

Department of Communication Disorders Graduate Student Handbook

2008 - 2009



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Department of Communication Disorders

Graduate Student Handbook **2008 – 2009**

Preface

Welcome to the graduate program in the Department of Communication Disorders at Governors State University. 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

At Governors State University, our mission is:

To offer a demonstrably excellent education that meets the demands of our region and state for engaged, knowledgeable citizens and highly skilled professionals and that is accessible to all including those traditionally underserved by higher education;

To cultivate and enlarge a diverse and intellectually stimulating community of learners guided by a culture that embodies:

Openness of communication;
Diversity of backgrounds, experiences, and perspectives;
Mutual respect and cooperation;
Critical inquiry, constant questioning, and continuing assessment; and
On-going research and scholarship; and

To strengthen and enhance the educational, cultural, social, and economic development of the region through partnerships with governmental, business, education, civic, and other organizations.

Governors State University, 2007-2008 Catalog, p. 7.

College of Health and Human Services Mission Statement

To provide accessible and quality health and human services education; foster a commitment to lifelong learning, scholarship, professional ethics, and appreciation of diversity; and infuse its programs into community partnerships for the 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 December 2015. The graduate program also 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 faculty teach the large majority of required graduate courses; in addition, eighty percent of graduate academic courses are taught by doctoral-level faculty. 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.

Governors State's graduate program in Communication Disorders is unique in the region in that it enables students to complete their education on a part-time basis. Students usually take one or two lecture courses per trimester, and then complete their practica. All required courses are offered at least 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 requirements.

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; l-samson@govst.edu

Chairperson, Department of Communication Disorders

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

Communication Disorders Faculty

Jennifer Armstrong- Assistant Professor
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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
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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
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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- University Lecturer
(708) 534-7345; l-huerta@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
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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
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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.

Brenda A. McClellan- Director of Clinical Education
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M.Ed., Tennessee State University (Speech Pathology)
B.S., Tennessee State University (Speech Pathology)
Certificate of Clinical Competence, Speech-Language Pathology.

Ravi Nigam- Assistant Professor
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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.

Kim Prokes- University Lecturer (Clinical Practicum Supervisor)

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)

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 Truskowski- University Lecturer

M.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; w-yacullo@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

The department's office administrator/secretary is Mrs. Brenda Parham,
708/534-4590, b-parham@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 not a secretary. 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 working.

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 trimester and complete the program in about three years. Full-time students take nine graduate credits (i.e., three academic courses) per trimester 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.

Your 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 trimester. The best time to do this is during the Advance Registration period, usually two months before the trimester 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. 25) 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 trimester 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. 7

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 enrollments. 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 courses (i.e., 600-level and 700-level courses) each trimester. If you were admitted as a full-time student, you can be authorized for a maximum of three 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 2008-2009 and 2009-2010 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/chp/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 trimester. 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 trimester the department authorizes the registration of graduate students into courses, including practicum. Course authorizations each trimester 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 Schedule of Classes, published each trimester, for a detailed explanation of registration procedures. Do not register for courses that you do not need or want. 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/chp/dcd/mhs_cd/default.aspx?id=6430.

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 Communication Disorders courses. These include courses at the 500-level for which you receive graduate credit.

Required Courses (54 credit hours)

- CDIS 600 Professional and Scientific Foundations of Communication Disorders (3)
- CDIS 650 Advanced Assessment and Intervention in Speech-Language Pathology (3)
- CDIS 700 Voice and Resonance Disorders (3)
- CDIS 705 Articulation and Phonological Disorders (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 815 Professional Development Seminar in Communication Disorders (1)
- CDIS 850 Practicum in Audiology: Assessment (1)
- CDIS 852 Practicum in Audiology: Rehabilitation (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 have completed 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 trimester 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/CHP/Departments/DCD/MHS_CD/Canidacy%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 Development 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 Examinations (CDIS 835)

The purpose of the Qualifying Examinations 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. The Qualifying Examinations consist of two parts: multiple choice and

essay. Students choosing the non-thesis option must register for this course.

The Qualifying Examinations typically are offered during the second week of every trimester. You cannot register for any didactic courses during the trimester in which you take the Qualifying Examinations. This period should be devoted entirely to preparation for the examinations. In your last trimester of coursework, submit a “Request to Take Qualifying Examinations” form to your academic advisor. You should submit this form at the beginning of your last trimester of coursework (e.g., if you are planning to take qualifying exams in the fall trimester, submit your request by May 1, etcetera). Request forms are available in the CDIS Office. You will be authorized to register for CDIS 835 in the section with your advisor’s name.

You must pass the Qualifying Examinations in order to be eligible for practicum (unless you pursue the thesis option). If you pass the examinations, your first practicum will be scheduled to begin during the seventh week of the trimester in which you take the examination. If you do not pass the examinations, you must retake them the following trimester. 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 Examinations *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 trimester. You will be notified of the test results within one week after the examination.

The Qualifying Examinations are part of the department’s formative assessment process. They represent an opportunity to become stronger in areas of weakness and to progress further in areas of strength. Therefore, the faculty review of your Qualifying Examinations 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 Examinations 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 well before the test, though the majority of your efforts should be in the three-week period before the examination. Review all class notes, papers, assignments, readings, and

other relevant material. At the beginning of the trimester in which you take the Qualifying Examinations, the department's office administrator 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: Multiple Choice

This is a multiple-choice test, which will take approximately two hours to complete.

Qualifying Examinations: Essay

This part consists of several essay questions. You are given about eight hours over two days to complete the essays. The essay section will include an exercise in phonetic transcription.

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 will register for one credit hour of CDIS 870, Independent Study with the thesis advisor in the trimester 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 trimester 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

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

Each trimester, the Director of Clinical Education holds a Practicum Information Session. 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 Practicum Request form and sample résumés. The request form is also available in the CDIS Office. You must attend at least one Information Session, and you are welcome to attend more than one. **You must attend a practicum information meeting the first trimester 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 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 or audiologist at the practicum site. You must prepare the résumé (you will end up preparing five: one for each practicum). 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. The Director of Clinical Education will inform you where these are. 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 trimester, but you will lose your priority standing.

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 practicum modification must be presented in writing to the CDIS faculty and addressed to the attention of the department chairperson.
6. All decisions regarding practicum modifications are to be made by the faculty as a whole; therefore, students' requests 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.

Pre-Practicum Orientation Session

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 and two audiology practica at GSU. Your first practicum will be in speech-language pathology. You will complete one speech-language pathology practicum per trimester and you may be able to complete one audiology practicum in the same trimester you complete a speech-language pathology practicum. 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. CDIS'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 communicative 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.asha.org/docs/html/PS1998-00117.html>

Professional Liability Insurance

Before beginning practicum, and during the entire time you are enrolled in practicum, you must have 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.

After you obtain your insurance, submit your proof-of-purchase to the Director of Clinical Education. You will not be allowed to register for practicum without proof of professional liability insurance.

Prerequisites

In order to qualify for practicum placement, you must fulfill the following criteria:

1. Submit a practicum request at least 12 months in advance
2. Have degree-seeking graduate status;
3. Be admitted to graduate candidacy at least one trimester prior to the practicum sequence;
4. Have an approved Student Study Plan;
5. Complete all required undergraduate and graduate didactic coursework on your SSP;
6. Have a cumulative GPA of 3.0 or higher;
7. Have a cumulative GPA of at least 3.0 in graduate CDIS courses, including practicum;
8. Have no more than one "C" in graduate CDIS courses;
9. Pass the Qualifying Examinations (CDIS 835) or have an approved thesis/project proposal (thesis option)
10. 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.
11. Receive permission of the Director of Clinical Education.

Once approved to take qualifying exams, you must receive permission from the practicum direction to commence practicum. Complete the lower half of the "Request to Take Qualifying Examinations" form, attach all required documentation, and submit to the practicum director by the following dates:

Exam Date

Submit Completed Form by

Fall	August 1
Winter	December 1
Spring/Summer	April 1

Required documentation includes the following:

- CPR Training (Internet training not acceptable)
- Universal Precautions Training (Blood-Born Pathogens)
- GSU ID Badge
- Measles, Mumps, Rubella, Varicella or titre
- Hepatitis B immunization or declination – 3 dates
- TB test
- Health Insurance verification
- Results of Criminal Background Check (fingerprinting must be initiated **no later than 10 weeks prior** to qualifying exams)
- Proof of liability insurance (liability Insurance may be obtained immediately prior to qualifying exams)
- ADA accommodations requested.

Practicum Hours and Skills

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 hrs.
Supervised Clinical Observation.....	25 hrs.
Client/patient contact.....	375 hours
- Including 325 hours at the graduate level in speech-language pathology	
- Including the minima in each of the following Speech Language Pathology practica:	
First practicum.....	75 hrs.
Public School:.....	125 hrs.
Health setting:.....	100 hrs.

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 (SCCC-SLP). That is, at a professional entry level, you must demonstrate 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 SCCC-SLP. In addition, you must demonstrate you have developed the interpersonal qualities required for professional entry into speech-language pathology.

Because you must develop clinical skills across the categories in Standard III-C of the SCCC, the department recommends you have the following minimum client/patient contact hours:

- Articulation.....25 hours
- Fluency10 hours
- Voice and resonance.....10 hours
- Receptive and expressive language.....50 hours
- Hearing.....15 hours
(including 10 hours of rehabilitation)
- Swallowing.....15 hours
- Cognitive aspects of communication.....10 hours
- Social aspects of communication.....10 hours
- Alternate communication modalities.....10 hours

Transfer of Clinical Hours

If you have accumulated undergraduate clinical hours at other universities, you may apply a maximum of 75 toward your total practicum hours. All transfer practicum credit must be verified in writing by the supervisor or director of the university at which it was completed, listing clinical hours by area. The verification of hours should be sent to the Director of Clinical Education; forms for this purpose are available from her.

Practicum Experiences

Practicum in Speech-Language Pathology (CDIS 853)

In the first speech-language pathology practicum you will learn to provide speech-language diagnostic and therapeutic services to clients who require typical, highly structured programming. The purpose is to allow you to develop basic therapeutic and diagnostic skills. Very often, these are clients who are developmentally disabled. The first practicum is typically a nine-week experience. 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. Experiences are often in special education classes, state institutions for people with developmental disabilities, or agencies serving developmentally disabled adults.

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 12-week experience. 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 Spring-Summer trimester.

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

In the medical setting practicum, you will gain skills necessary for providing speech-language services in healthcare environments. The practicum is a 10-week experience. The experience may take place in a hospital, but may be in a nursing home or other health facility.

Practicum in Audiology: Assessment (CDIS 850)

The speech-language pathologist often evaluates and manages communication disorders associated with or accompanied by hearing loss. The practicum in audiology assessment provides the student with experiences that facilitate an understanding of the procedures involved in the identification, assessment, and management of hearing loss. These experiences enhance the student's ability to function in a manner consistent with ASHA's (2007) scope of practice regarding a) identification of individuals with hearing loss and middle ear pathology and b) assessment and management of individuals with hearing impairment.

The audiology assessment practicum is graded as a Pass-Fail course and usually takes place at a hospital or diagnostic center. You will complete six days of practicum under the supervision of an audiologist.

In this practicum, the student provides clinical services that are defined in ASHA's (2007) scope of practice (i.e., screening for hearing loss and middle ear pathology). The student may also observe the audiologist conducting basic and advanced audiological procedures (e.g., pure-tone threshold audiometry, speech audiometry).

It is important to note that patient contact hours obtained by students in this practicum cannot be applied toward ASHA certification if they fall outside the Scope of Practice for Speech-Language Pathology (ASHA, 2007). Currently, clinical services within that scope are limited to air-conduction pure-tone hearing screening, otoscopic, inspection, otoacoustic emissions (OAE)

screening, and screening tympanometry. ASHA's (2007) Scope of Practice in Speech-Language Pathology document is available at <http://www.asha.org/docs/html/SP2007-00283.html>

Practicum in Audiology: Rehabilitation (CDIS 852)

This practicum also is graded as a Pass-Fail course. It will prepare you to provide speech-language services to clients with auditory disability. Caseloads are most often school children with moderate-to-severe hearing loss or with auditory processing problems. Some sites are available for working with retarded, hearing-impaired individuals. The most common scheduling is on a full-time basis for three weeks. You should note that it is more difficult to schedule aural rehabilitation practicum in the summer, when schools are closed. [Note: If your site supervisor does not have the ASHA CCCs, the hours obtained in this practicum will not apply to your clinical hours for ASHA certification, but the experience counts for your CDIS program requirements.]

Internship (CDIS 880)

If various financial sources require you to register for a minimum of 9 credits per trimester, notify the Director of Clinical Education immediately for the appropriate use of this variable credit option.

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 and Student Evaluation

During practicum, you will be directly supervised by the cooperating speech-language pathologist on site (the "site supervisor"). You will also be assigned a university supervisor. The site supervisor formally evaluates you twice during each speech-language pathology practicum (CDIS 853, CDIS 854, CDIS 858) experience and once during each audiology practicum (CDIS 850, CDIS 852). The university supervisor evaluates you three times during each speech-language pathology practicum. The Practicum Evaluation Form is completed midway through the speech-language pathology practicum by the site supervisor in collaboration with the university supervisor. The results will be discussed with you. The same form is used again at the end of the practicum.

At the completion of the practicum, the final evaluation form and the clinical hours summary form are signed by the site supervisor and mailed to the Director of Clinical Education. The university supervisor makes the final evaluation and assigns your grade. The clinical hours summary becomes part

of your official, permanent record. A very specific timeline outlining the submission of forms is provided in the practicum manual.

Student Self-Evaluation

At the times of the mid-term evaluation and final evaluation, using the same form the supervisors use, you will complete a self-evaluation. These will become valuable to you as you compare your self-evaluation with the supervisors' evaluations.

Practicum Seminars

Twice each term, the department will hold practicum seminars. 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 will be announced through several means, including syllabi, class announcements, fliers in the CDIS office area, and via e-mail. If you are registered for practicum, you will receive a syllabus with the dates specified.

If you are registered for any practicum, you must attend both seminars each trimester. 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 you miss more than one, you will write a review of the single-subject projects presented on the day(s) you missed.

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.

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. The proposal will be prepared in a form you will receive in CDIS 600, Professional and Scientific Foundations. The form is also available in the CDIS Office, from your university practicum supervisor, from your advisor, and in the *Communication Disorders Practicum Manual*.

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 shown in the, “Outline for Written Presentation of Practicum Projects” available from your university practicum supervisor, in the CDIS Office, from your advisor, or in the *Communication Disorders Practicum Manual*.

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 (2003). These standards appear as Appendix A of this Handbook. The Code of Ethics also is available online at <http://www.asha.org/docs/html/ET2003-00166.html>.

Scope of Practice

As a student in practicum, you are responsible for being familiar with the profession’s current Scope of Practice as described by ASHA (2007). The current scope of practice document is available online at <http://www.asha.org/docs/html/SP2007-00283.html> and will also be available in CDIS 600, Professional and Scientific Foundations of Communication Disorders.

Changes in Standards for ASHA’s Certificate of Clinical Competence

New 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 standards are listed in ASHA’s Membership and Certification Handbook. The current standards also are available online at http://www.asha.org/about/membership-certification/handbooks/slp/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.

Documentation: 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 both Word and Excel versions), as well as a sample completed KASA form reflecting our program's curriculum, are available online

at the department's website (Handbook and Resources) at http://www.govst.edu/chp/dcd/mhs_cd/default.aspx?id=6430. Helpful hints for completing the KASA are available on ASHA's website at <http://www.asha.org/about/membership-certification/handbooks/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.

LiveText

Effective Fall 2008, all graduate students are required to purchase LiveText. LiveText is a user-friendly web-based online service available to students, faculty, and administrators for developing, assessing, and measuring student learning. The Department of Communication Disorders will use LiveText for the purpose of documenting a variety of program processes, including formative assessment and accreditation documentation (e.g., KASA). LiveText authorizing tools also can be used to organize your clinical field experiences.

LiveText is available for purchase through the GSU Bookstore and through the LiveText website. The standard student membership costs \$89 and is valid for the entire time you are enrolled as a student, plus an additional year from your date of graduation. More information is available at the LiveText website at <http://livetext.com/>. Also be sure to check out GSU's LiveText resource page at www.govst.edu/livetext.

Changes in Curriculum

The requirement and intention of the program is to ensure that you meet all academic and practicum requirements for certification. Because you will apply for ASHA certification after January 1, 2005, it was imperative that the program put into effect changes that will allow you to meet new certification requirements. The new curriculum went into effect in Fall 2003.

From another perspective, academic programs must periodically restructure themselves to align with changes in their academic and professional discipline. Because of the substantial changes in speech-language pathology in the past several years, the program made several changes to the curriculum.

As a student entering in Fall 2008, you are required to complete the new curriculum. However, you may have had some courses in the department previous to the implementation of the new curriculum. To work with you if that is the case, the department has developed a Curriculum Transition Policy. The policy appears as Appendix B in this *Handbook*, and is also available from your advisor.

Application for Graduation

You must submit an application for graduation to the Registrar by the first day of class of the trimester in which you are planning to graduate. Complete an Application for Graduation and a Student Progress Report form, 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.

First trimester

- Attend the required orientation meeting.

Date completed _____

- Meet with your advisor. Develop and submit your SSP.

Date completed _____

- Attend a Practicum information Session (required)

Date completed _____

- Submit required practicum paperwork within 1 week of the 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 Development Seminar

Date completed _____

Last trimester of coursework

- Submit a Request to Take Qualifying Examination (CDIS 835).

Date completed _____

- Register for CDIS 835 for the following trimester.

Date completed _____

- Register to take the Praxis examinations for ASHA certification

Date completed _____

- Obtain professional liability insurance.

Date completed _____

- Take the examinations for educational certification.

Date completed _____

Trimester 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

Date completed _____

Before last trimester 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 trimester in which you wish to graduate.**

Date Graduation Application completed _____

Last trimester

- Apply for ISBE certification.

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, etc. These are described in the GSU Catalog and Student Rights and Responsibilities at Governors State University. 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." Students earning more than one "C" are required to repeat at least one of the courses. Although a grade of "C" is permissible, such grade usually indicates only minimally acceptable achievement of the competencies in the course. Remember that you are responsible for the skills and knowledge outlined in the new ASHA certification requirements. Thus, you may be required to improve your knowledge and skills while in CDIS 815, Professional Development Seminar. Alternatively, you may wish to retake any graduate 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.

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, visit the [Center for Learning Assistance](#), or call

them at 534-5030 to obtain a copy of their helpful flier entitled, "Plagiarism: What It Is and How to Avoid It."

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

Students with disabilities who wish to take advantage of reasonable accommodations must notify the Office of Disability Services of their status. It is the responsibility of that office to determine what reasonable accommodations need to be made to assist the student. Once confirmed by the Office of Disability Services, students who need special accommodations in a class because of an identified disability should inform the instructor during the first week of class. Program faculty will make all reasonable accommodations to promote student success. To arrange for appropriate accommodations, contact the coordinator of Access Services for Students with Disabilities at (708) 534-4508.

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, attempt to resolve it with that professor prior to initiating a complaint. If you are unable to do so, the next step is to contact the department chairperson. 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 Rights and Responsibilities Handbook. For students in a teacher certification track, the following paragraph has been added to this document:

"In any grievance procedure or discussion with the Professional Standards Committee, students can make use of an advisor or counsel. ADVISORS, ADVOCATES OR COUNSEL CAN SPEAK FOR THE STUDENT. IF LEGAL COUNSEL IS USED, TWO WEEK PRIOR NOTIFICATION MUST BE GIVEN TO THE UNIVERSITY."

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 Room

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 Web Site

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

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 are \$8.00, subject to change. 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 \$45.00 per year. 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.

University Services and Resources

Office of Student Development

Counseling

The professional staff of the Office of Student Development offers confidential counseling for currently enrolled students seeking to address academic, career, or personal concerns. Appointments can be made by contacting (708) 534-4508.

Disability Services

The Office of Disability Services 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. Disability Services 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.

Center for Learning Assistance (CLA)

The Center for Learning Assistance (CLA) is designed to assist students in developing the academic skills required at an upper-division and graduate university. To accomplish this, the CLA provides workshops in reading, writing, grammar, composition, and mathematics, as well as private tutoring. For the student who prefers to work alone, the CLA 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 CLA, you may elect to attend the center on your own.

University Library

The University Library maintains an extensive collection of materials of interest to CDIS students. Currently there are over 1,200 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. 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.

Career Planning and Placement

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 program maintains a file of employment opportunities. See the office administrator or graduate assistant.

Financial Assistance

In addition to the grants and loans available through the Financial Aid office, there are a number of small grants, awards, and scholarships available to CDIS students. Applications and nomination forms are distributed to the program 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/chp/dcd/default.aspx?id=6322>

The Financial Aid office has some policies regarding the time you are in practicum. For deferring student loans, and for securing student health insurance, submit a letter from your academic advisor, verifying that practicum is considered equivalent to full-time enrollment status. To receive financial aid, you must enroll for six credits; there is no practicum-equivalent waiver for this policy.

Tuition Waivers and Other Support

The department usually has at least one tuition waiver for graduate students. 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/chp/dcd/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 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 trimester. An announcement is made to all graduate students when a CDIS assistantship becomes available.

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, 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.

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. Shortly before you graduate, review the ASHA Membership and Certification Handbook at <http://www.asha.org/about/membership-certification/>. Read it carefully.

Complete the application for both membership and certification. The application form is at <http://www.asha.org/NR/rdonlyres/58C92D87-70F1-4A8F-8BF2-092AD04FD7C6/0/05SLPapp.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/students/praxis/>. **The Attending Institution/Report Code for GSU is RA0070.**

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, writing, grammar, and mathematics) and a test of subject-matter knowledge (i.e., speech and language impaired). Obtain a Certification Testing System Registration Bulletin in the CDIS Office. Registration and test preparation information are provided in the bulletin. There are four test dates 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. Study guides for the subject-matter knowledge test on speech and language impaired are available in the CDIS Office.

More specific information about procedures for obtaining the Illinois State Board of Education Certificate is available on the department's website under "Credentialing Basics in Illinois" at http://www.govst.edu/uploadedFiles/CHP/Departments/DCD/MHS_CD/Credentialing%20Basics.pdf.

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 a temporary Illinois license are available on the department's website under "Credentialing Basics in Illinois" at http://www.govst.edu/uploadedFiles/CHP/Departments/DCD/MHS_CD/Credentialing%20Basics.pdf.

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 form ED (Verification of Education) to:
Registrar
Governors State University
University Park, IL 60466

Do not hesitate to contact faculty in the CDIS program should you need assistance.

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

ASHA (2003) Code of Ethics

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 conduct of research and scholarly activities and responsibility to persons served, the public, and speech-language pathologists, audiologists, and speech, language, and hearing scientists.

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 participants in research and scholarly activities and shall treat animals involved in research in a humane manner.

Rules of Ethics

1. Individuals shall provide all services competently.
2. Individuals shall use every resource, including referral when appropriate, to ensure that high-quality service is provided.
3. 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, age, religion, national origin, sexual orientation, or disability.
4. Individuals shall not misrepresent the credentials of assistants, technicians, or support personnel and shall inform those they serve professionally of the name and professional credentials of persons providing services.
5. Individuals who hold the Certificates 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, students, or any nonprofessionals over whom they have supervisory responsibility. An individual may delegate support services to assistants, technicians, support personnel, students, or any other persons only if those services are adequately supervised by an individual who holds the appropriate Certificate of Clinical Competence.
6. 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.
7. Individuals shall evaluate the effectiveness of services rendered and of products dispensed and shall provide services or dispense products only when benefit can reasonably be expected.
8. Individuals shall not guarantee the results of any treatment or procedure, directly or by implication; however, they may make a reasonable statement of prognosis.
9. Individuals shall not provide clinical services solely by correspondence.
10. Individuals may practice by telecommunication (for example, telehealth/e-health), where not prohibited by law.
11. Individuals shall adequately maintain and appropriately secure records of professional services rendered, research and scholarly activities conducted, and products dispensed and shall allow access to these records only when authorized or when required by law.
12. 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 required by law to do so, or unless doing so is

necessary to protect the welfare of the person or of the community or otherwise required by law.

13. Individuals shall not charge for services not rendered, nor shall they misrepresent services rendered, products dispensed, or research and scholarly activities conducted.
14. Individuals shall use persons in research or as subjects of teaching demonstrations only with their informed consent.
15. 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.

Principle of Ethics II

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

Rules of Ethics

1. 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.
2. Individuals shall engage in only those aspects of the professions that are within the scope of their competence, considering their level of education, training, and experience.
3. Individuals shall continue their professional development throughout their careers.
4. Individuals shall delegate the provision of clinical services only to: (1) persons who hold the appropriate Certificate of Clinical Competence; (2) persons in the education or certification process who are appropriately supervised by an individual who holds the appropriate Certificate of Clinical Competence; or (3) assistants, technicians, or support personnel who are adequately supervised by an individual who holds the appropriate Certificate of Clinical Competence.
5. 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.
6. Individuals shall ensure that all equipment used in the provision of 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 dissemination of research findings and scholarly activities.

Rules of Ethics

1. Individuals shall not misrepresent their credentials, competence, education, training, experience, or scholarly or research contributions.
2. Individuals shall not participate in professional activities that constitute a conflict of interest.
3. Individuals shall refer those served professionally solely on the basis of the interest of those being referred and not on any personal financial interest.
4. Individuals shall not misrepresent diagnostic information, research, services rendered, or products dispensed; neither shall they engage in any scheme to defraud in connection with obtaining payment or reimbursement for such services or products.
5. Individuals' statements to the public shall provide accurate information about the nature and management of communication disorders, about the professions, about professional services, and about research and scholarly activities.
6. Individuals' statements to the public—advertising, announcing, and marketing their professional services, reporting research results, and promoting products—shall adhere to prevailing 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 allied professions. Individuals shall uphold the dignity and autonomy of the professions, maintain harmonious interprofessional and intraprofessional relationships, and accept the professions' self-imposed standards.

Rules of Ethics

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

2. Individuals shall not engage in dishonesty, fraud, deceit, misrepresentation, sexual harassment, or any other form of conduct that adversely reflects on the professions or on the individual's fitness to serve persons professionally.
3. Individuals shall not engage in sexual activities with clients or students over whom they exercise professional authority.
4. 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.
5. Individuals shall reference the source when using other persons' ideas, research, presentations, or products in written, oral, or any other media presentation or summary.
6. Individuals' statements to colleagues about professional services, research results, and products shall adhere to prevailing professional standards and shall contain no misrepresentations.
7. Individuals shall not provide professional services without exercising independent professional judgment, regardless of referral source or prescription.
8. Individuals shall not discriminate in their relationships with colleagues, students, and members of allied professions on the basis of race or ethnicity, gender, age, religion, national origin, sexual orientation, or disability.
9. Individuals who have reason to believe that the Code of Ethics has been violated shall inform the Board of Ethics.
10. 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.

Rev. 2003-01-1

Index terms: ethics

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Appendix B
Curriculum Transition Policy

**GRADUATE PROGRAM IN COMMUNICATION DISORDERS
CURRICULUM TRANSITION POLICY**

I. Graduate Students Enrolled Prior to Fall, 2003

Graduate students are responsible for the courses on their approved Student Study Plans. The following exceptions should be noted.

Effective Fall 2004, students will be required to enroll in **CDIS 835** Qualifying Examination in Communication Disorders (1-credit hour).

Effective Fall 2003, the credit hours for all three practica in speech-language pathology will be increased to six (6) credit hours each.

Current students are offered the following two options during Academic Year 2003 - 2004:

1. Enroll in **CDIS 853, CDIS 854, and/or CDIS 858** for 6 credit hours each
2. Enroll in **CDIS 880 Internship** for the credit hours listed for the practicum courses on the approved student study plan.

Effective Fall 2004, students will be required to enroll in all practica in speech-language pathology (*i.e.*, **CDIS 853, CDIS 854, and CDIS 858**) for six (6) credit hours each.

If a CDIS course has been eliminated (CDIS 810, 813, 818, and 840), the following policies hold.

Student has not taken CDIS 818.	Student will take CDIS 650.
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Student has not taken CDIS 810 <u>and</u> CDIS 840.	Student will take CDIS 700.
Student has taken CDIS 810 but not CDIS 840.	Student will take a 1-hour independent study (CDIS 870) focusing on resonance disorders.
Student has taken CDIS 840 but not CDIS 810.	Student will take CDIS 700.
Student has taken CDIS 810 and CDIS 840.	Student is <u>not required</u> to take additional coursework in voice and resonance disorders (CDIS 700).

Student has taken CDIS 813.	Student is <u>not required</u> to take additional graduate coursework in childhood language disorders (CDIS 710 and CDIS 720).
Student has not taken CDIS 813.	Student will take <u>either</u> CDIS 710 or CDIS 720.

Many courses in the graduate curriculum have been assigned new numbers.
The following should be noted.

CDIS 802	CDIS 600
CDIS 825	CDIS 730
CDIS 831	CDIS 740
CDIS 833	CDIS 750
CDIS 838	CDIS 760
CDIS 845	CDIS 770
CDIS 850	No Change
CDIS 852	No Change
CDIS 854	No Change
CDIS 856	CDIS 853
CDIS 858	No Change

II. Graduate Students Admitted Fall 2003

Graduate students who are admitted Fall 2003 and thereafter will take the new curriculum. The following exceptions and policies should be noted.

Student has received a bachelor's degree in Communication Disorders from an institution offering only an undergraduate degree.	Student will take the complete graduate curriculum.
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Student has taken an undergraduate-level course in articulation/phonological disorders at another institution and that program <u>did not</u> offer a graduate-level course on the topic.	Student is <u>not required</u> to take CDIS 705.
Student has taken an undergraduate-level course in articulation/phonological disorders at another institution and that program also offers a graduate-level course on the topic.	Student will take CDIS 705.
Student has taken CDIS 401 at GSU.	Student is <u>not required</u> to take CDIS 705.
Student has not taken a course in articulation/phonological disorders.	Student will take CDIS 705.

Student has taken CDIS 322 and CDIS 435 or their equivalents	Student is <u>not required</u> to take CDIS 520. Student will take CDIS 710 and CDIS 720.
Student has taken only one course in speech and language acquisition/development but not child language disorders (CDIS 435).	Student will take CDIS 520. Student will take CDIS 710 and CDIS 720.
Student has taken two courses in speech and language acquisition/development.	Student will take CDIS 710 and CDIS 720.

<p>Student has not taken undergraduate courses in sign language, multicultural issues in communication disorders, augmentative and alternative communication, and/or neural bases of speech and language.</p>	<p>Student will take CDIS 305, CDIS 440, CDIS 530, and/or CDIS 540.</p>
<p>Student has taken ENGL 501 or equivalent.</p>	<p>Student is <u>not required</u> to take ENGL 505.</p>
<p>Student has taken an advanced psychology course.</p>	<p>Student is <u>not required</u> to take an additional psychology selective (PYSC 422, PSYC 510, PSYC 516, PSYC 519, PSYC 52A, PSYC 523).</p>