

**GOVERNORS STATE UNIVERSITY
DEPARTMENT OF COMMUNICATION DISORDERS**

**Essential Functions for Entry into Professional Practice
Policy on Progression, Remediation, and Retention**

INTRODUCTION

The graduate program in Communication Disorders (CDIS) at Governors State University (GSU) is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA). As such, there are expectations regarding the knowledge and skills required for entry into the professional field of speech-language pathology. Awarding of a master's degree with recommendations by the graduate program for ISBE Professional Educator Licensure, ASHA certification in Speech-Language Pathology, and State of Illinois professional licensure conveys that the graduate is competent to function professionally as a speech-language pathologist. This requires that graduate students possess the requisite knowledge, clinical skills, and characteristics essential for professional practice.

PROGRESSION, REMEDIATION, RETENTION

Progression, remediation and retention decisions for all students seeking a master's degree will be based upon academic achievement, clinical performance, and professional attributes and qualities deemed essential by the Department of Communication Disorders. Students must demonstrate the capability to acquire, develop and attain these essential functions in order to progress through the graduate program. Decisions regarding remediation based upon student performance and progress may be addressed at anytime during a student's academic program or practicum sequence. Failure to meet or maintain the required Essential Functions will result in a Student Performance Review.

The purpose of the Student Performance Review is to manage the student's reported academic, practicum, communication, or interpersonal difficulties by developing an appropriate intervention plan for assisting the student in his/her area(s) of challenge. The purpose is to enhance the likelihood of the student's success in the program by identifying and developing appropriate strategies for strengthening these areas of challenge. When intervention strategies have been exhausted and do not produce acceptable target performance behaviors, the outcome may be dismissal from the program.

ACCOMODATIONS

The Department of Communication Disorders recognizes that individual students may vary in the performance of Essential Functions. Any individual who feels that they may not be able to acquire and maintain the Essential Functions set forth are encouraged to contact their academic advisor. Governors State University is committed to providing all students equal access to university programs and facilities. Students who have a documented physical, psychological, or learning disability and need accommodations during their academic and/or clinical course of studies, must register with the Access Services for Students with Disabilities (ASSD).

ESSENTIAL FUNCTIONS

A. Communication

A student must demonstrate competence in the following communication skills sufficient to meet both curricular and clinical demands:

- Communicate intelligibly and proficiently in both oral and written Standard American English to fulfill academic and clinical requirements
- Possess the ability to comprehend and follow detailed written and verbal instructions in both academic and clinical settings
- Convey information accurately and legibly on written assignments, academic papers, and patient documentation and reports
- Communicate appropriately and professionally with faculty/staff, colleagues, and the clients and families served

B. Intellectual/Cognitive

A student must demonstrate competence in the following intellectual and cognitive skills sufficient to meet both curricular and clinical demands

- Possess sufficient reading skills in Standard American English in order to comprehend, analyze, and interpret discipline specific literature, papers, and clinical reports
- Identify, evaluate and apply ideas, concepts, and significant findings for completion of academic assignments and to formulate appropriate diagnostic and treatment plans
- Solve problems, reason, and make sound judgments in the implementation of academic assignments and clinical services
- Possess self-evaluation and reflection skills to identify the limits of one's own knowledge and skills and to identify and utilize resources to increase knowledge and skills
- Possess competency in differentiating dialectal differences from communication disorders when working with culturally and linguistically diverse populations. These competencies include knowledge and skills of a particular dialect as a rule-governed linguistic system, knowledge of the phonological, semantic, pragmatic and grammatical features of that particular dialect, and non-biased assessment procedures

C. Behavioral/Social

A student must demonstrate competence in the following behavioral and social skills sufficient to meet both curricular and clinical demands:

- Display mature and appropriate relationships, attitudes, demeanor, and respect for faculty/staff, colleagues, and the clients and families served
- Cooperate and collaborate effectively with faculty, peers and other professionals in academic and diagnostic/treatment settings
- Maintain appropriate professional behaviors including punctuality and regular attendance and appropriate hygiene, appearance and dress
- Maintain composure and emotional stability in order to adapt to changing and demanding environments and situations
- Respond professionally and appropriately to critiques, suggestions and constructive criticism and modify behaviors accordingly
- Manage the use of time effectively for the completion of academic and clinical responsibilities in a timely manner
- Comply with all administrative policies and conduct oneself in an appropriate ethical and legal manner upholding the ASHA Code of Ethics and state and federal regulations and privacy policies
- Show respect and sensitivity to individuals with disabilities and respect and appreciation of individuals from different cultural and socioeconomic backgrounds

D. Motor and Sensory

A student must demonstrate competence in the following motor and sensory skills sufficient to meet both curricular and clinical demands:

- Possess independent access to transportation to fulfill required course attendance and practicum schedule requirements
- Sustain the necessary physical activity levels required to complete course assignments and the clinical workday
- Move independently to and from and within the practicum setting in order to effectively manipulate the testing and treatment environments and the use of materials and equipment
- Possess the visual and auditory skills necessary to accurately identify and recognize components of normal and disordered communication
- Possess the visual and auditory skills necessary to accurately discriminate and monitor a client's spoken responses

By signing this, I certify I have read and understand the “Essential Functions” required by the Department of Communication Disorders at Governors State University. I understand that should I fail to meet and/or maintain the “Essential Functions” I may be subject to action against me, including but not limited to dismissal from the program.

Student Printed Name

Student Signature

Date

Please return the original signature page to your academic advisor and a copy to the Director of Clinical Education. Please maintain a copy for your personal files.