In addition to its own collection, the Library has an inter-library loan agreement with most college and university libraries in Illinois. Visit the library's website at <http://www.govst.edu/library/>.

Academic Computing Services

The CDIS faculty encourages you to use electronic media and resources to assist you in your academic work. Microcomputer facilities are available for your use in Academic Computing Services (ACS), on the second floor of D-Wing. Computers may be used for word processing, class activities, and access

to the Internet. You can get an electronic mail (e-mail) account there. Laboratory assistants will be there to help you. For current information about ACS, please visit www.govst.edu/its/.

Financial Assistance

In addition to the grants and loans available through the Office of Financial Aid, there are a number of small grants, awards, and scholarships available to CDIS students. Applications and nomination forms are distributed to the department faculty periodically. Some are competitive, some require nominations from the faculty, some are need-based, and some are merit-based. If you would like to be considered for grants and awards, talk to your advisor. Keep him/her updated on your activities at work, school, and in the community. This information will make it easier for faculty to nominate students for the grants and awards for which they are best qualified. Information about scholarships for CDIS students also is available on the department's website at <http://www.govst.edu/chhs/dcd/default.aspx?id=6308>.

Tuition Waivers and Other Support

The department typically has one tuition waiver for graduate students each term. More detailed information about tuition waivers (including deadlines for application) is available on the College of Health and Human Services website at http://www.govst.edu/chhs/dcd/bhs_cd/default.aspx?id=5654.

Graduate Assistantships

The College of Health and Human Services provides opportunities for students to gain experience in research, teaching, and support functions through various Graduate Assistant opportunities.

The Department of Communication Disorders currently has one graduate assistantship. Graduate assistants are employed by the program faculty 15 hours per week to assist in the operation of classes and other academic activities. The assistantship provides a stipend and a tuition waiver each term. An announcement is made to all graduate students when a CDIS assistantship becomes available.

Certification and Licensure

Upon graduation from the M.H.S. program or shortly thereafter, you will become eligible to apply for national (*i.e.*, ASHA) and Illinois State credentials in speech-language pathology. These credentials are:

1. ASHA Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP),
2. Illinois School Service Personnel Certificate (Type 73), endorsed as Non-Teaching Speech-Language Pathologist
3. Illinois license in Speech-Language Pathology.

ASHA Certification

Upon receiving your master's degree, you will have met all academic and practicum requirements for the CCC-SLP. Be sure to visit ASHA's website for comprehensive information on certification at <http://www.asha.org/about/membership-certification/>. ASHA's certification website also includes specific information about applying for certification in speech-language pathology (<http://www.asha.org/certification/SLPCertification.htm>).

Complete the application for both membership and certification. The application form is at <http://www.asha.org/uploadedFiles/certification/05SLPapp.pdf>. Consult with your advisor if you need assistance.

You should apply for membership and certification as soon as you finish your last practicum. Submit the following to the department chairperson:

1. Submit the first two pages of the ASHA application to the department chairperson.
2. Submit an electronic version of your completed KASA to the department chairperson via e-mail.

Once your application and KASA are reviewed and approved, the department chairperson (*i.e.*, program director) will complete and sign the verification page of your ASHA application. Your application will not be signed, however, until after you have graduated. The electronic version of your KASA will be copied to the department's S-drive. A copy of your application will be placed in your permanent program file. The original application (*i.e.*, first two pages of the ASHA application and the verification page) will be returned to you to forward directly to ASHA. **It is important that you maintain a copy of your ASHA application for your files; you also should maintain electronic and hard copies of your KASA.**

Please note that if you are a NSSLHA member receiving a master's degree during the NSSLHA membership year, you will be billed reduced ASHA dues/fees (refer to the ASHA Handbook).

The certification process includes completing a Clinical Fellowship (refer to the ASHA Handbook) and achieving a **passing score (≥ 600)** on the National Examination in Speech-Language Pathology (Praxis). Although the Praxis is not a requirement for graduation, it is a requirement for certification.

Additional information about the Praxis exam is available on ASHA's website at <http://www.asha.org/certification/praxis/overview.htm>. **The Attending**

Institution/Report Code for GSU is RA0070. The Educational Testing Services (ETS) website has study materials available for the PRAXIS exam in speech-language pathology:

<http://www.ets.org/praxis/prepare/materials/0330>

More specific information about procedures for obtaining ASHA's Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP) is available on the department's website in the "Current Student Resources" web link (click on "Credentialing Basics") at http://www.govst.edu/chhs/dcd/mhs_cd/default.aspx?id=6430.

Illinois State Board of Education Certificate

The graduate program is approved by the Illinois State Board of Education and can lead to the School Service Personnel Certificate (Type 73). A certificate is required for speech-language pathologists employed in Illinois public schools. All students are strongly encouraged to seek this certification.

The Type 73 allows you to work as a speech-language pathologist in Illinois public schools. However, with this certificate you cannot work as a classroom teacher, for example in a communication development class, without a certified teacher in the room.

Application for certification is now completed on line. The department's office administrator will give your name to a representative in the College of Education. That person will notify you **by your GSU e-mail account** that you are eligible to apply for certification, and will give you the information to complete your application electronically. The URL for completing the application is www.isbe.net/OTIS. Complete the application and check off the proper certificate requested. Submit this form during the term in which you expect to graduate. Please note that, in order to obtain a Type-73 certificate, you must have a temporary Illinois license as a speech-language pathologist (see below).

As part of the certification process, you must achieve passing scores on two examinations. The testing program consists of a test of basic skills (i.e., Reading Comprehension, Language Arts, Mathematics, and Writing) and a test of content area (i.e., Speech-Language Pathologist: Nonteaching). You should register for two tests: (1) Basic Skills test; and (2) Speech-Language Pathologist: Nonteaching (content area test). Effective September 2010, the Basic Skills test will have a new design and score-reporting model. More information is available on the CDIS website under Current Student Resources (Certification and Licensure) at http://www.govst.edu/chhs/dcd/mhs_cd/default.aspx?id=6430.

The current registration bulletin is available at the website for the Illinois Certification Testing System (ICTS) at <http://www.icts.nesinc.com/index.asp>. Registration and test preparation information are provided in the bulletin. Multiple test dates are available throughout the year.

You can take these tests at any time during your graduate program. It is recommended that you take these tests either shortly before or after qualifying examinations.

More specific information about procedures for obtaining the Illinois State Board of Education Certificate is available on the department's website in the "Current Student Resources" web link (click on "Credentialing Basics") at http://www.govst.edu/chhs/dcd/mhs_cd/default.aspx?id=6430. ASHA's certification website also includes useful information about teacher requirements in speech-language pathology not only in the state of Illinois (<http://www.asha.org/advocacy/state/info/IL/>), but for other states as well (<http://www.asha.org/advocacy/state/>).

Illinois Licensure

House Bill 2755 authorizes the Illinois Department of Financial and Professional Regulation to license speech-language pathologists and audiologists. This bill was signed into law as Public Act 85-1391 and reauthorized as Public Act 90-0144 (The Illinois Speech-Language Pathology and Audiology Practice Act), which became effective July 23, 1997. Speech-language pathologists and audiologists are required to be licensed in order to practice in Illinois, except those working in public schools who hold the appropriate Type-10 or Type 03/09 certificate. As you will be eligible only for the Type 73, you will need a temporary license, even to work in the schools.

More specific information about procedures for obtaining temporary and permanent Illinois licenses is available on the department's website in the "Current Student Resources" web link (click on "Credentialing Basics") at http://www.govst.edu/chhs/dcd/mhs_cd/default.aspx?id=6430. In addition, ASHA's website includes useful information about Illinois licensing laws (<http://www.asha.org/advocacy/state/info/IL/>),

Qualifications for licensure include:

1. A master's degree in speech-language pathology from a program approved by the Department of Financial and Professional Regulation (Governors State University has an approved program).
2. Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP) from ASHA, **or**
3. Successful completion of the ASHA National Examination in Speech-Language Pathology (Praxis) and the equivalent of nine months full-time supervised professional experience. You may obtain a temporary license when the degree is posted, and you will obtain the regular license after the nine-month professional experience.

The Speech-Language Pathology and Audiology Practice Act does not prohibit the practice of speech-language pathology by students in their course of study when acting under the direction and supervision of a speech-language pathologist. In addition, you can provide speech-language pathology services during your ASHA Clinical Fellowship because such services are performed under the supervision and responsibility of a certified speech-language pathologist.

Upon completion of your ASHA Clinical Fellowship, you should submit an application for your regular state license. A copy of The Illinois Speech-Language Pathology and Audiology Act and the Application for Licensure/Examination can be obtained by writing to the Department of Professional Regulation at:

Illinois Dept. of Professional Regulation
320 W. Washington
Springfield, IL 62786
Phone: (217) 785-0800

OR

Department of Professional Regulation
100 W. Randolph, 9th Floor
Chicago, IL 60601
Phone: (312) 814-4500
FAX: (312) 814-3145

Applications are also available on line at <http://www.idfpr.com/>

Return ED form (Verification of Education) to:
Registrar
Governors State University
1 University Parkway
University Park, IL 60484

If you have any questions, please do not hesitate to contact the department.

Early Intervention Credentials

In Illinois, one must possess Early Intervention (EI) credentials to serve children aged birth through three years. Those who have completed a master's degree in communication disorders and desire to work with infants and toddlers must obtain the EI credential, separate from ISBE or ASHA certificates or the Illinois license. The process is managed through the Illinois Department of Human Services (IDHS) by its designee STAR*NET/Provider Connections. Obtaining the credential involves completing a series of training and workshop sessions, once the bachelor's and master's degrees are completed. For information and application packets, call Provider Connections at (800) 701-0995 or e-mail them at <http://www.wiu.edu/ProviderConnections/>.

Appendix A
CDIS Qualifying Examination
Content Areas

CDIS Qualifying Examination (CDIS 835)
Content Areas

PART A Phonetic Transcription

PART B Multiple Choice Examinations (General Knowledge and Case Studies)

I. Basic Human Communication Processes

- ___ Augmentative and Alternative Communication
- ___ Anatomy and Physiology of Speech and Hearing
- ___ Neuroscience
- ___ Sociolinguistics
- ___ Speech and Hearing Science
- ___ Speech and Language Development

II. Phonological and Language Disorders

- ___ Child Language Disorders
- ___ Speech Sound Disorders in Children

III. Speech Disorders

- ___ Fluency Disorders
- ___ Voice and Resonance Disorders

IV. Neurogenic Disorders

- ___ Adult Language and Cognitive Disorders
- ___ Dysphagia
- ___ Motor Speech Disorders

V. Audiology/Hearing

- ___ Audiology
- ___ Aural Rehabilitation

VI. Clinical Management

- ___ Principles of Assessment and Intervention in Speech-Language Pathology

VII. Professional Issues/Psychometrics/Research

- ___ Principles of Ethics
- ___ Scientific Foundations of Communication Disorders

Appendix B

ASHA (2010) Code of Ethics

ASHA Code of Ethics
(Effective March 1, 2010)

Preamble

The preservation of the highest standards of integrity and ethical principles is vital to the responsible discharge of obligations by speech-language pathologists, audiologists, and speech, language, and hearing scientists. This Code of Ethics sets forth the fundamental principles and rules considered essential to this purpose.

Every individual who is (a) a member of the American Speech-Language-Hearing Association, whether certified or not, (b) a nonmember holding the Certificate of Clinical Competence from the Association, (c) an applicant for membership or certification, or (d) a Clinical Fellow seeking to fulfill standards for certification shall abide by this Code of Ethics.

Any violation of the spirit and purpose of this Code shall be considered unethical. Failure to specify any particular responsibility or practice in this Code of Ethics shall not be construed as denial of the existence of such responsibilities or practices.

The fundamentals of ethical conduct are described by Principles of Ethics and by Rules of Ethics as they relate to the responsibility to persons served, the public, speech-language pathologists, audiologists, and speech, language, and hearing scientists, and to the conduct of research and scholarly activities.

Principles of Ethics, aspirational and inspirational in nature, form the underlying moral basis for the Code of Ethics. Individuals shall observe these principles as affirmative obligations under all conditions of professional activity.

Rules of Ethics are specific statements of minimally acceptable professional conduct or of prohibitions and are applicable to all individuals.

Principle of Ethics I

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

Rules of Ethics

- A. Individuals shall provide all services competently.
- B. Individuals shall use every resource, including referral when appropriate, to ensure that high-quality service is provided.
- C. Individuals shall not discriminate in the delivery of professional services or the conduct of research and scholarly activities on the basis of race or ethnicity, gender, gender identity/gender expression, age, religion, national origin, sexual orientation, or disability.
- D. Individuals shall not misrepresent the credentials of assistants, technicians, support personnel, students, Clinical Fellows, or any others under their supervision, and they shall inform those they serve professionally of the name and professional credentials of persons providing services.
- E. Individuals who hold the Certificate of Clinical Competence shall not delegate tasks that require the unique skills, knowledge, and judgment that are within the scope of their profession to assistants, technicians, support personnel, or any nonprofessionals over whom they have supervisory responsibility.
- F. Individuals who hold the Certificate of Clinical Competence may delegate tasks related to provision of clinical services to assistants, technicians, support personnel, or any other persons only if those services are appropriately supervised, realizing that the responsibility for client welfare remains with the certified individual.
- G. Individuals who hold the Certificate of Clinical Competence may delegate tasks related to provision of clinical services that require the unique skills, knowledge, and judgment that are within the scope of practice of their profession to students only if those services are appropriately supervised. The responsibility for client welfare remains with the certified individual.
- H. Individuals shall fully inform the persons they serve of the nature and possible effects of services rendered and products dispensed, and they shall inform participants in research about the possible effects of their participation in research conducted.
- I. Individuals shall evaluate the effectiveness of services rendered and of products dispensed, and they shall provide services or dispense products only when benefit can reasonably be expected.

J. Individuals shall not guarantee the results of any treatment or procedure, directly or by implication; however, they may make a reasonable statement of prognosis.

K. Individuals shall not provide clinical services solely by correspondence.

L. Individuals may practice by telecommunication (e.g., telehealth/e-health), where not prohibited by law.

M. Individuals shall adequately maintain and appropriately secure records of professional services rendered, research and scholarly activities conducted, and products dispensed, and they shall allow access to these records only when authorized or when required by law.

N. Individuals shall not reveal, without authorization, any professional or personal information about identified persons served professionally or identified participants involved in research and scholarly activities unless doing so is necessary to protect the welfare of the person or of the community or is otherwise required by law.

O. Individuals shall not charge for services not rendered, nor shall they misrepresent services rendered, products dispensed, or research and scholarly activities conducted.

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

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

R. Individuals shall not discontinue service to those they are serving without providing reasonable notice.

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 shall engage in the provision of clinical services only when they hold the appropriate Certificate of Clinical Competence or when they are in the certification process and are supervised by an individual who holds the appropriate Certificate of Clinical Competence.

B. Individuals shall engage in only those aspects of the professions that are within the scope of their professional practice and competence, considering their level of education, training, and experience.

C. Individuals shall engage in lifelong learning to maintain and enhance professional competence and performance.

D. Individuals shall not require or permit their professional staff to provide services or conduct research activities that exceed the staff member's competence, level of education, training, and experience.

E. Individuals shall ensure that all equipment used to provide services or to conduct research and scholarly activities is in proper working order and is properly calibrated.

Principle of Ethics III

Individuals shall honor their responsibility to the public by promoting public understanding of the professions, by supporting the development of services designed to fulfill the unmet needs of the public, and by providing accurate information in all communications involving any aspect of the professions, including the dissemination of research findings and scholarly activities, and the promotion, marketing, and advertising of products and services.

Rules of Ethics

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

B. Individuals shall not participate in professional activities that constitute a conflict of interest.

C. Individuals shall refer those served professionally solely on the basis of the interest of those being referred and not on any personal interest, financial or otherwise.

D. Individuals shall not misrepresent research, diagnostic information, services rendered, results of services rendered, products dispensed, or the effects of products dispensed.

E. Individuals shall not defraud or engage in any scheme to defraud in connection with obtaining payment, reimbursement, or grants for services rendered, research conducted, or products dispensed.

F. Individuals' statements to the public shall provide accurate 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.

G. Individuals' statements to the public when advertising, announcing, and marketing their professional services; reporting research results; and promoting products shall adhere to professional standards and shall not contain misrepresentations.

Principle of Ethics IV

Individuals shall honor their responsibilities to the professions and their relationships with colleagues, students, and members of other professions and disciplines.

Rules of Ethics

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

B. Individuals shall prohibit anyone under their supervision from engaging in any practice that violates the Code of Ethics.

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

D. Individuals shall not engage in any form of unlawful harassment, including sexual harassment or power abuse.

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

F. Individuals shall not engage in sexual activities with clients, students, or research participants over whom they exercise professional authority or power.

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

H. Individuals shall reference the source when using other persons' ideas, research, presentations, or products in written, oral, or any other media presentation or summary.

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

J. Individuals shall not provide professional services without exercising independent professional judgment, regardless of referral source or prescription.

K. Individuals shall not discriminate in their relationships with colleagues, students, and members of other professions and disciplines on the basis of race or ethnicity, gender, gender identity/gender expression, age, religion, national origin, sexual orientation, or disability.

L. Individuals shall not file or encourage others to file complaints that disregard or ignore facts that would disprove the allegation, nor should the Code of Ethics be used for personal reprisal, as a means of addressing personal animosity, or as a vehicle for retaliation.

M. Individuals who have reason to believe that the Code of Ethics has been violated shall inform the Board of Ethics.

N. Individuals shall comply fully with the policies of the Board of Ethics in its consideration and adjudication of complaints of violations of the Code of Ethics.