



Governors State

U N I V E R S I T Y

Master of Health Sciences in Communication Disorders Program

www.govst.edu/chhs/dcd/mhs



**DEPARTMENT OF COMMUNICATION DISORDERS
GRADUATE STUDENT HANDBOOK 2022-2023**

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 access the GSU Catalog online and read it carefully. It is available at <http://www.govst.edu/catalog/>. The GSU Catalog online has a powerful customizable view capability to help you build references to the sections you need. However, it is your responsibility to review the entire catalog as well as this handbook so that you are aware of all of the guidance and policies pertaining to your academic program. Policies in this Student Handbook apply if the GSU 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 refer to it whenever questions come up about your program or academic progress.

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MISSION STATEMENTS

University Mission and Vision Statement

Governors State University is committed to offering an exceptional and accessible education that prepares 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 lead as a model of academic excellence, innovation, diversity, and responsible citizenship.

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

To prepare confident, critically-thinking, clinically proficient and culturally competent speech-language pathologists to work in health care, education, and private practice environments. Through an innovative, community-focused model of clinical and academic training, a foundation in evidence-based practice, and a diversity-infused curriculum, the program aims to develop civic-minded and engaged clinician-researchers. The program provides rigorous coursework and clinical practicum experiences necessary to obtain the Certificate of Clinical Competence in Speech-Language Pathology from the American Speech-Language-Hearing Association, Professional License from the Illinois Department of Financial and Professional Regulation, and the Professional Educator License from the Illinois State Board of Education.

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 has been continuously accredited since 1987. It is currently 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 (Members) or 301-296-5700. The period of accreditation is eight years, and extends from November 1, 2015, through October 31, 2023. The program celebrated its 30th year of accreditation in 2017.

The graduate program also is part of the Professional Education Unit at Governors State University. It 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.

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 (over 90 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 unique practicum system. It was the first, and now is one of only a few, accredited speech-language pathology programs in the nation that provides all clinical experiences in the community, rather than a university clinic. A network of more than 200 sites in the region provides students with clinical experiences in at least three different environments. In addition, we have community partnerships that allow us to provide students with pre-practicum experiences.

The graduate program in Communication Disorders is also unique in the region in that it enables students to complete their education on a part-time basis. Approximately twenty percent (20%) 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 twice each academic year, giving students flexibility in scheduling.

It is the philosophy of the faculty in Communication Disorders that graduates should be educated with broad enough scope to function in any employment setting upon graduation. Emphasis is placed on the knowledge and skills attained, rather than the number of credit hours accumulated. 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 practical 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

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

COMMUNICATION DISORDERS FACULTY

Full-Time Faculty

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

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- Ph.D., University of Illinois, Urbana-Champaign, IL (Communication Sciences & Disorders)
- M.A., Northwestern University, (Communication Sciences & Disorders)
- M.A., University of Illinois, Urbana-Champaign (French Applied Linguistics)
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- Certificate of Clinical Competence, Speech-Language Pathology

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- M.H.S. Governors State University (Speech-Language Pathology)
- B.S., Northern Illinois University (Communicative Disorders)
- Certificate of Clinical Competence, Speech-Language Pathology
- Certificate of Clinical Competence, Audiology

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Judy L. Platt- Director of Clinical Education, GSU's ASHA Continuing Education Unit Administrator

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Part-Time Faculty

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

Adjunct Faculty

- Jennifer Armstrong, Ph.D., Certificate of Clinical Competence, Speech-Language Pathology
- Eileen M. Brann, Ph.D., Certificate of Clinical Competence, Speech-Language Pathology
- Imani Crenshaw, M.Ed., Teacher of the Deaf and Hard of Hearing
- Katherine Doherty, M.A., Certificate of Clinical Competence, Speech-Language Pathology
- Luremny Fraga, M.S., Certificate of Clinical Competence, Speech-Language Pathology

- Dawn Mayerak, M.H.S., Certificate of Clinical Competence, Speech-Language Pathology
- Christopher Spiel, M.H.S., Certificate of Clinical Competence, Speech-Language Pathology
- Cristiane White, M.H.S., Certificate of Clinical Competence, Speech-Language Pathology
- LaTanya Craig, SLPD, Certificate of Clinical Competence, Speech-Language Pathology
- Camille O'Quin, Ed.D., Certificate of Clinical Competence, Speech-Language Pathology
- Jill Jones, M.H.S., Certificate of Clinical Competence, Speech-Language Pathology

ADMINISTRATIVE AIDE

The department's administrative aide is Ms. Megan Barelli, 708-534-4590, mbarelli@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.

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 and director of clinical education 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. **The University's and the Department's primary means of communicating via email is through your GSU email address rather than personal email addresses. Be sure you check it regularly so that you do not miss important communications.**

IMPORTANT RESOURCES

COVID-19

For all Covid-related information and procedures please follow www.cdc.gov/COVID19 and refer to Governors State University website <http://www.govst.edu/CoVID-19> for help, guidance, and up-to-date information and precaution levels. See Appendix H for CHHS/CDIS Students and Employees COVID-19 Procedures.

GSU WEB PAGE

For public information. Accessible at www.govst.edu.

MYGSU PORTAL

For registration, grades, GSU Student Handbook, GSU Policies, and links to all university departments and resources. <https://mygsu.govst.edu>

GSU EMAIL

For all university and department correspondence. Accessible through all university networked computers through the myGSU portal under quick links and at <https://outlook.office.com/mail>.

BLACKBOARD

Online support and information for courses and the MHS Program Resource Page. Accessible through links on the GSU Web Page and MyGSU Portal, and at <https://bb9.govst.edu>.

MASTER CLINICIAN

Online clinical learning tool used by many CDIS instructors as a required or recommended “text.” Students must purchase an account on an annual basis for a small fee to have access to Master Clinician for the entire year. Subscribe at <http://masterclinician.org/>.

SIMUCASE

Online interactive diagnostic case study program used by many CDIS instructors as a required or recommended “text.” Students must purchase an account for a small fee in order to have access to SimuCase. Subscribe at www.SpeechPathology.com.

CDIS HOMEPAGE

Contains links to program information, calendar, forms, information, etc. www.govst.edu/chhs/dcd

MHS HOMEPAGE

Contains links to forms, resources, practicum information, etc. www.govst.edu/chhs/dcd/mhs

PLANNING YOUR ACADEMIC PROGRAM

PART-TIME/FULL-TIME ENROLLMENT

Many students in the College of Health and Human Services are working adults. As such, our program offers courses on a part-time or full-time basis. Currently, about twenty percent (15%) 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 to twelve graduate credits (i.e., three or four academic courses) per term and complete the program in about 2 years (6 – 7 semesters). 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. The last year in the graduate program, when students complete clinical practicum in speech-language pathology and audiology, is full-time for all graduate students.

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.

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.

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, you and your advisor should complete a new grid. Each time you do that, the old grid will be replaced in your file with 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).

Complete your SSP and Study Plan Grid with your advisor. Be sure to review it for errors (e.g., overlapping or missing courses). 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. 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 email a copy to you, noting 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.

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

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 licensure and ASHA certification.

If you have deficiencies in the undergraduate curriculum, **you must take those courses early in your graduate program.** Completion of these courses is a prerequisite for candidacy, and all students are expected to be admitted to candidacy no later than their third semester of enrollment in the program. Your advisor will withhold your authorizations for graduate courses 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.

You must apply for candidacy at the beginning of the semester after you complete your first three CDIS courses as a graduate student. Your advisor will specify the date that candidacy is due on your SSP. All requirements must be completed at the time you apply for candidacy; however, if you are scheduled to apply for candidacy and do not meet requirements, you must schedule a meeting with your advisor. Students who do not apply for candidacy on time will not be permitted to register until they are back on schedule.

CDIS 8000 Current Topics may be taken during any semester of academic coursework prior to practicum (See course schedule for offerings). You may take this course multiple times if you are interested in more than one topic.

A few courses **must** be taken during a designated semester:

CDIS 8100 Professional Development Seminar – After completion of six (6) CDIS graduate courses and admission to candidacy; prior to last semester of academic coursework.

CDIS 8250 (formerly 8200) Foundations of Clinical Practice – After admission to candidacy and in the semester immediately preceding commencement of practicum.

CDIS 8300 Qualifying Examination in CDIS – Complete the Request to take Qualifying Exam form in the semester prior to the exam. Register for the exam in the semester in which you begin practicum. You take the exam during the first week of the semester that you start practicum and you will know the outcomes usually within a week.

REGISTRATION

COURSE AUTHORIZATION

The department maintains a Course Authorization Book in the CDIS office (and electronically). 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 will usually 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 three to four academic graduate-level courses per semester. This does not include undergraduate courses (2000-level, 3000-level, and 4000-level) and 8000-level graduate courses (Current Topics, Professional Development Seminar, and Foundations of Clinical Practice). Being signed up for your courses in the Course Authorization Book, reserves a place in that section of the course.

You should use the newly developed Course Pathways and the projected CDIS Schedule of Courses for Academic Years when considering your student study plan grid. Course pathways allow you to select a pre-planned course sequence. Go to the department's website at <http://www.govst.edu/chhs/dcd/mhs> for sample course pathways and recent course schedules.

Before finalizing your study plan grid your advisor will verify that there are available spaces for the courses that you desire. The electronic course authorization book includes sign-up sheets for all courses offered each term. Each section of a graduate academic course is limited to 20-25 students. If spaces are available in the desired section of a course, sign your name on the list. Your advisor may put your name on the waitlist section; however, you are not guaranteed a spot in that class unless an opening occurs. Occasionally, an exception to the cap is granted for extreme circumstances. Consult your advisor and/or the department chairperson if you need to request an exception.

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 must be submitted. 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 (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 (See Practicum section). More detailed information is available in the *Communication Disorders Practicum Manual*. The manual is available on the department's website at www.govst.edu/chhs/dcd/mhs.
3. Pass qualifying examinations (CDIS 8300), and
4. Maintain a minimum grade of B or higher in all graduate coursework.

Students entering the MHS program are considered to be candidates for an educator preparation program, and as such, must meet the test requirements established by the Illinois State Board of Education. Thus, all CDIS MHS students must:

Pass the Non-teaching Speech-Language Pathology content area test in order to graduate.

REQUIRED COURSES (56 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 Development Seminar in Communication Disorders (1)
CDIS 8250 Foundations of Clinical Practice (3)
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)

Non-Thesis (1 Credit) / Thesis Option (4 Credits)

Non-Thesis Option:

CDIS 8000 Current Topics (1)

In the non-thesis option, a student enrolls in at least 1-credit hour of CDIS 8000 Current Topics. The course explores current clinical and scientific issues in communication disorders. Topics will vary and may be repeated for credit.

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. GSU guidelines for thesis preparation are available online at Available online at https://libguides.govst.edu/ld.php?content_id=63628268 through the OPUS portal at <https://opus.govst.edu/theses/>.

CDIS 8700 Independent Study (1)

CDIS 8900 Graduate Thesis/Project (3)

Total Credit Hours Required with Non-Thesis Option - 57 Hours

Total Credit Hours Required with Thesis Option - 60 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. The undergraduate level courses (i.e., "leveling" courses) must be completed during the first year (preferably within the first or second semester) in the program in order to proceed from probationary to candidacy status.

ADDITIONAL REQUIREMENTS

You are required to complete the academic requirements for ISBE's Professional Educator License (PEL) 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 expectation is that students entering the graduate program will have completed all 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 additional courses to meet 1) program requirements for content (i.e., Leveling courses); and 2) licensure requirements (i.e., PEL courses) as part of the graduate program.

LEVELING COURSES (MOST COMMON)

CDIS 4200 Sociolinguistics (3)

CDIS 4150 Language Development: Later Stages (3)

CDIS 4600 Augmentative and Alternative Communication (3)

PROFESSIONAL EDUCATION (PEL) COURSES

<i>CURRENT REQUIREMENT (AS OF SEPT. 2022)</i>	<i>PREVIOUSLY REQUIRED</i>
	EDUC 2310 Foundations of Education (3)
	<u>EDUC 3440 Educational Psychology II (3)</u>
SPED 2100 Survey of Students with Exceptionalities (3)	SPED 2100 Survey of Students with Exceptionalities (3)

Per the revised ISBE guidelines, to be eligible for the Professional Educator license, all graduate students must:

- Complete SPED 2100 Survey of Students with Exceptionalities
- Complete the Speech-Language Pathology Content Exam #232 (graduation requirement)

- Meet competencies in the Methods of Reading and reading content in Speech-Language Pathology (content covered in CDIS 7500)
- Meet competencies related to Instructional Strategies for English-Language Learners (ELL) (content covered in CDIS 4200, CDIS 7300)

GENERAL EDUCATION COURSES FOR ASHA CCC

Changes to the requirements for the PEL DO NOT impact General Education course requirements for the ASHA Certification of Clinical Competence in Speech-Language Pathology (ASHA CCC). In order to meet the general education requirement (ASHA 2020 standards, Standard IV-A) students must demonstrate knowledge of biological sciences, physical sciences, statistics, and social/behavioral sciences. Students must have the equivalent of one course in each of the following areas:

Biological Science (*3-4 credits)

Physical Science (*3-4 credits)

Statistics (3 credits)

Social/Behavioral Science (3 credits)

*Students must have at least one lab in Biological or Physical Sciences

As needed, admitted students may request to have their admission status updated to Summer to complete leveling or PEL courses prior to the official Fall start.

All courses applied toward licensure requirements or ASHA C's 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

CANDIDACY

Your program will proceed in two stages - probationary and candidacy. Admission to candidacy is necessary to enroll in CDIS 8250 Foundations of Clinical Practice, 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. Provide documentation that you have completed the required speech-language-hearing screening;
4. Provide documentation that you have an ELIS account;
5. Provide documentation that you have completed any leveling and/or PEL courses. PEL courses taken at an institution other than GSU require an ISBE verification form.

Materials must be submitted to your academic advisor no later than the date indicated on your SSP.

(Note: The ACT/SAT and The Test of Academic Proficiency (TAP) are no longer required as of June 30, 2019).

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. You maintained grades of B or higher in CDIS graduate coursework;
3. Undergraduate requirements in the approved student study plan are completed;
4. Speech, language, and hearing abilities are acceptable (verified through required speech-language-hearing screening)
5. The faculty review indicates you are making satisfactory progress in the program;
6. Interpersonal skills are appropriate for the profession;
7. Following faculty review, you identify any area(s) of weakness, develop a plan of remediation and, at the very least, initiate the plan; and
8. You have established an ELIS account used to apply for the PEL <https://vimeo.com/196776894> How to create an ELIS account.

The “Application for Admission to Graduate Candidacy” form is available in the CDIS Office and on the CDIS website. 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 to six weeks.

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 the first week of each 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 commence 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.

The Qualifying Examination is also a summative assessment, and a passing grade is required in order to continue in the program. *Students who fail the Qualifying Examination may not proceed to practicum*, and will be advised by faculty to develop a feasible plan of remediation prior to a second opportunity to take the exam. 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. *If the Qualifying Examination is not passed within the prescribed two or three administrations, the student will be subject to dismissal from the program.*

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 shortly after (or before) completing Qualifying examinations.

Qualifying examinations are administered over essentially one full day. The examination will be scheduled usually on the Tuesday of the first week 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 develop and 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. You will also submit a written product as instructed in the *Guidelines for Submission of Graduate Capstone Projects*. GSU guidelines for thesis preparation are available online at Available online at https://libguides.govst.edu/ld.php?content_id=63628268 through the OPUS portal at <https://opus.govst.edu/theses/>.

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> in the Practicum section.

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 also be afforded pre-practicum opportunities prior to the commencement of the practicum sequence. Pre-practicum experiences can be obtained during an academic semester through CDIS 8250 Foundations of Clinical Practice course, elected internships, community-based prevention activities, or other clinical experiences embedded in a course (such as during task specific learning).

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.

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 the American Speech-Language-Hearing Association (ASHA) position statement (1998) ***Students and Professionals Who Speak English with Accents and Nonstandard Dialects: Issues and Recommendations***.

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.

Students and Professionals Who Speak English With Accents and Nonstandard Dialects: Issues and Recommendations [Position Statement] is available at: <https://www.asha.org/policy/PS1998-00117/>

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 prior to the first week of classes; attendance is mandatory. An additional session is scheduled later in the year. Part-time students (or students whose academic program has been extended) are encouraged to attend more than once. 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.

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 mandatory New Graduate Student Orientation when you enter the graduate program.**

PRACTICUM REQUESTS AND RESUMES

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.

PRACTICUM ASSIGNMENTS

CDIS maintains a large network of cooperating agencies for practicum placement throughout Illinois and northwest Indiana. 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, placing a student within this radius may not always be possible. This is especially true for practicum assignments, such as those in the medical settings, where availability may be limited. Also, 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).

PREREQUISITES FOR COMMENCEMENT OF PRACTICUM

To qualify for practicum placement, students must:

1. have degree-seeking graduate status (i.e., admitted to candidacy);
2. have GPA of at least 3.0 in graduate CDIS courses;
3. have read and signed the *Essential Functions for Entry into Professional Practice*
4. have passed the Qualifying Examinations (CDIS 8300);
5. upload/submit all required documentation (e.g., liability insurance, background check, immunizations, etc.) into eValue by the stated deadlines;
6. have permission from the Director of Clinical Education to proceed to practicum.

Required Documentation for Fieldwork Experiences

Please see the Practicum Manual for specific information pertaining to required documentation (e.g., liability insurance). You must submit all documentation within specified timelines.

Note: You will not be allowed to participate in the required prevention activities, any pre-practicum clinical experiences, or register for practicum without proof of professional liability insurance or without a completed criminal background check.

The required documents for fieldwork experience include the following:

- Results of the criminal background check through *Castle Branch* current to one year.
- Proof of Liability Insurance \$3,000,000 aggregate/\$1,000,000 per incidence. A copy of the Declarations page is required.
- Emergency Contact/Release of Information Sheet
- Immunization Record. This must include verification of:
 - a) measles/mumps/rubella
 - b) varicella (chicken pox) immunization or having disease signed by physician
 - c) Hepatitis B immunization OR
 - d) a titer report indicating immunity to any or all the above
- 2-step Mantoux (TB) test or X-ray (current to one year) or written excuse from a physician.
- Proof of current Health Insurance.
- Photocopy of GSU ID.
- Current CPR Certification: The Basic Life Support (BLS) for Healthcare Providers Classroom Course (must be a skill course, Internet CPR not accepted).
- Certificate of completion of **The Health Insurance Portability and Accountability Act (HIPAA) online instruction via course** CDIS 8200: Foundations of Clinical Practice.

- Certificate of completion of Bloodborne Pathogens Training (OSHA). The training is offered through the GSU library. <http://libguides.govst.edu/databases>
- A Certificate of Completion of Illinois mandated online training: Recognizing and Reporting Child Abuse. Available at: <https://mr.dcfstraining.org/UserAuth/Login!loginPage.action;jsessionid=1F451B381A2C64F3F338E13BF3C05>.
- Proof of ADA accommodations if appropriate.
- Copy of a passing score report from the Illinois Certification Testing System (ICTS): Speech-Language Pathologist: Nonteaching (154) content area test (required for Professional Educator License): to be submitted no later than the semester in which you plan to graduate.

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. The department's Director of Clinical Education will notify you if any of the aforementioned circumstances apply to you.

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 occur for several 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
 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.
6. Students must register for each practicum experience.

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. Refer to the Practicum Manual for additional information.

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) [2020 Standards for the Certificate of Clinical Competence, effective date January 1, 2020]. 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.

EXTERNAL 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. The medical setting practicum typically occurs as the final of the three clinical experiences. Students cannot be scheduled for a medical setting practicum as their first clinical experience.

PREVENTION HOURS IN SPEECH-LANGUAGE AND HEARING

Graduate students are expected to participate in prevention activities that promote communication wellness and reduce conditions that may bring about a communication disorder. Prevention includes both speech-language and hearing screenings, and service-learning projects. Service-learning activities such as developing and disseminating educational materials about a communication disorder are highly encouraged and may be arranged as part of a class, by faculty, or through a student group (e.g., NSSHLA). These opportunities are held on campus as well as in the service region.

Students are required to participate in hands on speech-language and hearing screenings. At least two screening activities are required before enrolling in CDIS 8250. Specifically, students must complete at least one community-based speech-language screening and at least one community-based hearing screening. Any activity in which both speech-language and hearing screenings are combined will count as one screening. Both child-and adult-focused activities can be offered.

Required screening activities will be announced via e-mail by Dr. Guca and/or a CDIS graduate assistant, and a calendar of scheduled screenings provided. It is the student's responsibility to sign-up for offerings in order to acquire the necessary hours. It is also the student's responsibility to provide the Director of Clinical Education the original signed copy of clinical hours obtained in prevention using the appropriate form.

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:

- 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.

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**:

- **Speech sound production** **25 hours**

- Articulation, motor planning and execution, phonology, and accent modification
- **Fluency and fluency disorders** **10 hours**
- **Voice and Resonance** **10 hours**
 - Respiration and phonation.
- **Swallowing/Feeding** **15 hours**
 - structure and function of orofacial myology
 - oral, pharyngeal, laryngeal, pulmonary, esophageal, gastrointestinal, and related functions across the life span
- **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 minimal **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

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](#)) [[2020 Standards for the Certificate of Clinical Competence, effective date January 1, 2020](#)] 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 CLOCK 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 evaluation/intervention.
- 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 evaluation/intervention).
- 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 relevant ASHA numbers.

DOCUMENTATION OF CLOCK HOURS

It is the student's responsibility to keep accurate records of clinical observation hours and clinical clock hours throughout their practicum experiences. Forms for documentation are available on the CDIS Practicum Webpage

Clinical Clock Hours Forms:

Report of Clinical Observation Hours

Log of Clinical Clock Hours

Semester Summary of Clinical Clock Hours

Summary of Prevention Clock Hours

The documents used for recording your observation and clinical clock hours are **official copies and permanent records** and must be submitted with the original signatures. All observation and clinical clock hours forms used to meet program and ASHA requirements must be completed in ink (not pencil). At the completion of the practicum, the following observation and clinical clock hour forms are signed by the site supervisor and returned to the Director of Clinical Education.

Pre-Clinical Observation hours

ASHA requires that students obtain a **minimum of twenty-five (25) hours** in clinical observation within the scope of practice in speech-language pathology (Standard V-C) for certification. Obtaining **no less than 25 hours** of observation is **required** prior to CDIS 8200 Foundations of Clinical Practice. **(Note: During transition, students may need to obtain hours while enrolled in CDIS 8250).**

At GSU, you may obtain 25 observation hours through "watching and making sense of therapy services" conducted by an **ASHA certified SLP**. The therapy services must be within the scope of practice for an SLP -- assessment or intervention, any communication, hearing, or swallowing disorder, and any age group -- infants through aging adults. These observations will be mostly obtained via live, actual speech therapy sessions. The hours **MUST** be associated with a CDIS course and signed by the instructor and the SLP that you observed. Any offsite observation requires instructor approval (especially for an observation site where you are employed or volunteering). Also note that

observation hours may not be associated with the Educational Psychology course or observations in special education classrooms.

You may obtain observation hours from Master Clinician or other simulations (Simucase, etc.). However, only 20% of the observation hours can be obtained from simulation (Master Clinician, Simucase, etc.). This would equate to no more than 5 observation hours via simulation. Hours obtained from video simulation must be approved/signed by an instructor. Before enrolling in CDIS 8250 Foundations of Education, a copy of these hours should be submitted to the instructor of record for CDIS 8250 and the original to the Director of Clinical Education.

If you have obtained **at least** 25 hours of observation through another program, these hours should be submitted to the Director of Clinical Education (and a copy to instructor for CDIS 8250) prior to enrolling in CDIS 8250. These hours must be signed by a certified speech-language pathologist and the ASHA number(s) must appear on the document(s).

Your “watching” and “making sense of” therapy services is evidenced by providing two forms of documentation – 1) CDIS Pre-Clinical Observation Record form – which essentially documents the “watching” and 2) this could be class discussion of a Master Clinician case, a written summary of an observation, etc. -- which documents that you worked to “make sense of” what you observed.

You must maintain the Pre-Clinical Observation Record form until you have completed all 25 observation hours (see Graduate Student CDIS Webpage Student Resources for the form). Observation hours must be documented legibly and on appropriate University and/or Communication Disorders Department forms. Maintain a copy for your records.

Report of Clinical Observation Hours during practicum

Observations are an important component of and play an important role in all practicum experiences in speech-language pathology. Students **are required to document** all clinical observations (e.g., [Pre-clinical Observations and Speech-Language-Hearing Screenings](#), [Practicum observations](#)) using the *Report of Clinical Observation Hours* form.

The program recommends that students **obtain a minimum of 25 observation hours** throughout **each** of the three speech-language pathology practicums. Beginning direct client contact **prior to** obtaining the full 25 hours of observation may be at the discretion of your site supervisor.

PRACTICUM IN SPEECH-LANGUAGE PATHOLOGY (CDIS 8810, CDIS 8820, AND CDIS 8830)

The current standards for the CCC-SLP [2020 Standards for the Certificate of Clinical Competence, effective date January 1, 2020] indicate,

1. *“Only direct contact (e.g., the individual receiving services must be present) with the individual or the individual's family in assessment, intervention, and/or counseling can be counted toward practicum. When counting clinical practicum hours for purposes of ASHA certification, only the actual time spent in sessions can be counted.”*
 - a. *Examples of activities that do not apply are:*
 - b. Writing/discussing session plans
 - c. Report writing
 - d. Scoring tests
 - e. Transcribing language samples
 - f. Preparing treatment activities or materials

- g. Discussing clients with supervisors or other professionals, including staffings
 - h. Programming AAC devices
2. *“Guided observation and direct client/patient contact must be under the supervision of a clinician who holds current ASHA certification in the appropriate profession and who, after earning the CCC-SLP, has completed (1) a minimum of 9 months of post-certification, full-time experience and (2) a minimum of 2 hours of professional development in the area of clinical instruction/supervision.”*
 - a. If you have more than one supervisor at the site, each is responsible for signing off on your clinical hours.
 - b. Only the supervisor who actually observes you in a clinical session is permitted to verify the credit given for the clinical practicum hours
 - c. One supervisor cannot sign for all supervisors on your clinical clock hours forms.
 3. *“The amount of supervision must be commensurate with the student’s knowledge, skills, and experience”.*
 - a. Supervision must take place periodically throughout the practicum
 - b. Supervision must be no less than 25% of your total contact with each client/patient.
 - c. It may be necessary for the minimum supervision requirement to be adjusted upward as your performance warrants.

Detailed information about required paperwork for each of the four clinical experiences in speech-language pathology and prevention are also available in the course syllabi for each practicum (available on the CDIS practicum website).

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 additional requirements for a particular site will be accompanied by 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 at least one year of clinical experience beyond the Clinical Fellowship Year (CFY);
- hold Illinois or Indiana state licensure;
- if working in the public schools, provide evidence of certification and PEL;
- 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 ASHA Standards for the Certificate of Clinical Competence (effective date January 1, 2020). 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. See the Practicum Manual for the role and purpose of The Clinical Team in the Student Review process, developing a **Clinical Performance Plan**, and **Grade Review**.

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.

NOTE: A student who earns a "C" in an academic course and a second "C" in practicum can be dismissed from the program.

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.

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.

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 and a poster presentation during practicum seminar. 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. 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 (2016). The Code of Ethics is available in the Appendix of this handbook and also online at <http://www.asha.org/Code-of-Ethics/>.

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 (2016). The current scope of practice document is available online at <https://www.asha.org/policy/sp2016-00343>.

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 were implemented January 1, 2020. The 2020 standards and implementation procedures for the Certificate of Clinical Competence in Speech-Language Pathology are in effect for all applications for certification received on or after January 1, 2020. The graduate program meets all requirements for the 2020 standards.

The 2020 standards are available on ASHA's website at <https://www.asha.org/Certification/2020-SLP-Certification-Standards/>

In addition, please see the 2014 and 2020 Side by Side Comparison <https://www.asha.org/uploadedFiles/2014-2020-SLP-Crosswalk.pdf>

FORMATIVE ASSESSMENT

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. 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 using the KASA, 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, which was initially to be submitted by candidates for certification; since that time, the KASA has been removed from the application for certification. The department continues to require that students maintain and submit a KASA form upon graduation. Although the form is used only internally within the department, it is an integral part of our formative assessment process and documentation of student achievement.

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 important 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 <https://www.govst.edu/chhs/dcd/mhs/>.

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 through the MyGSU Portal.

Graduation applications are processed twice each year.

- Students planning to graduate at the end of Spring or 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. 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.

DEPARTMENT POLICIES

Revised 2019

GSU has established academic policies on such matters as grading and student conduct. 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, and to maintain grades of B or higher in academic didactic courses (including CDIS prerequisites taken during your course sequence). Students earning a grade of “C” or lower are required to repeat that course. Any original grade of C even though the course was repeated and replaced with a higher grade is considered an earned C. A graduate course may only be repeated once. Students who earn a grade of C or below in a second academic course can be dismissed from the program or as deemed appropriate referred to a Student Review committee. Withdrawing from a course to circumvent a second “C” in the absence of significant circumstances (e.g., medical issues) should be avoided.

A grade of C usually indicates only minimally acceptable or unacceptable achievement of the competencies in the course. Remember that you are responsible for the knowledge and skills outlined in ASHA’s Standards for the Certificate of Clinical Competence in Speech-Language Pathology (2020) standards (as of January 2020). Any student earning a grade of C will be required to strengthen that content area by repeating the course or under justifiable circumstances through other mechanisms such as an independent study, a remediation plan, or clinical practicums in speech-language pathology.

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. A student who earns a “C” or lower in an academic course and a second “C” in a practicum course can be dismissed from the program.

ACADEMIC PROGRESS

Students are expected to maintain good standing and engage in the programmatic and curricular activities specified in this handbook and their study plan grids. When students do not meet these expectations, the student’s advisor may suspend authorization of further registration pending resolution. Students who do not maintain continuous registration and fall into inactive status will be required to apply for re-admission to the program during a subsequent application cycle.

5-YEAR PROGRAM COMPLETION

Faculty advisors work with students to develop a plan of study that can be accomplished within a reasonable time frame, and that will optimize student success on professional examinations and in external practicum performance. The program expectation is that students should complete the master’s degree requirements within 5 years of commencing graduate coursework. Students whose program extends beyond 5 years will be required to meet with the advisor and review performance and progress prior to being authorized to register for future semesters. The

advisor, in consultation with the department chair and faculty, will make a determination as to whether additional coursework or other requirements should be added to the plan of study in order to provide adequate preparation. The advisor, in consultation with the department chair and faculty, will also make a determination as to whether the barriers to progress are amenable to extending a program beyond five years. When it is determined that extending the program is untenable, a student may be dismissed from the program.

DISMISSAL

Students who do not meet the academic and behavioral expectations of the program may be dismissed from the program at any time. If appropriate, dismissal procedures will include opportunities for the student to remediate, and to appeal program decisions internally through the Student Review process, as well as at the university level as consistent with [GSU Policy 5, Student Grievance](#). Students dismissed from the program will not be considered for readmission. Reasons for dismissal include, but are not limited to:

- Failure to maintain academic good standing;
- Violation of the ASHA Code of Ethics;
- Insufficient academic progress; and
- Failure to demonstrate competency in any or all areas of the Essential Functions for Practice in speech-language pathology;
- Two grades of C or lower in academic courses (including prerequisites);
- Failure to achieve candidacy.

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 for help and resources.

NON-ACADEMIC PERFORMANCE

There are some non-academic qualities that are important in the functioning of a speech-language pathologist. Please refer to the Essential Functions document in the Practicum Handbook. Students 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 University programs and facilities. You may be eligible for academic accommodations if you have a documented physical, psychiatric (anxiety, depression, bipolar disorder, AD/HD, post-traumatic stress, or others) or a neurological disability such as a learning disability, autism or TBI. You must register and provide documentation with [Access Services for Students with Disabilities \(ASSD\)](https://www.govst.edu/disability-services/) (<https://www.govst.edu/disability-services/>) before faculty members are required to provide appropriate accommodations. For more information or to register, please contact ASSD at assd@govst.edu or 708-235-3968. To aid in creating an accessible learning environment for students with disabilities contact ASSD before or during the first week of classes.

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.

Grievance Procedures

A grievance is a serious complaint regarding an important academic or non-academic decision that a student believes is unfair or not in compliance with the university's stated policies. It is an official complaint resolution process that is available as recourse for students if they are unable to resolve issues directly with the faculty involved.

Most students complete their programs without any significant academic or non-academic complaints. Occasionally, students may disagree with a professor regarding academic issues such as grades, assignments, and course requirements. Please review your syllabus and course communications such as assignment descriptions and lecture notes prior to initiating a complaint. Remember that the faculty are committed to student success, and are available as a resource even when there are disagreements. Most of the time, these disagreements can be settled through direct communication with the professor.

Informal resolution is the first step. If you have attempted resolution with the professor, the next step is to contact the department chairperson. The department chairperson will expect you to prepare a written description of your complaint and how you have attempted to resolve it prior to meeting in person. You will have the opportunity to schedule a meeting and discuss your complaint with the department chairperson, who will work to find a resolution. Should you find that the dispute is still not resolved, you have the option to file a formal grievance.

Most disputes can, and should, be resolved without filing a grievance. If you do need them, procedures for filing a grievance are outlined [Policy 5 Student Grievance](#), available online in the MyGSU Portal, as well as 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 F1405. Faculty offices, faculty mailboxes, and the Clinical Materials Laboratory are located in CDIS office area.

CLINICAL MATERIALS LABORATORY

This room (F1403) 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 LABORATORY

The CDIS Laboratory (F1401) houses 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/chhs/dcd>. 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).

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. 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>.

TEACHING, LABORATORY, AND RESEARCH ASSISTANTSHIPS

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

The Department of Communication Disorders currently has one teaching assistantship. Teaching 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:

- ASHA Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP)
- Professional Educator License endorsed as Non-Teaching Speech-Language Pathologist
- 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 <https://www.asha.org/certification/>. ASHA's certification website also includes specific information about applying for certification in speech-language pathology (<http://www.asha.org/certification/SLPCertification/>).

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. In some cases (usually due to timing of the cost), you may wish to apply toward the end of your Clinical Fellowship. You will need the signature of the program director (department chairperson) on page 4 (Program Verification Form), dated within 2 months of the time you submit your application. **Currently, ASHA certification is completed online and you will request the verification form to be sent to the department chairperson for signature. When you submit your application please email your department chairperson your current address and place of employment.**

Once your application and KASA are reviewed and approved, the department chairperson (i.e., program director) can 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 maintained by the department. A copy of your application will be placed in your permanent program file. **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** 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/>. Please indicate that GSU is your attending institution -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 <https://www.govst.edu/chhs/dcd/>.

ILLINOIS STATE BOARD OF EDUCATION (ISBE) PROFESSIONAL EDUCATOR LICENSE (PEL)

The graduate program is approved by the Illinois State Board of Education, and graduates receive entitlement for the Professional Educator License endorsed in Non-Teaching Speech-Language Pathology. A PEL 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 online. 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: <https://www.isbe.net/Pages/Educator-Licensure-Application.aspx>. 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 applied for 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 two tests: (1) a basic skills test, i.e., either the ACT or SAT (the Test of Academic Proficiency, TAP is no longer required as of 6/30/19); and (2) Speech-Language Pathologist: Nonteaching 154 (content area test).

The department requires that

- **Students must pass the content area test (Speech-Language Pathologist: Nonteaching, #232) prior to graduation.**

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 will be adding an endorsement (i.e., non-teaching speech-language pathology) to your license. Do not let your current teaching credential lapse. You will be required to successfully complete the content exam in Non-Teaching Speech-Language Pathology.

Upon graduation, you will receive entitlement for the Professional Educator License through the College of Education (pending successful completion of the required content examination 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 <https://www.govst.edu/chhs/dcd/>. 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.

Applications are available online 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: CREDENTIALING BASICS FOR GSU GRADUATES PRACTICING IN ILLINOIS

REQUIRED EXAMS

PRAXIS:

If you intend to work immediately after graduation, **take the Praxis no later than midway through your last semester**. You must have this test passed in order to be eligible for the state temporary and regular licenses. ASHA does not require the test until you have completed the CF; however, in Illinois, the CF candidate must hold a temporary license, and that requires that all requirements (including exams) be met other than the CF. Have the score reported to GSU and to the Illinois Department of Financial and Professional Regulation (IDFPR).

- Link: <https://www.ets.org/>

ILLINOIS STATE BOARD OF EDUCATION (ISBE) TEST OF BASIC SKILLS (THE TEST OF ACADEMIC PROFICIENCY (TAP) IS NO LONGER REQUIRED.

ILLINOIS STATE BOARD OF EDUCATION (ISBE) CONTENT AREA EXAM #232 (FORMERLY #154) NON-TEACHING SLP THE CONTENT AREA TEST MUST BE PASSED BEFORE YOU GRADUATE. LINK: [HTTP://WWW.L.NESINC.COM/](http://www.l.nesinc.com/)

CREDENTIALS: WHAT YOU NEED TO APPLY FOR AND HOW TO APPLY

ASHA CERTIFICATE OF CLINICAL COMPETENCE (CCC)

- You may apply for the CCC when
 - (1) your graduate academic course work and clinical practicum are completed and
 - (2) your KASA has been verified by the program.
- Download and submit the three-page application form, official graduate transcript, and the application fee.
- Link: <http://www.asha.org/certification/SLPCertification/>

ILLINOIS DEPARTMENT OF FINANCIAL AND PROFESSIONAL REGULATION (IDFPR) LICENSE

1. Temporary*
 2. Regular
- MUST apply BEFORE beginning to work.
 - Approximately 3 weeks before graduation, apply for Temporary and Regular License (you must do both at the same time), minus the “ED” form.
 - When your degree posts, have the Registrar complete the “ED” form and send to IDFPR.
 - *The Temporary License is designed to allow CFs to work and bill Medicaid and other entities requiring a licensed professional. You must meet all requirements for a license EXCEPT you need not have completed Clinical Fellowship.
 - **You will need to apply for your License first, and then the ISBE Professional Educator License. You are not eligible for either one until your degree is posted.**
 - Link: <https://idfpr.illinois.gov/profs/SpeechLangAudio.asp>

ILLINOIS STATE BOARD OF EDUCATION (ISBE) PROFESSIONAL EDUCATOR LICENSE (FORMERLY TYPE 73 CERTIFICATE)

- Apply for the Professional Educator License using electronic process (ELIS, Educator Licensure Information System) as soon as your degree posts and your entitlement has been entered by the entitlement officer in the College of Education.
- Link: <http://www.isbe.net/licensure/default.htm>

APPENDIX B: NEW GRADUATES

WHEN CAN I WORK?

The earliest date on which you could begin working ANYWHERE in Illinois performing the duties of an SLP is the day your final degree is posted by the university and your application for a temporary license has been turned in. Degrees are usually posted within two to four weeks of the last official day of the semester.

You may begin work without the ASHA CCC as long as you have the appropriate ISBE or IDFPR credential.

You have 120 days from the time IDFPR received your original paperwork to complete your file with the “ED” form. You may legally practice during this time.

NON-SCHOOL SETTINGS

- You can work in a non-school setting for up to 120 days without a temporary license in your hands, as long as you are in the process of applying and have completed all requirements other than degree verification
- You MUST apply to IDFPR for a temporary and regular license BEFORE beginning to work anywhere
- Employers may want a letter from the Department verifying receipt of your paperwork

SCHOOL SETTINGS

- You need a Professional Educator License to work in the schools
- If you will begin work before your PEL and licensure paperwork is processed, you may be able to obtain a Substitute PEL to work under in the interim.

APPENDIX C: SUMMARY OF STEPS TO COMPLETE DEGREE REQUIREMENTS AND APPLY FOR CREDENTIALS

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 Fall registration for your first semester

- Complete online CDIS graduate student orientation.
- Meet with your advisor. Develop and submit your SSP.
- Take a test of basic skills i.e., ACT or SAT with writing.

August

- Attend the required New Graduate Student Orientation.
- Attend the Practicum Information Session (required)(part of New Graduate Student Orientation)

First term

- 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.
- Join NSSLHA or some other service organization

Second term

- Complete required CDIS Speech-Language-Hearing Screening if not done at orientation
- Begin signing up for screening and prevention activities

First year

- Complete undergraduate deficiencies.
- Take CDIS 6100, Professional and Scientific Foundations of CDIS.
- Take CDIS 6200, Advanced Assessment and Intervention.
- Take CDIS 7500, Child Language Disorders: Early Stages.
- Take CDIS 7550, Child Language Disorders: Later Stages

After nine semester hours of graduate CDIS coursework and all undergraduate deficiencies are complete; no later than the date indicated on your SSP grid:

- Apply for candidacy.

After completing 18 graduate CDIS credits

- Enroll in CDIS 8100 Professional Issues Seminar
- If you have not completed prevention (hearing screening and speech-language screening) or observation hours, you must complete both before your last term of coursework (in order to complete the requirements prior to taking CDIS 8200).

Last term of coursework

- Take CDIS 8200 Foundations of Clinical Practice
- Submit a Request to Take Qualifying Examination (CDIS 8300).
- Take and pass Speech-Language Pathologist: Nonteaching (154) content area test.
- Register to take the Praxis examinations for ASHA certification.
- Be certain that professional liability insurance and criminal background check are current.

Term following completion of coursework

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

During practicum

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

One to two terms prior to graduation

- Complete online graduation application.

Last term-one or two weeks before the end of the semester

- Apply to IDFPR for temporary and permanent Illinois licensure without the ED form completed
- Apply for ISBE Professional Educator License
- Apply for ASHA membership and certification
- After your degree posts, take the ED form for Illinois licensure to the registrar to be completed and sent to IDFPR
- Submit completed KASA to CDIS Program Director/Department Chair

APPENDIX D: CHECKLIST OF STEPS TO COMPLETE M.H.S. DEGREE REQUIREMENTS

- Schedule advising appointment/meet with advisor (May)
- Develop Student Study Plan (SSP) and grid with advisor (May-June)
- Attend CDIS Mandatory New Student Orientation (August)
- Have your hearing, speech and language screened (August)
- Complete all undergrad prerequisites (PEL, leveling courses) during the 1st semester or **no later than** the 2nd semester.
- Follow your SSP sequence (your advisor must approve ANY changes)
- Schedule two hearing/speech screening (prevention) activities. **Two separate screenings** must be completed. At least one must include speech screening.
- Apply for candidacy after 9 hours of graduate credits complete (see Date to-be submitted on SSP); undergrad prerequisites must be completed to apply.
 - Must have a documented ELLIS account.
 - Upload paperwork within **one** month to E-Value (emergency contact, background check, liability insurance, covid vaccine documentation, essential functions, request for practicum, and observation hours)
- Meet with Director of Clinical Education to discuss practicum and interests
- Enroll in 8100 after 18 graduate credits
- Enroll in 8250 only in the semester before practicum (final semester of coursework)
- Submit request to take Qualifying Exam

- Register for, take, and pass Qualifying Exam (most students also then take Praxis and ISBE Speech-Language Pathology Content exam (#232). The SLP Content exam is required for your degree to be conferred.
- Register for and begin practicum
- Attend practicum seminar (two per semester) while enrolled in practicum experience
- Review steps and documents for single-subject project to be completed during one of your practicum experiences (see required signatures)
- Complete and present your single-subject results at practicum seminar (within one semester of completing the project).
- Submit Graduation application no later than the first week of classes of the semester you intend to graduate
- Review credentialing materials www.govst.edu/chhs/dcd
 - Two weeks before end of semester in which you graduate:
 - Apply to IDFPR for temporary and permanent Illinois licensure without the ED form completed
 - Apply for ISBE Professional Educator License
 - After your degree posts, take the ED form for Illinois licensure to the registrar for seal and send to IDFPR
- Apply for and maintain your IL credentials, even if you plan to move out of state

APPENDIX E: CDIS QUALIFYING EXAMINATION 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 F: FREQUENTLY ASKED QUESTIONS

GRADES

WHAT HAPPENS IF I GET A C IN A GRADUATE COURSE?

Students in the master's program are required to maintain a 3.0 overall GPA and to graduate with grades of B in required courses. If you receive a grade of C it is an indication that you have not achieved the knowledge competencies required for entry-level practice in speech-language pathology. You will be required to re-take that course and receive a better grade. Two grades of C or lower in graduate courses will prevent you from being admitted to candidacy and progressing in the program. Any original grade of C even though the course was repeated and replaced with a higher grade is considered an earned C. Students who receive a C or lower in two graduate courses will not be permitted to continue in the program.

WHAT HAPPENS IF I GET A C IN A PRACTICUM?

A grade of C in a practicum course indicates a serious problem in meeting the competencies required for entry-level practice, and as such, will not be accepted as meeting degree requirements. You will be referred to the student review process and required to re-take that practicum. You will only be permitted to re-take a practicum once. A subsequent grade of C in practicum will terminate your participation in the program. Any student with a grade of C in coursework and a subsequent C in practicum will be subject to dismissal from the program.

REGISTRATION

WHEN CAN I REGISTER?

Graduate students are permitted to register for university courses in general during open registration periods as indicated in the GSU Catalog. You may register for CDIS undergraduate courses at that time as well. Graduate courses are restricted through authorizations. You must wait until the CDIS Administrative Aide emails you to indicate that you have been authorized for graduate courses before you can register.

WHY CAN'T I REGISTER?

Registration problems can occur for multiple reasons. The university occasionally puts holds on registration for reasons such as missing information (e.g., pre-requisites), and academic progress disruptions. To find out if your registration has been put on hold by the university, contact the Registrar. Student registration is no longer held for non-payment.

Another problem may be that your registration for CDIS courses has not been authorized. This can occur if you do not have an approved and current schedule grid on file, if you have not met candidacy requirements, or if you have not maintained satisfactory academic progress and good standing. Check with your advisor to resolve any issues that are preventing you from registering in a timely fashion.

CANDIDACY

WHEN SHOULD I APPLY FOR CANDIDACY?

Students apply for candidacy after completing three CDIS courses and meeting all candidacy requirements. Your advisor will put a target date for applying on your course schedule grid. It is expected that you will apply for candidacy

no later than three semesters after you begin your graduate program. Candidacy applications should be submitted as soon as the requirements are met; usually, this is after grades have been posted for the first or second semester of your program and you can show that you have successfully completed at least three CDIS courses. You should not delay your application past the date indicated by your advisor. Target dates across students may vary.

WHAT HAPPENS IF I DON'T APPLY FOR CANDIDACY ON TIME?

If you have any problems applying for candidacy on time you should consult your advisor as soon as possible. Students will not be authorized to register for CDIS classes after they have missed the deadline for applying for candidacy as indicated on their course schedule grid. If this happens, you must contact your advisor to explain why your application is late and establish a new timeline. However, it is expected that you will meet the candidacy requirements and submit your application no later than three semesters after you being your graduate program. Continued difficulties meeting candidacy requirements will impede your progress and result in referral to the student review process. You may be required to develop a new course schedule grid and/or engage in remediation.

WHAT HAPPENS AFTER I APPLY FOR CANDIDACY?

Once you submit your candidacy application to your advisor, your advisor presents your application to the faculty for consideration. In most cases, students clearly are making satisfactory progress and are eligible for candidacy. Your advisor will send you a letter indicating that you have been admitted to candidacy, usually within four to six weeks of your application.

Occasionally, students meet most of the criteria for admission to candidacy, but may need continued work in order to be fully admitted. For example, the faculty may advise that you consult with the writing center if your writing needs strengthening. Your advisor will send you a letter indicating that you have been conditionally admitted to candidacy, and what further requirements you must meet to be fully admitted. Conditional admission will allow you to register for one additional semester before being fully admitted to candidacy. You do not have to submit a new candidacy application unless indicated in the letter from your advisor.

On rare occasions, a student may not meet the criteria for admission to candidacy. Your advisor will send you a letter indicating that you have not been admitted to candidacy, along with the reasons. The letter will indicate the next steps you may take. Generally speaking, students who are denied candidacy are not permitted to continue in the program.

TEST OF ACADEMIC PROFICIENCY (TAP)

DO I HAVE TO TAKE THE TAP?

As of June 30, 2019 the Test of Academic Proficiency (TAP) is no longer required by the Illinois State Board of Education (ISBE).

How do I report my scores for the ACT/SAT?

As of August 9, 2019 the test of basic skills requirement (including ACT/SAT) are no longer required.

APPENDIX G: UNIVERSITY POLICIES AND STATEMENTS

There are a number of Governors State University policies and statements that serve to guide matters relevant to academic degree programs and student life. Some references to policy and statements are found throughout the CDIS Graduate Student Handbook and below. For all University policies please see <https://www.govst.edu/policies/>.

Policy 6 Withdrawal Policy (Revised April, 2020):

Please note recent changes to the Withdrawal Policy (Policy 6) that includes changes to grading options to appear on student transcripts (e.g., Withdraw Passing, Withdraw Failing).

Policy 78 Title IX Statement:

Consistent with GSU Policy 78, Title IX and Anti-Sex Discrimination, Harassment and Retaliation Policy, Title IX regulations make it clear that violence and harassment based on sex and gender is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories, such as race, national origin, etc... The University has a duty to prevent harassment, post policies against it, to investigate complaints, and to take prompt action to stop harassment when it occurs. Contact the Governors State University Title IX Coordinator to report any incidents at titleixofficer@govst.edu or call 708.534-4100 and ask to speak to the Title IX Coordinator. For complete Title IX information and resources, visit: <https://www.govst.edu/TitleIX/>.

Emergency Preparedness Statement:

In case of emergency, the University's Alert System will be activated. Students are encouraged to maintain updated contact information using the link on the homepage of the myGSU portal. In addition, students are encouraged to familiarize themselves with the Emergency Procedures posted in each classroom. Detailed information about the University's emergency management plan, information about how to update your contact information, and the Campus Safety Booklet can be found at <http://www.govst.edu/emergency>.



AMERICAN
SPEECH-LANGUAGE-
HEARING
ASSOCIATION

CODE OF ETHICS

Reference this material as: American Speech-Language-Hearing Association. (2016). Code of Ethics [Ethics]. Available from www.asha.org/policy.

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PREAMBLE

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

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

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

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

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

The fundamentals of ethical conduct are described by Principles of Ethics and by Rules of Ethics. The four Principles of Ethics form the underlying philosophical basis for the Code of Ethics and are reflected in the following areas: (I) responsibility to persons served professionally and to research participants, both human and animal; (II) responsibility for one’s professional competence; (III) responsibility to the public; and (IV) responsibility for professional relationships. Individuals shall honor and abide by these Principles as affirmative obligations under all conditions of applicable professional activity. Rules of Ethics are specific statements of minimally acceptable as well as unacceptable professional conduct.

The Code is designed to provide guidance to members, applicants, and certified individuals as they make professional decisions. Because the Code is not intended to address specific situations and is not inclusive of all possible ethical dilemmas, professionals are expected to follow the written provisions and to uphold the spirit and purpose of the Code. Adherence to the Code of Ethics and its enforcement results in respect for the

professions and positive outcomes for individuals who benefit from the work of audiologists, speech-language pathologists, and speech, language, and hearing scientists.

TERMINOLOGY

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

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

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

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

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

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

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

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

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

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

know, known, or knowingly – Having or reflecting knowledge.

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

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

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

nolo contendere – No contest.

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

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

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

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

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

support personnel – Those providing support to audiologists, speech-language pathologists, or speech, language, and hearing scientists (e.g., technician, paraprofessional, aide, or assistant in audiology, speech-language pathology, or communication sciences and disorders).

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

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

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 clinical services and scientific activities competently.
- B. Individuals shall use every resource, including referral and/or interprofessional collaboration when appropriate, to ensure that quality service is provided.
- C. Individuals shall not discriminate in the delivery of professional services or in the conduct of research and scholarly activities on the basis of race, ethnicity, sex, gender identity/gender expression, sexual orientation, age, religion, national origin, disability, culture, language, or dialect.
- D. Individuals shall not misrepresent the credentials of aides, assistants, technicians, support personnel, students, research interns, Clinical Fellows, or any others under their supervision, and they shall inform those they serve professionally of the name, role, and professional credentials of persons providing services.
- E. Individuals who hold the Certificate of Clinical Competence may delegate tasks related to the provision of clinical services to aides, assistants, technicians, support personnel, or any other persons

only if those persons are adequately prepared and are appropriately supervised. The responsibility for the welfare of those being served remains with the certified individual.

- F. Individuals who hold the Certificate of Clinical Competence shall not delegate tasks that require the unique skills, knowledge, judgment, or credentials that are within the scope of their profession to aides, assistants, technicians, support personnel, or any nonprofessionals over whom they have supervisory responsibility.
- G. Individuals who hold the Certificate of Clinical Competence may delegate to students tasks related to the provision of clinical services that require the unique skills, knowledge, and judgment that are within the scope of practice of their profession only if those students are adequately prepared and are appropriately supervised. The responsibility for the welfare of those being served remains with the certified individual.
- H. Individuals shall obtain informed consent from the persons they serve about the nature and possible risks and effects of services provided, technology employed, and products dispensed. This obligation also includes informing persons served about possible effects of not engaging in treatment or not following clinical recommendations. If diminished decision-making ability of persons served is suspected, individuals should seek appropriate authorization for services, such as authorization from a spouse, other family member, or legally authorized/appointed representative.
- I. Individuals shall enroll and include persons as participants in research or teaching demonstrations only if participation is voluntary, without coercion, and with informed consent.
- J. Individuals shall accurately represent the intended purpose of a service, product, or research endeavor and shall abide by established guidelines for clinical practice and the responsible conduct of research.
- K. Individuals who hold the Certificate of Clinical Competence shall evaluate the effectiveness of services provided, technology employed, and products dispensed, and they shall provide services or dispense products only when benefit can reasonably be expected.
- L. Individuals may make a reasonable statement of prognosis, but they shall not guarantee—directly or by implication—the results of any treatment or procedure.
- M. Individuals who hold the Certificate of Clinical Competence shall use independent and evidence-based clinical judgment, keeping paramount the best interests of those being served.
- N. Individuals who hold the Certificate of Clinical Competence shall not provide clinical services solely by correspondence, but may provide services via telepractice consistent with professional standards and state and federal regulations.
- O. Individuals shall protect the confidentiality and security of records of professional services provided, research and scholarly activities conducted, and products dispensed. Access to these records shall be allowed only when doing so is necessary to protect the welfare of the person or of the community, is legally authorized, or is otherwise required by law.
- P. Individuals shall protect the confidentiality of any professional or personal information about persons served professionally or participants involved in research and scholarly activities and may disclose confidential information only when doing so is necessary to protect the welfare of the person or of the community, is legally authorized, or is otherwise required by law.
- Q. Individuals shall maintain timely records and accurately record and bill for services provided and products dispensed and shall not misrepresent services provided, products dispensed, or research and scholarly activities conducted.
- R. Individuals whose professional practice is adversely affected by substance abuse, addiction, or other health-related conditions are impaired practitioners and shall seek professional assistance and, where appropriate, withdraw from the affected areas of practice.

- S. Individuals who have knowledge that a colleague is unable to provide professional services with reasonable skill and safety shall report this information to the appropriate authority, internally if a mechanism exists and, otherwise, externally.
- T. Individuals shall provide reasonable notice and information about alternatives for obtaining care in the event that they can no longer provide professional services.

PRINCIPLE OF ETHICS II

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

RULES OF ETHICS

- A. Individuals who hold the Certificate of Clinical Competence shall engage in only those aspects of the professions that are within the scope of their professional practice and competence, considering their certification status, education, training, and experience.
- B. Members who do not hold the Certificate of Clinical Competence may not engage in the provision of clinical services; however, individuals who are in the certification application process may engage in the provision of clinical services consistent with current local and state laws and regulations and with ASHA certification requirements.
- C. Individuals who engage in research shall comply with all institutional, state, and federal regulations that address any aspects of research, including those that involve human participants and animals.
- D. Individuals shall enhance and refine their professional competence and expertise through engagement in lifelong learning applicable to their professional activities and skills.
- E. Individuals in administrative or supervisory roles shall not require or permit their professional staff to provide services or conduct research activities that exceed the staff member's certification status, competence, education, training, and experience.
- F. Individuals in administrative or supervisory roles shall not require or permit their professional staff to provide services or conduct clinical activities that compromise the staff member's independent and objective professional judgment.
- G. Individuals shall make use of technology and instrumentation consistent with accepted professional guidelines in their areas of practice. When such technology is not available, an appropriate referral may be made.
- H. Individuals shall ensure that all technology and instrumentation used to provide services or to conduct research and scholarly activities are in proper working order and are properly calibrated.

PRINCIPLE OF ETHICS III

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

RULES OF ETHICS

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

- B. Individuals shall avoid engaging in conflicts of interest whereby personal, financial, or other considerations have the potential to influence or compromise professional judgment and objectivity.
- C. Individuals shall not misrepresent research and scholarly activities, diagnostic information, services provided, results of services provided, products dispensed, or the effects of products dispensed.
- D. Individuals shall not defraud through intent, ignorance, or negligence or engage in any scheme to defraud in connection with obtaining payment, reimbursement, or grants and contracts for services provided, research conducted, or products dispensed.
- E. Individuals' statements to the public shall provide accurate and complete information about the nature and management of communication disorders, about the professions, about professional services, about products for sale, and about research and scholarly activities.
- F. Individuals' statements to the public shall adhere to prevailing professional norms and shall not contain misrepresentations when advertising, announcing, and promoting their professional services and products and when reporting research results.
- G. Individuals shall not knowingly make false financial or nonfinancial statements and shall complete all materials honestly and without omission.

PRINCIPLE OF ETHICS IV

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

RULES OF ETHICS

- A. Individuals shall work collaboratively, when appropriate, with members of one's own profession and/or members of other professions to deliver the highest quality of care.
- B. Individuals shall exercise independent professional judgment in recommending and providing professional services when an administrative mandate, referral source, or prescription prevents keeping the welfare of persons served paramount.
- C. Individuals' statements to colleagues about professional services, research results, and products shall adhere to prevailing professional standards and shall contain no misrepresentations.
- D. Individuals shall not engage in any form of conduct that adversely reflects on the professions or on the individual's fitness to serve persons professionally.
- E. Individuals shall not engage in dishonesty, negligence, fraud, deceit, or misrepresentation.
- F. Applicants for certification or membership, and individuals making disclosures, shall not knowingly make false statements and shall complete all application and disclosure materials honestly and without omission.
- G. Individuals shall not engage in any form of harassment, power abuse, or sexual harassment.
- H. Individuals shall not engage in sexual activities with individuals (other than a spouse or other individual with whom a prior consensual relationship exists) over whom they exercise professional authority or power, including persons receiving services, assistants, students, or research participants.
- I. Individuals shall not knowingly allow anyone under their supervision to engage in any practice that violates the Code of Ethics.
- J. Individuals shall assign credit only to those who have contributed to a publication, presentation, process, or product. Credit shall be assigned in proportion to the contribution and only with the contributor's consent.
- K. Individuals shall reference the source when using other persons' ideas, research, presentations,

results, or products in written, oral, or any other media presentation or summary. To do otherwise constitutes plagiarism.

- L. Individuals shall not discriminate in their relationships with colleagues, assistants, students, support personnel, and members of other professions and disciplines on the basis of race, ethnicity, sex, gender identity/gender expression, sexual orientation, age, religion, national origin, disability, culture, language, dialect, or socioeconomic status.
- M. Individuals with evidence that the Code of Ethics may have been violated have the responsibility to work collaboratively to resolve the situation where possible or to inform the Board of Ethics through its established procedures.
- N. Individuals shall report members of other professions who they know have violated standards of to the appropriate professional licensing authority or board, other professional regulatory body, or professional association when such violation compromises the welfare of persons served and/or research participants.
- O. Individuals shall not file or encourage others to file complaints that disregard or ignore facts that would disprove the allegation; the Code of Ethics shall not be used for personal reprisal, as a means of addressing personal animosity, or as a vehicle for retaliation.
- P. Individuals making and responding to complaints shall comply fully with the policies of the Board of Ethics in its consideration, adjudication, and resolution of complaints of alleged violations of the Code of Ethics.
- Q. Individuals involved in ethics complaints shall not knowingly make false statements of fact or withhold relevant facts necessary to fairly adjudicate the complaints.
- R. Individuals shall comply with local, state, and federal laws and regulations applicable to professional practice, research ethics, and the responsible conduct of research.
- S. Individuals who have been convicted; been found guilty; or entered a plea of guilty or nolo contendere to (1) any misdemeanor involving dishonesty, physical harm—or the threat of physical harm—to the person or property of another, or (2) any felony, shall self-report by notifying ASHA Standards and Ethics (see Terminology for mailing address) in writing within 30 days of the conviction, plea, or finding of guilt. Individuals shall also provide a certified copy of the conviction, plea, nolo contendere record, or docket entry to ASHA Standards and Ethics within 30 days of self-reporting.
- T. Individuals who have been publicly sanctioned or denied a license or a professional credential by any professional association, professional licensing authority or board, or other professional regulatory body shall self-report by notifying ASHA Standards and Ethics (see Terminology for mailing address) in writing within 30 days of the final action or disposition. Individuals shall also provide a certified copy of the final action, sanction, or disposition to ASHA Standards and Ethics within 30 days of self-reporting.