

# **Department of Communication Disorders Graduate Student Handbook**

**2013 - 2014**



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# Department of Communication Disorders

## Graduate Student Handbook 2013 – 2014

### Preface

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

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

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

## **Mission Statements**

### **University Mission Statement**

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

### **University Core Values**

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

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

### **College of Health and Human Services Mission Statement**

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

### **Graduate Program in Communication Disorders**

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

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

## **The Department of Communication Disorders**

The Department of Communication Disorders (CDIS), located within the College of Health and Human Services, 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 Master of Health Sciences in the Communication Disorders program at Governors State University is accredited in speech-language pathology by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association (ASHA), 2200 Research Boulevard #310, Rockville, Maryland 20850, 800-498-2071 or 301-296-5700. The period of accreditation extends from November 1, 2007 through October 31, 2015.

The graduate program also is part of the professional education unit at Governors State University. It is accredited by the National Council for Accreditation of Teacher Education (NCATE) and is approved by the Illinois State Board of Education (ISBE) for meeting the academic and practicum requirements for the Professional Educator License endorsed in Non-Teaching Speech-Language Pathology (formerly the School Service Personnel Certificate, Type-73).

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

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

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

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

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**

Elizabeth Cada, Ed.D. (708) 534-7295; [bcada@govst.edu](mailto:bcada@govst.edu)

#### **Chairperson, Department of Communication Disorders**

Catherine Balthazar, Ph.D., (708) 534-4592; [cbalthazar@govst.edu](mailto:cbalthazar@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-** Professor and Chair  
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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.



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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.

**Eileen M. Brann-** Assistant Professor  
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PhD. University of Illinois, Chicago, 2013 (Special Education)  
M.Ed., University of Illinois, Chicago, 2011 (Measurement, Evaluation,  
Statistics, Assessment)  
M.S., Illinois State University, 1976 (Speech Pathology)  
M.S., Illinois State University, 1975 (Speech Pathology)  
Certificate of Clinical Competence, Speech-Language Pathology

**Lidia Huerta-** Senior University Lecturer  
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M.H.S., Governors State University, 2000 (Communication Disorders)  
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Certificate of Clinical Competence, Speech-Language Pathology

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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.

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

**Kim Prokes-** University Lecturer (Clinical Practicum Supervisor)  
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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)  
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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.H.S., Governors State University, 2003 (Addiction Studies)  
B.A., Governors State University, 1992 (Board of Governors)  
A.A.S., Wabauunsee Community College, 1987 (Interpreting for the Deaf)

**William S. Yacullo-** Professor  
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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.

### **Administrative Aide**

The department's administrative aide is Mrs. Brenda Parham, 708/534-4590,  
[bparham@govst.edu](mailto:bparham@govst.edu).

The program's administrative aide 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 administrative aide is here to answer questions, provide forms and information needed, maintain student files, and to set appointments for tests and laboratory use. When in doubt about class times, contact her.

## **Graduate Assistant**

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

## **Students**

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

## **Planning Your Academic Program**

### **Part-Time/Full-Time Enrollment**

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

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

## **Your Academic Advisor**

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

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

## **Student Study Plan (SSP)**

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

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

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

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

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

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

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

### **Transfer of Credit**

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

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

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

Although you may transfer graduate courses, you are required to complete at least 75 percent of your graduate credits at GSU. You remain responsible for the course content of GSU courses for Qualifying Examinations (CDIS 8300). You remain responsible for developing the knowledge and skills required for ASHA certification.

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

## **Sequence of Courses**

### **Undergraduate**

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

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

### **Graduate**

Course numbering is constructed to give you a general idea of recommended course sequencing. You should take courses at the 6000 level early, those at the 7000 level later, and those at the 8000 level last. Course descriptions in the GSU Catalog specify prerequisites, which you should take early in your program.

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

## **Registration**

### **Course Authorization**

The department maintains a Course Authorization Book in the CDIS office. The book has proven very effective in helping the program manage graduate course enrollment. The program's goal is to ensure that you are authorized for the courses outlined on your study plan grid. If you were admitted as a part-time student, you can be authorized for a maximum of two graduate-level academic courses (i.e., 6000-level and 7000-level courses) each term. If you were admitted as a full-time student, you can be authorized for a maximum of three academic graduate-level courses. This course maximum policy does not include undergraduate courses (2000-level, 3000-level, and 4000-level) and 8000-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 2013-2014 and 2014-2015 when developing your student study plan grid. The course schedules are posted outside the CDIS department office. In addition, the projected course schedules and planning grid are available on the department's website at [http://www.govst.edu/chhs/dcd/mhs\\_cd/default.aspx?id=15360](http://www.govst.edu/chhs/dcd/mhs_cd/default.aspx?id=15360).

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

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

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

It is important to note that undergraduate courses (including communication disorders) ARE NOT AUTHORIZED by the department. It is essential that you register for all undergraduate prerequisite courses as early as possible to ensure your space in the course.

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](http://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**

Registration for all courses is completed online. Be sure to visit the Registration link on the GSU website at <http://www.govst.edu/register/>. Here you will find all the information you need about registration including the Schedule of Classes and Registration Instructions.



## 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.
2. Satisfactorily complete all practicum requirements. Information about these requirements is available beginning on page 18. More detailed information is available in the *Communication Disorders Practicum Manual*. The manual is available on the department's website at [http://www.govst.edu/uploadedFiles/chhs/Departments/DCD/MHS\\_CD/2012%20Practicum%20Manual%20%202-11%20revised.pdf](http://www.govst.edu/uploadedFiles/chhs/Departments/DCD/MHS_CD/2012%20Practicum%20Manual%20%202-11%20revised.pdf)
3. Pass written qualifying examinations (CDIS 8300), and
4. Graduate with no more than one grade of "C" in graduate didactic Communication Disorders courses.

### **I. Required Courses (54 credit hours)**

- CDIS 6100 Professional/Scientific Foundations of Communication Disorders (3)
- CDIS 6200 Advanced Assessment/Intervention in Speech-Language Pathology (3)
- CDIS 7100 Fluency Disorders: Evaluation and Treatment (3)
- CDIS 7200 Voice and Resonance Disorders (3)
- CDIS 7300 Aural Rehabilitation for Children and Adults (3)
- CDIS 7400 Speech Sound Disorders in Children (3)
- CDIS 7500 Child Language Disorders: Early Stages (3)
- CDIS 7550 Child Language Disorders: Later Stages (3)
- CDIS 7600 Adult Language and Cognitive Disorders (3)
- CDIS 7700 Motor Speech Disorders: Differential Diagnosis and Treatment (3)
- CDIS 7800 Dysphagia in Adults and Children (3)
- CDIS 8100 Professional Issues Seminar in Communication Disorders (1)
- CDIS 8200 Foundations of Clinical Practice (1)
- CDIS 8300 Qualifying Examinations in Communication Disorders (1)
- CDIS 8810 Practicum in Speech-Language Pathology: Special Populations (6)
- CDIS 8820 Practicum in Speech-Language Pathology: Public School (6)
- CDIS 8830 Practicum in Speech-Language Pathology: Medical Setting (6)

**II. Non-Thesis/Thesis Option (1 or 4 Hours)**

*Select one of the following options:*

**Non-Thesis Option:**

In the non-thesis option, a student enrolls in a least 1-credit hour of CDIS 805 Current Topics. The course explores current clinical and scientific issues in communication disorders. Topics will vary and may be repeated for credit.

CDIS 8000 Current Topics:.....1

**Thesis Option:**

With faculty approval, students may choose the thesis option. In the thesis option, a student completes a master’s project, prepares a formal thesis manuscript, and presents the study in a formal seminar. The thesis option is designed for students who have focused research interests or who intend to pursue doctoral study. The thesis proposal must be approved before starting the practicum sequence.

CDIS 8700 Independent Study:.....1

CDIS 8900 Graduate Thesis/Project.....3

**III. Total Required with Non-Thesis Option - 55 Hours  
Total Required with Thesis Option - 58 Hours**

**Undergraduate Coursework**

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

**Additional Requirements: ISBE’s Professional Educator License**

You are required to complete the academic requirements for ISBE’s Professional Educator License endorsed in Non-Teaching Speech-Language Pathology (formerly the School Service Personnel Certificate, Type-73). To qualify for this license, 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

licensure in their undergraduate programs. However, graduate students who did not receive their undergraduate degree from GSU may be required to complete the licensure requirements as part of the graduate programs.

### Required Courses for Professional Educator License

#### Professional Education

EDUC 2310 Foundations of Education (3)

EDUC 4440 Educational Psychology in Action (3)

SPED 4100 Survey of Students with Exceptionalities (3)

#### General Education

Meeting GSU's General Education requirements will suffice for the Professional Educator License. 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 educator license requirements. All courses applied toward licensure 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 (2014 standards, Standard IV-A) also include general education course work. They include transcript credit in (1) biological sciences, (2) physical sciences, (3), statistics, and (4) social/behavioral sciences.

### **Candidacy**

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

1. Apply for candidacy in the term after completing nine (9) graduate credit hours in graduate Communication Disorders courses;
2. Successfully complete two graduate CDIS courses taught by different full-time faculty in Communication Disorders;
3. Passing score on Test of Academic Proficiency (TAP) (i.e., Basic Skills Test).

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 (verified through required speech-language-hearing screening);
6. Interpersonal skills are appropriate for the profession; and
7. Undergraduate requirements in the approved student study plan are completed.

The “Application for Admission to Graduate Candidacy” form is available in the CDIS Office and on the CDIS website at [http://www.govst.edu/uploadedFiles/chhs/Departments/DCD/MHS\\_CD/APP LICATION%20FOR%20ADMISSION%20TO%20GRADUATE%20CANDIDACY%20Fall%202012.pdf](http://www.govst.edu/uploadedFiles/chhs/Departments/DCD/MHS_CD/APP%20LICATION%20FOR%20ADMISSION%20TO%20GRADUATE%20CANDIDACY%20Fall%202012.pdf).

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

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

### **Professional Issues Seminar (CDIS 8100)**

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

### **Qualifying Examination (CDIS 8300)**

The purpose of the Qualifying Examination is to evaluate your knowledge of the material covered in the CDIS curriculum, as well as your ability to integrate that information and express your knowledge in a comprehensive and detailed fashion.

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

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

The faculty, as a committee, will judge performance on the Qualifying Examination *in toto*. That is, each part will not be graded separately. This will allow flexibility in discovering and remediating areas of weakness. In cases where a student's performance is consistently weak, and where it does not appear that the student's weakness can be rectified in a short time, the student will be asked to take the examination again the next term. You will be notified of the test results within one week after the examination.

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

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

You should start studying for Qualifying Examinations at least one term prior to the examinations. Review all class notes, papers, assignments, readings, and other relevant material. Several weeks prior to the examinations, the department will mail you information regarding the examination schedule.

Studying for Qualifying Examinations is excellent preparation for the national and state examinations in speech-language pathology. You should take the Praxis examination soon after or before qualifying examinations are completed.

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

The examination is comprised of three components:

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

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

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

**NOTE:** There is an expectation that students will commence practicum in the same term during which qualifying examinations are completed. Any exception to this policy will require that the student file a petition with their academic advisor describing the circumstances necessitating a delay in the commencement of practicum.

## **Graduate Thesis**

The thesis option allows you to complete a research or other project. 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 initially will register for one credit hour of CDIS 8700 Independent Study with the thesis advisor in the term you submit the proposal.

After approval by the committee, you are expected to conduct the research with the advice and consultation of the thesis advisor and committee. During the term in which the thesis will be completed, you will register for three additional hours of CDIS 8900, Graduate Thesis. After completion of data collection/analysis and writing of the document, you will be required to present your thesis in a formal seminar. Complete information is in the *CDIS Guidelines for Master's Thesis Preparation*, available in the CDIS Office.

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

## **PRACTICUM**

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

### **Director of Clinical Education**

The Department of Communication Disorders (CDIS) has one professional staff member serving as Director of Clinical Education. It is the Director's responsibility to help plan each student's practicum sequence, clarify practicum processes and requirements, and secure practicum placements and schedules. It is imperative that students remain in contact with the Director of Clinical Education throughout their practicum sequence.

### **General Requirements and Expectations**

GSU students will participate in three speech-language pathology practica. Students will complete one speech-language pathology practicum per semester. Students will be afforded opportunities either prior to or during their practicum sequence to participate in prevention activities both in speech-language and/or hearing as part of departmental requirements. Through the course of clinical experiences, students work toward fulfilling the clinical hours, knowledge, and skills required by the Illinois State Board of Education (ISBE) as well as by the American Speech-Language-Hearing Association (ASHA). CDIS's practicum requirements meet or exceed standards established by both.

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 students to be able to use that site.

### **Essential Functions for Entry into Professional Practice**

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



possess the requisite knowledge, clinical skills, and characteristics essential for professional practice.

In order to acquire the knowledge and skills requisite to the practice of speech-language pathology to function in a broad variety of clinical situations, and to render a wide spectrum of patient care, individuals must have essential skills and attributes in four areas: communication, intellectual/cognitive, behavioral/social, and motor/sensory. These skills enable a student to meet graduate and professional requirements as measured by state and national credentialing agencies. Many of these skills can be learned and developed during the course of the graduate program through coursework and clinical experience. In keeping with these expectations students must demonstrate and adhere to the *Essential Functions for Entry into Professional Practice: Policy on Progression, Remediation, and Retention* as they apply to both their academic program and practicum experiences.

Graduate students are required to submit the original signature page of the *Essential Functions for Entry into Professional Practice* to their advisor and a copy to the Director of Clinical Education. Your signature certifies that you have read and understand the *Essential Functions* required by the Department of Communication Disorders at Governors State University. Failure to meet or maintain the *Essential Functions* may result in action against the student, including, but not limited to dismissal from the program.

Be certain to review the required Essential functions for Entry into Professional Practice document which is available on the CDIS Practicum website at the following link:

[http://www.govst.edu/uploadedFiles/chhs/Departments/DCD/MHS\\_CD/2013%20ESSENTIAL%20FUNCTIONS%20FOR%20ENTRY%20INTO%20CLINICAL%20PRACTICUM.pdf](http://www.govst.edu/uploadedFiles/chhs/Departments/DCD/MHS_CD/2013%20ESSENTIAL%20FUNCTIONS%20FOR%20ENTRY%20INTO%20CLINICAL%20PRACTICUM.pdf)

The Department of Communication Disorders at Governors State University is also committed to preparing our graduate students for optimal success as they enter the professional field as speech-language pathologists. Accordingly, students must demonstrate acceptable speech, language, and hearing abilities for entry into clinical practice to effectively treat persons with impairments of communication. Students are required to obtain a Speech, Language and Hearing Screening through the department by the end of the second semester of academic coursework.

### **Non-Standard English or Dialect**

In cases where students use non-standard English because English is a second language or second dialect, the program faculty will adhere to ASHA's position

statement, “Students and Professionals Who Speak English with Accents and Nonstandard Dialects.” ASHA’s position statement indicates

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

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

The program also supports ASHA’s professional issues statement “The Clinical Education of Students with Accents” (American Speech-Language-Hearing Association. (2011). *The clinical education of students with accents* [Professional Issues Statement]. Available from [www.asha.org/policy](http://www.asha.org/policy) at <http://www.asha.org/docs/html/PI2011-00324.html>.

### **Practicum Information Sessions**

The Director of Clinical Education holds a Practicum Information Session twice each year. The first session is part of the New Graduate Student Orientation held during the first week of classes. An additional session is scheduled later in the year. You will be notified of the date, time, and location by way of announcements in class and via e-mail. At the session, you will learn about all practicum procedures, requirements, and expectations.

You will receive all necessary forms, including the Request for Practicum in Communication Disorders form and a sample résumé.

The request form is also available on the CDIS Practicum Webpage ([http://www.govst.edu/chhs/dcd/mhs\\_cd/default.aspx?id=29118](http://www.govst.edu/chhs/dcd/mhs_cd/default.aspx?id=29118)).

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

### **Practicum Requests**

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

At the time you submit the Practicum Request form, you will also complete your student résumés. The Director of Clinical Education sends your practicum résumé to the supervising speech-language pathologist at the practicum site. Samples are available at the practicum information meetings, or from the Director of Clinical Education. The résumé includes your contact information, a list of professional courses you have completed or will complete, a summary of the number and kind of clinical hours you need, and a description of related work experience, if any.

Some sites, particularly school districts, may require a more detailed resume and/or a personal statement from the student to be included in the placement request packet. In these instances, the student will be notified and examples provided if necessary.

### **Prerequisites for Commencement of Practicum**

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

1. Have degree-seeking graduate status;
2. Have an approved Student Study Plan (SSP);
3. Complete all required undergraduate and graduate didactic coursework on your SSP with a cumulative GPA of at least 3.0 in graduate CDIS courses. No more than one "C" in graduate didactic CDIS courses is acceptable;
4. Submit the signature page of the *Essential Functions for Entry into Professional Practice* to your advisor and a copy to the Director of Clinical Education;
5. Confirmation that you possess acceptable speech, language and hearing abilities as verified through the required speech, language and hearing screening;

6. Submit a practicum request (Request for Practicum in Communication Disorders) at least **12 to 18 months in advance** of commencing practicum;
7. Pass Test of Academic Proficiency (TAP) (i.e., Basic Skills Test) or its equivalency;
8. Apply for and be admitted to graduate candidacy **at least one semester prior** to the practicum sequence;
9. Be approved to take and pass the Qualifying Examinations (CDIS 8300);
10. Pass the Speech-Language Pathologist: Nonteaching (154) content area test (required for Professional Educator License);
11. Receive permission from the Director of Clinical Education once all the aforementioned requirements are in order. **An e-mail to this effect will be forwarded to you.**

### **Required Documentation for Fieldwork Experiences**

Once you have fulfilled the pre-requisites for commencing practicum and receive permission from the Director of Clinical Education to commence practicum, you **must** submit all required documentation.

### **Professional Liability Insurance**

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

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

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

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

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

## **Criminal Background Check**

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

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

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

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

### **Steps for completing a background check:**

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

## **Pre-Practicum Packet**

Students are required to submit the **Required Preparation for Fieldwork Experiences** form (available on the practicum webpage), attach all the documents listed, and submit these to the Director of Clinical Education.

Students must submit a completed packet **four months** prior to the start of the semester in which they plan to begin the practicum sequence.

Please submit your completed packet by the following dates:

**Exam Date**

Fall  
Spring  
Summer

**Submit Completed Packet by the end of the**

First full week in April  
First full week in September  
First full week in January

**The required documents for fieldwork experience include the following:**

- Immunization Record -- Must include measles/mumps/rubella/varicella (chicken pox) immunization or titre report.
- Hepatitis B Immunization -- This is a series of three immunizations over time. If you are just beginning the practicum sequence, include the dates of your scheduled visits. You may decline the Hepatitis B immunization. However, if you make this decision, we require a signed waiver from you. If you have questions, you should discuss the pros and cons of Hepatitis B immunization with your physician.
- A 2-step Mantoux (TB) test, X-ray, or written excuse from a physician (current to one year).
- Proof of current Health Insurance.
- A copy of your GSU student ID.
- Emergency Contact Information Sheet.
- Current CPR Certification (must be a skill course, Internet CPR not accepted).
- Certificate of completion of Bloodborne Pathogens Inservice (OSHA).
- Proof of ADA accommodations if appropriate.
- Copy of score report from the Illinois Certification Testing System (ICTS): Speech-Language Pathologist: Nonteaching (154) content area test.
- A Certificate of Completion of Illinois mandated online training: Recognizing and Reporting Child Abuse; available through:  
<https://mr.dcfstraining.org/UserAuth/Login!loginPage.action;jsessionid=1F451B381A2C64F3F338E13BFEAF3C05>.

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

Additional fingerprinting and drug testing requirements are at the discretion of the practicum site. Students should review the **Practicum Site Requirements** binder in the CDIS office for any additional site requirements. The department's Director of Clinical Education will notify you if any of the aforementioned circumstances apply to you.

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

### **Practicum Assignments**

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

The geographical location of your primary residence/community and site locations are considered when choosing practicum assignments. Although practicum locations are generally within a 40 mile radius from a student's primary residence, there is an expectation that all students will reside in the Chicago metropolitan area, surrounding suburbs or counties (which include Cook, Kane, DuPage, Kendall, Grundy, Will and Kankakee) or adjacent northwest Indiana. The program **cannot** place students in out-of-state practicum sites (with the exception of northwest Indiana).

### **Modification of Clinical Practicum Sequence**

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

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

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

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

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

It should be noted that it may not always be possible to approve the student's request for modification of practicum. For example, there often is a very high demand for the hospital/medical-based practicum (CDIS 8830) during the Summer term. If your request results in a projected hospital placement in the Summer term and there already is a very high number of hospital placements during that term, it may be necessary to postpone your practicum until the following term (i.e., fall). We also limit the total number of students who may begin during a specific semester. This potentially would require a total of four rather than the typical three consecutive terms for the completion of the practicum sequence.



## **Practicum Experiences**

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

A number of factors play into your scheduled practicum experiences. These include but are not limited to the availability of a site supervisor for a requested site, the site supervisor's schedule during the term you are placed, and the availability of a GSU supervisor assigned to you to complete the required onsite visits.

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.

Please note the following:

1. Students should be aware that each practicum experience is considered a **full-time** experience.
2. During each practicum experience students will maintain the same daily and start/end time schedule as the site supervisor. The student **must** discuss any adjustments to the schedule with the Director of Clinical Education. Any adjustments **must** be approved **before** the start of the practicum.
3. If employment is necessary, the student's employment schedule **should not** interfere with the practicum experience.
4. If you have a vacation or family event planned **before** your confirmed placement, you **must** contact the Director of Clinical Education at least 60 days in advance, apprising her of the proposed dates for the vacation/event. Approval for time off is not guaranteed.
5. A student's personal plans **must not** interfere or alter the proposed practicum or proposed sequence. Problems may occur if the specific practicum may need to be extended.

## **Practicum Confirmations**

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

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

### **Course Authorizations**

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

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

### **Pre-Practicum Orientation**

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

### **Practicum Skills**

Through the sequence of practicum experiences, as well as through courses, students must develop the mastery of knowledge and skills required in Standard V-B of the Standards for the Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP) [2014 Standards for the Certificate of Clinical Competence, effective date September 1, 2014].

Requirements include the number of actual contact hours of supervised clinical experience in evaluation and treatment of individuals who have communicative disorders (Standard V-C).

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

## **Major Clinical Experiences in Speech-Language Pathology**

### **Practicum in Speech-Language Pathology: Special Populations (CDIS 8810)**

This practicum in speech-language pathology provides the student with experiences working with special populations (see CDIS Syllabus 8810). It typically is an eleven-week experience, which includes one week of observation. Typical practicum settings include special education cooperatives, state institutions for individuals with developmental disabilities, or agencies serving developmentally-disabled adults and children. Patient populations may include individuals with developmental disabilities (e.g., Down syndrome, autism spectrum disorders, cerebral palsy) and hearing impairment.

### **Practicum in Speech-Language Pathology: Public School (CDIS 8820)**

The public school experience (see CDIS Syllabus 8820) enables the student to screen, diagnose, and provide therapy for school-age children. The public school practicum is a thirteen-week experience, which includes one week of observation. The public school practicum is most often carried out in elementary schools. However, the department and University do maintain affiliations with junior and senior high schools as well

The public school practicum **is not** available in the summer term.

### **Practicum in Speech-Language Pathology: Medical Setting (CDIS 8830)**

The medical setting practicum (see CDIS Syllabus 8830) enables the student to gain skills necessary for providing speech-language services in healthcare environments. The practicum is typically an eleven-week experience, which includes one week of observation. The experience may take place in a hospital, nursing home, or other health facility.

### **Internship (CDIS 8800)**

If the student has not met the clinical hour, skill development, or prevention activity requirements at the completion of the Major Clinical Practicum Experiences, the student **will be required** to register for CDIS 8800, Internship in Communication Disorders. The Director of Clinical Education will determine how much and what type of experience the student still needs. CDIS 8800 is offered for one to nine credits. Generally, students will register for one credit for each 15 hours of required practicum time.

Enrollment in **CDIS 8800** is also required when a student needs a minimum number of academic hours to fulfill certain requirements. Examples of such requirements include:

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

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

**Prevention Activities in Speech-Language-Hearing:**

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

Prevention opportunities will be announced via e-mail and/or through a specific CDIS instructor. It is the student's responsibility to sign-up for such offerings in order to acquire the necessary hours. It is the student's responsibility to apprise the Director of Clinical Education and obtain approval of any prevention opportunities as they might occur during an individual practicum experience.

**Aural Rehabilitation:**

Students also may gain clinical hours in Aural Rehabilitation through specific placements (e.g., CDIS 8810 or CDIS 8820). These hours will be credited as part of the hours required in the area of **Hearing**.

**The Big Nine**

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

- **Articulation** **25 hours**
- **Fluency** **10 hours**
- **Voice and Resonance** **10 hours**
  - Respiration and phonation.
- **Swallowing/Feeding** **15 hours**
  - Oral, pharyngeal, esophageal, and related functions including oral function for feeding.
  - Orofacial myology.
- **Language (Receptive and Expressive)** **50 hours**
  - Phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication and paralinguistic communication in speaking, listening, reading, writing.

- **Social Aspects of Communication** **10 hours**
  - Challenging behaviors, ineffective social skills or lack of communication opportunities
- **Cognitive Aspects of Communication** **10 hours**
  - Attention, memory, sequencing, problem solving, and executive functioning
- **Augmentative/Alternative Communication Modalities** **10 hours**
  - Oral, manual, augmentative, and alternative communication techniques, including assistive technologies
- **Hearing (including impact on speech and language)** **4 - 6 hours**
  - **Audiologic screening** including
    - Hearing screening, otoscopic inspection, otoacoustic emissions (OAE) screening, and screening tympanometry
  - **Aural Rehabilitation**
    - Auditory training for children with cochlear implants and hearing aids, speech reading, speech and language intervention secondary to hearing loss; visual inspection and listening checks of amplification devices

**Departmental Recommendations**

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

- Special Populations (CDIS 8810).....75 hours
- Public School (CDIS 8820).....125 hours
- Medical Setting (CDIS 8830).....100 hours
- Prevention Activities.....4 to 6 hours

**Practicum Hours**

As a CAA-accredited program, the Department ensures you meet practicum requirements for the ASHA Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP) [2014 Standards for the Certificate of Clinical Competence, effective date September 1, 2014] as well as requirements for Illinois licensure and ISBE certification. Thus, you will need to meet the following requirements for practicum hours:

**Total Client Contact.....400 hours**

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

- 325 hours **must** be at the graduate level in Speech-Language Pathology
- It ultimately is your responsibility to acquire **at least 375** direct contact hours by the end of the practicum sequence. Maintain accurate records and update them often.
- You should be aware of the required number of clinical clock hours at the **start** of every practicum.
- Students should keep copies of all observation and clinical clock hours documentation (including daily clinical clock hours) for their records.
- Mail **originals of all documents** to the Director of Clinical Education.

**Transfer of Clinical Hours**

- A **maximum** of 75 undergraduate client/patient hours may be added to obtain the 400 hours required. This would include the first 25 hours of observation and 50 hours of direct treatment.
- If you have accumulated undergraduate clinical hours at another university, you may apply the 75 hour maximum toward your total practicum hours (25 observation hours; 50 hours of assessment/evaluation).
- All transfer practicum credits must list the clinical hours completed by area, be signed by the supervisor or director of the university where they were completed, and include the ASHA numbers for each supervisor.

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

**Documentation of Clock Hours**

Please see the Practicum Manual for specifics regarding documenting your clinical hours.

**Communication Disorders Practicum Guidelines**

During the first week of the practicum, you and the site supervisor will complete the Communication Disorders Practicum Guidelines. This document helps to define your responsibilities for scheduled hours, timelines for reports

and lesson plans, and general guidelines of dress and behavior in effect at the practicum site.

### **Practicum Supervision**

#### **GSU Supervision:**

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

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

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

#### **Site Supervision:**

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

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

#### ▶ **Speech-Language pathology site supervisors are required to:**

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

## **Observation Visits by University Supervisor**

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

The university supervisor will:

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

## **Student Evaluations**

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

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



The evaluations are discussed with the student. The student and supervisors use the evaluation information to discuss the student's progress as a clinician. The supervisors and student must sign and duplicate the midterm and final evaluation forms and return the original document to the Director of Clinical Education.

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

### **Student Self-Assessment**

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

### **Practicum Grades**

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

Grades for each practicum (i.e., CDIS 8810, CDIS 8820, and CDIS 8830), assigned by the GSU supervisor and are consistent with grading policies within the department and within the university. Specifically, the following criteria apply:

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

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

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

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

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

### **Practicum Seminars**

The department holds two practicum seminars each term. The purposes are to: (1) clarify practicum policies and procedures, (2) discuss cases, (3) present single-subject studies (see below) and (4) update practicum-related information.

Dates for the seminars will be announced through several means, including syllabi, e-mail, and on the CDIS Practicum Guidelines form. Dates for the seminars are also posted on the Practicum Webpage ([http://www.govst.edu/chhs/dcd/mhs\\_cd/default.aspx?id=29118](http://www.govst.edu/chhs/dcd/mhs_cd/default.aspx?id=29118)).

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

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

### **Practicum Project: Single-Subject Study**

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

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

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

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

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

Students are strongly encouraged to review the archives of completed projects before proceeding.

### **Ethics**

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

### **Scope of Practice in Speech-Language Pathology**

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

## **Standards for ASHA's Certificate of Clinical Competence**

### **Current Standards**

The Council for Clinical Certification in Audiology and Speech-Language Pathology (CFCC) is a semi-autonomous credentialing body of the American Speech-Language-hearing Association.

New standards for the Certificate of Clinical Competence in Speech-Language Pathology recently were approved in July 2012. The 2014 standards and implementation procedures for the Certificate of Clinical Competence in Speech-Language Pathology will go into effect for all applications for certification received on or after September 1, 2014. (Applicants for certification can apply under the 2014 standards effective September 1, 2013.) View the [SLP Standards Crosswalk](#) [PDF] for more specific information on how the standards will change from the current SLP standards (2005) to the 2014 SLP standards. The graduate program meets all requirements for the 2005 and 2014 standards.

The 2014 standards are available on ASHA's website at <http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/>.

### **Formative Assessment**

Critical in the current CAA standards (updated January 1, 2013) is the concept of formative assessment (Standard 5.1). ( NOTE: Effective September 1, 2014, formative assessment no longer is a component of ASHA's certification process. It continues to remain an integral component of accreditation standards.) 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 8100, Professional Development Seminar.

5. Faculty review and student self-assessment, with following learning activities, in CDIS 8300, Qualifying Examinations.
6. Ongoing practicum evaluations, including the formal midterm evaluations,
7. Practicum self-assessments.
8. Faculty review of your proposal for the single-subject practicum project.

### **Knowledge and Skills Acquisition: The KASA**

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

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

Blank KASA forms (in Microsoft Word), as well as a sample completed KASA form reflecting our program's curriculum, are available online at the department's website (Current Student Resources) at [http://www.govst.edu/chhs/dcd/mhs\\_cd/default.aspx?id=6430](http://www.govst.edu/chhs/dcd/mhs_cd/default.aspx?id=6430). **Be sure to use the KASA templates reflecting the 2014 standards.**

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

## **Application for Graduation**

You are required to apply for graduation. Graduation applications now are available online at GSU website.

Graduation applications are processed twice each year.

- Students planning to graduate at the end of Spring and Summer terms are required to submit a graduation application by early January.
- Students planning to graduate at the end of the Fall term are required to apply for graduation by late August.

It is critical that you adhere to these important deadlines.

Information about graduation and commencement is available at [www.govst.edu/graduation](http://www.govst.edu/graduation).

Here you will find information about the process for graduation application. Deadlines for submission of graduation applications also are provided. Be certain to read these instructions carefully.

Commencement takes place once each year during the month of May. Summer graduates are permitted to march in the May commencement prior to completing their degree requirements.

## **Summary of Steps to Complete Degree Requirements**

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

### **May/June prior to commencement of graduate studies**

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

### **First term**

- Attend the required New Graduate Student Orientation.  
Date completed \_\_\_\_\_
- Attend the Practicum Information Session (required)(Afternoon session of New Graduate Student Orientation)  
Date completed \_\_\_\_\_
- Take and pass the Test of Academic Proficiency (TAP) (i.e., Basic Skills test)
- Submit required practicum paperwork (e.g., Criminal Background Check, Professional Liability Insurance, Request for Practicum in Communication Disorders) within approximately 1 month of the Practicum Information Session.  
Date completed \_\_\_\_\_

### **Second term**

- Complete required CDIS Speech-Language-Hearing Screening

### **First year**

- Take CDIS 6100, Professional and Scientific Foundations of CDIS.  
Date completed \_\_\_\_\_
- Take CDIS 6200, Advanced Assessment and Intervention.  
Date completed \_\_\_\_\_
- Take CDIS 7500, Child Language Disorders: Early Stages.  
Date completed \_\_\_\_\_
- Take CDIS 7550, Child Language Disorders: Later Stages  
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 \_\_\_\_\_

**After completing 18 graduate CDIS credits**

- Enroll in CDIS 8100 Professional Issues Seminar.  
Date completed \_\_\_\_\_

**Last term of coursework**

- Submit a Request to Take Qualifying Examination (CDIS 8300).  
Date completed \_\_\_\_\_
- Register for first practicum for the following term.  
Date completed \_\_\_\_\_
- Take and pass Speech-Language Pathologist: Nonteaching (154) content area test.  
Date completed \_\_\_\_\_
- Register to take the Praxis examinations for ASHA certification.  
Date completed \_\_\_\_\_
- Be certain that professional liability insurance and criminal background check are current.  
Date completed \_\_\_\_\_

**Term following completion of coursework**

- Successfully pass CDIS 8300 (Qualifying Examinations).  
Date completed \_\_\_\_\_
- Begin practicum.  
Date completed \_\_\_\_\_
- Take the Praxis examination for ASHA certification.  
Date completed \_\_\_\_\_

**During practicum**

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



**One to two terms prior to graduation**

- Complete online graduation application.  
Date Graduation Application completed \_\_\_\_\_

**Last term**

- Apply for ISBE Professional Educator License  
Date completed \_\_\_\_\_
- Apply for ASHA membership and certification.  
Date completed \_\_\_\_\_
- Apply for temporary/permanent Illinois licensure.  
Date completed \_\_\_\_\_

## **Department Policies**

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

### **Academic Performance**

Criteria for grades are presented in the syllabus for each course. Graduate students are required to graduate with a GPA of at least 3.0 in CDIS courses, with no more than one grade of "C" in academic didactic courses. Students earning more than one "C" are required to repeat at least one of the courses. Although a grade of "C" is permissible, such grades usually indicate only minimally acceptable achievement of the competencies in the course. Remember that you are responsible for the knowledge and skills outlined in ASHA's Knowledge and Skills Acquisition (KASA). You will need to ensure that you strengthen areas of weakness through other mechanisms during your graduate studies (e.g., other graduate didactic courses, including CDIS 8100 Professional Development Seminar, independent study, and clinical practicums in speech-language pathology). Alternatively, you may wish to retake any graduate didactic courses in which you earned a grade of "C."

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

### **Examinations**

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

### **Academic Honesty**

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

## **Non-Academic Performance**

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

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

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

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

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

## **Student Review Committee Process**

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

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

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

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

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

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

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

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

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

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

### **Students with Disabilities**

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

### **Concerns and Complaints**

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

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

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

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

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

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

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

## **CDIS Department Services and Resources**

### **CDIS Department Office**

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

### **Student Mailboxes**

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

### **Clinical Materials Laboratory**

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

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

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

### **Communication Disorders Laboratories**

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

### **CDIS Department Website**

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

## **National Student Speech-Language-Hearing Association (NSSLHA)**

### **GSU Chapter of NSSLHA**

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

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

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

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

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

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

### **National NSSLHA**

Although it is not required in order to be a member of NSSLHA-GSU, it is to your advantage to join NSSLHA at the national level. The cost is \$60.00 per year (2012). For this you receive an ASHA journal, the NSSLHA journal, and special convention registration rates. In addition, you will be billed reduced dues/fees when applying for ASHA membership and certification (*i.e.*, ASHA Conversion Program). Information and membership forms are available in the CDIS Office. The NSSLHA website is located at <http://www.nsslha.org/default.htm>.



## **University Services and Resources**

### **The Academic Resource Center**

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

More information about the Academic Resource Center is available at the ARC website: [http://www.govst.edu/sas/t\\_stu\\_dev.aspx?id=1013](http://www.govst.edu/sas/t_stu_dev.aspx?id=1013).

### **Counseling Center**

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

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

### **Access Services for Students with Disabilities (ASSD)**

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

More information about services for students with disabilities is available at [http://www.govst.edu/sas/t\\_stu\\_dev.aspx?id=997](http://www.govst.edu/sas/t_stu_dev.aspx?id=997).

### **The Writing Center**

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

### **Career Services**

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

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

### **University Library**

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

### **Academic Computing Services**

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

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

### **Financial Assistance**

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

### **Tuition Waivers and Other Support**

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

### **Graduate Assistantships**

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

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

## **Certification and Licensure**

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

1. ASHA Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP),
2. Professional Educator License endorsed as Non-Teaching Speech-Language Pathologist
3. Illinois license in Speech-Language Pathology.

### **ASHA Certification**

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

Complete the application for both membership and certification. The application form is available at <http://www.asha.org/certification/SLPCertification/>. 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 ( $\geq 600$ )** on the National Examination in Speech-Language Pathology (Praxis). Although the Praxis is not a requirement for graduation, it is a requirement for certification. Additional information about the Praxis exam is available on ASHA's website at <http://www.asha.org/certification/>. **The Attending Institution/Report Code for GSU is RA0070.** The Educational Testing Services (ETS) website has study materials available for the PRAXIS exam in speech-language pathology: <http://www.ets.org/praxis/prepare/materials/0330>

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

### **Illinois State Board of Education (ISBE) Professional Educator License**

The graduate program is approved by the Illinois State Board of Education and can lead to the Professional Educator License endorsed in Non-Teaching Speech-Language Pathology). An educator license is required for speech-language pathologists employed in Illinois public schools. All students are strongly encouraged to seek this license.

The Professional Educator License allows you to work as a speech-language pathologist in Illinois public schools. However, with this license you cannot work as a classroom teacher, for example in a communication development class, without a licensed teacher in the room.

Application for the educator license is now completed on line. The department's administrative aide 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 licensure, and will give you the information to complete your application electronically. Be sure to visit ISBE's Educator Licensure website for detailed information regarding the licensure application process: <http://www.isbe.net/licensure/default.htm>. Complete the application and check off the license requested. Submit this form during the term in which you expect to graduate. Please note that, in order to obtain a Professional Educator License, you must have a temporary Illinois license as a speech-language pathologist (see below).

As part of the licensure process, you must achieve passing scores on two examinations. The testing program consists of a test of basic skills (i.e., Reading Comprehension, Language Arts, Mathematics, and Writing) and a test of content area (i.e., Speech-Language Pathologist: Nonteaching). You should register for two tests: (1) Test of Academic Proficiency, TAP) (i.e., Basic Skills test; and (2) Speech-Language Pathologist: Nonteaching 154 (content area test).

**Effective February 1, 2012, the Basic Skills Test (300) will be replaced with the Test of Academic Proficiency (400). Both tests are equivalent. The Test of Academic Proficiency (TAP) will be administered only as a computer-based test.**

**Effective Fall 2012:**

- **Students must pass the Test of Academic Proficiency (TAP) prior to admission to candidacy.**
- **Students must pass the content area test (Speech-Language Pathologist: Nonteaching 154) prior to commencement of the practicum sequence.**

More information about preparation for the Test of Academic Proficiency is available at [http://www.govst.edu/coe/t\\_coe\\_resources.aspx?id=3709](http://www.govst.edu/coe/t_coe_resources.aspx?id=3709). Be sure to consult with CDIS faculty if you have any questions about the TAP.

Please be aware of recent changes related to processes and procedures for the test of basic skills.

1. Effective July 24, 2012, ACT/SAT scores can be used in lieu of a passing score on the Test of Academic Proficiency (TAP):
  - a. ACT Plus Writing composite score of 22, or
  - b. SAT composite score of 1030 (critical reading, mathematics) with writing.

Official ACT/SAT score Reports will not be accepted unless they arrive at ISBE in a sealed envelope from ACT/SAT and reflect a writing component. **Do not request that ACT or SAT forward a score report to ISBE unless you are certain you achieved the minimum score allowable on the respective test for program admission or licensure.**

2. Effective December 19, 2012, ISBE can now accept score reports for the ACT Plus Writing and SAT that are not more than ten years old at the time of application/submission to ISBE.

(Note that the writing subtest must be have been taken for each test; however, the writing score is not included in the composite score

requirement for either test.)

The IBSE website has been updated with this information at

<http://www.isbe.net/certification/pdf/act-sat-grade-use-notice0113.pdf>.

Be sure to review this important information.

Please note the following:

ISBE will accept a composite **ACT Plus Writing** score of at least 22; or a composite (mathematics and critical reading) **SAT (with writing)** score of 1030 under the following conditions:

- The applicant cannot have failed the TAP five times.
- The official score report cannot be more than ten years old at the time of application and submission to ISBE (e.g., at the time of admission to the graduate program,).

Applicants who wish to use an ACT or SAT official score report must complete and submit appropriate ISBE forms. The two relevant ISBE forms – Form 73-54 and Form 73-60 -- have been updated and are located at

<http://www.isbe.net/certification/html/forms.htm>. Renee Zdych, Director of Academic and Student Services, College of Education, at Governors State University can assist you when completing the required forms. You should contact Ms. Zdych 1) if you already have passed either the ACT and SAT and need to determine if the test falls within the validity period of 10 years; or 2) if you are planning to take or recently passed either the ACT or SAT. She will assist you in the process of completing the required forms for ISBE and assist you with the process necessary for substitution of the TAP. Ms. Zdych can be reached at

Office: G249

Phone: 708-534-6979

E-mail: [rzdych@govst.edu](mailto:rzdych@govst.edu)

Because Renee Zdych is the chief certification officer at GSU, it is essential that you communicate with her regarding policies and procedures regarding the use of the ACT/SAT in lieu of the Test of Academic Proficiency (TAP).

NOTE: Please remember that if you have a current school credential in the state of Illinois (e.g., a teaching certificate/professional educator license), you are not required to complete a test of basic skills. You already have met this requirement during the process of applying for your current school certificate/license. When completing our graduate program, you simply will be adding an endorsement (i.e., non-teaching speech-language pathology) to your license. You do not want to let you current teaching credential lapse. You will be required, however, to successfully complete the content exam in Non-Teaching Speech-Language Pathology.

You can register for the ACT and SAT through the following links:

ACT	<a href="http://www.actstudent.org/">http://www.actstudent.org/</a>
SAT	<a href="http://sat.collegeboard.org/register">http://sat.collegeboard.org/register</a>

**If you need to take a test of basic skills, which one should you take? The TAP or the ACT/SAT?**

Remember that ISBE permits you to take the TAP no more than 5 times. When you take the TAP exam, the results are automatically submitted to ISBE. You do not have a choice in this matter. However, whenever you take either the ACT or SAT, you must request that the results be submitted to ISBE. And you only should submit the test results if you achieve the criterion level of performance. Consequently, there is no limit on the number of attempts on the ACT/SAT. Failing of the test does not count toward the five attempts allowed for taking a test of basic skills.

There is some evidence that the ACT/SAT may be a more straightforward test. It is designed for high-school students. The TAP, however, is designed for college-level students. Also keep in mind that you must pass all four subtests of the TAP. However, a composite score is used when determining performance on the ACT and SAT.

Please be sure to review the information presented in Appendix C (ACT + Writing or TAP?)

The current registration bulletin is available at the website for the Illinois Licensure Testing System (ILTS) at <http://www.il.nesinc.com/>. (Note: The Illinois Certification Testing System (ICTS) recently changed its name to the Illinois Licensure Testing System (ILTS) based on recent updates to the state teacher licensure regulations.) Registration and test preparation information are provided in the bulletin. Multiple test dates are available throughout the year. More specific information about procedures for obtaining the Illinois State Board of Education Professional Educator License is available on the department’s website in the “Current Student Resources” web link (click on “Credentialing Basics”) at [http://www.govst.edu/chhs/dcd/mhs\\_cd/default.aspx?id=6430](http://www.govst.edu/chhs/dcd/mhs_cd/default.aspx?id=6430). ASHA’s certification website also includes useful information about teacher requirements in speech-language pathology not only in the state of Illinois (<http://www.asha.org/advocacy/state/info/IL/>), but for other states as well (<http://www.asha.org/advocacy/state/>).



Upon graduation, you will receive entitlement for the Professional Educator License through the College of Education (pending successful completion of the required two examinations and official posting of your degree). Please be aware the beginning March 1, 2012, the completed entitlement notification will be valid for one year only. This is a change from the previous rule of three years. You are encouraged strongly to apply for your Professional Educator License as soon as possible following your graduation. If a student fails to apply for licensure within that one year, their entitlement will expire.

### **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 are required to be licensed in order to practice in Illinois in any setting (e.g., hospital, rehabilitation, clinical, private practice, or home health) 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 Professional Educator License endorsed in Non-Teaching Speech-Language Pathology, you will need a temporary license, even to work in the schools. It should be noted, however, that a speech-language pathologist working in the schools must hold a license in order to supervise an SLPA, SLPP, Clinical Fellow (CF), or SLP practicum student. You are encouraged strongly to obtain your Illinois license regardless of your work setting.

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

### **Qualifications for licensure include:**

1. A master's degree in speech-language pathology from a program approved by the Department of Financial and Professional Regulation (Governors State University has an approved program).
2. Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP) from ASHA, **or**

3. Successful completion of the ASHA National Examination in Speech-Language Pathology (Praxis) and the equivalent of nine months full-time supervised professional experience. You may obtain a temporary license when the degree is posted, and you will obtain the regular license after the nine-month professional experience.

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

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

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

OR

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

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

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

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

## **Early Intervention Credentials**

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

**Appendix A**  
**CDIS Qualifying Examination**  
**Content Areas**

**CDIS Qualifying Examination (CDIS 8300)**  
**Content Areas**

**PART A      Phonetic Transcription**

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

**I. Basic Human Communication Processes**

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

**II. Phonological and Language Disorders**

- \_\_\_ Child Language Disorders
- \_\_\_ Speech Sound Disorders in Children

**III. Speech Disorders**

- \_\_\_ Fluency Disorders
- \_\_\_ Voice and Resonance Disorders

**IV. Neurogenic Disorders**

- \_\_\_ Adult Language and Cognitive Disorders
- \_\_\_ Dysphagia
- \_\_\_ Motor Speech Disorders

**V. Audiology/Hearing**

- \_\_\_ Audiology
- \_\_\_ Aural Rehabilitation

**VI. Clinical Management**

- \_\_\_ Principles of Assessment and Intervention in Speech-Language Pathology

**VII. Professional Issues/Psychometrics/Research**

- \_\_\_ Principles of Ethics
- \_\_\_ Scientific Foundations of Communication Disorders

**Appendix B**

**ASHA (2010) Code of Ethics**

**ASHA Code of Ethics**  
(Effective March 1, 2010)

**Preamble**

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

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

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

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

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

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

**Principle of Ethics I**

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

## **Rules of Ethics**

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



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

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

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

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

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

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

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

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

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

## **Principle of Ethics II**

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

### **Rules of Ethics**

- A. Individuals shall engage in the provision of clinical services only when they hold the appropriate Certificate of Clinical Competence or when they are in the certification process and are supervised by an individual who holds the appropriate Certificate of Clinical Competence.
- B. Individuals shall engage in only those aspects of the professions that are within the scope of their professional practice and competence, considering their level of education, training, and experience.
- C. Individuals shall engage in lifelong learning to maintain and enhance professional competence and performance.
- D. Individuals shall not require or permit their professional staff to provide services or conduct research activities that exceed the staff member's competence, level of education, training, and experience.
- E. Individuals shall ensure that all equipment used to provide services or to conduct research and scholarly activities is in proper working order and is properly calibrated.

## **Principle of Ethics III**

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

### **Rules of Ethics**

- A. Individuals shall not misrepresent their credentials, competence, education, training, experience, or scholarly or research contributions.
- B. Individuals shall not participate in professional activities that constitute a conflict of interest.
- C. Individuals shall refer those served professionally solely on the basis of the interest of those being referred and not on any personal interest, financial or otherwise.

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

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

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

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

#### **Principle of Ethics IV**

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

#### **Rules of Ethics**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## **Appendix C**

### **ACT + Writing or the TAP?**

## ACT + Writing or TAP?

### Which testing option is best for you?

	<b>ACT + Writing</b>	<b>TAP</b>
<b>Testing Schedule</b>	Offered six (6) times a year on specific test dates with test results available approximately eight (8) weeks after the test date.	Offered Monday through Saturday throughout the year at select Pearson Vue Test Centers with test results available in approximately four (4) weeks.
<b>Test Registration</b>	Registration required via the web ( <a href="http://www.actstudent.org/regist/">www.actstudent.org/regist/</a> ) approximately three (3) weeks prior to the test date.	Registration is required via the web ( <a href="http://www.icts.nesinc.com">www.icts.nesinc.com</a> ) and is based upon availability.
<b>Test Format</b>	Paper and pencil, hard copy	Computer-based
<b>Test Cost</b>	\$50.50	\$125.00
<b>Test Setting</b>	Classroom/auditorium setting primarily with high school juniors and seniors	Computer laboratory generally with other college students.
<b>Test Content</b>	English, Math, Reading, Science, and Writing	Reading, Language Arts, Math, and Writing
<b>Passing Score Requirement</b>	<u>Composite</u> score of <b>22 or higher on the ACT + Writing</b> . Scores on versions without writing cannot be considered and scores cannot be combined across administrations.	Each content area scored separately with <b>240 or higher</b> (approximately 80%) required in each area. <b>All four (4) areas must be passed in order to pass the test as a whole.</b> Results can be combined across administrations.
<b>Retesting</b>	Limit of 12 attempts on the regular ACT test dates. Must take entire test on each administration.	Limit of five (5) attempts. Must wait at least 60 days between attempts. Need only take tests for areas previously not passed.
<b>Other</b>	Cannot be used if the TAP is failed five (5) times.	Cannot take more than five (5) times.