

**Missouri State University**

**DEPARTMENT OF COMMUNICATION SCIENCES AND DISORDERS**

**GRADUATE PROGRAM ACADEMIC HANDBOOK**

**Audiology/Speech-Language Pathology/Education of the Deaf and Hard of Hearing**

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## Introduction

### Accreditation/Program Approval

Welcome to the Department of Communication Sciences and Disorders at Missouri State University. The Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association (2200 Research Boulevard #310, Rockville, Maryland 20850, 800-498-2071 or 301-296-5700) accredits our graduate programs in Speech-Language Pathology (MS) and Audiology (AuD). The Council on Education of the Deaf approves our master's program in Deaf Education.

There is a wealth of information on our website to familiarize you with what makes our department special. The purpose of this handbook is to assist you as you navigate through your professional education. Many policies, procedures, requirements and conditions that must be met in order to satisfactorily complete the degree programs are outlined herein. Additionally, various policies and procedures of the CSD Speech-Language-Hearing Clinic are delineated.

Please become familiar with the contents of this handbook and use it as a reference while in the graduate programs in CSD. You are expected to adhere to the contents of this handbook and to seek clarification from the department head, clinic director or your academic advisor if there are points that are unclear or questions that are not answered.

### Mission Statements

On June 15, 1995, Missouri Governor Mel Carnahan signed into law Senate Bill 340 which gave MSU a statewide mission in Public Affairs. This mission defines a primary way in which a Missouri State education is different from that of other universities and one way by which we educate our students to imagine the future. The mission embodies the following three broad themes:

1. Ethical Leadership  
Goal: Students will articulate their value systems, act ethically within the context of a democratic society, and demonstrate engaged and principled leadership.
2. Cultural Competence  
Goal: Students will recognize and respect multiple perspectives and cultures.
3. Community Engagement  
Goal: Students will recognize the importance of contributing their knowledge and experiences to their own community and the broader society.  
Goal: Students will recognize the importance of scientific principles in the generation of sound public policy.

As you progress through your graduate degree in CSD, you will find evidence of the public affairs mission throughout the curriculum.

The McQueary College of Health and Human Services mission focuses on improving the health and well-being of people in Missouri, the nation, and the global community through education, research, and service. MCHHS values multidisciplinary approaches, instills the public affairs mission, and encourages students and faculty to develop lifelong learning skills.

The mission of the Department of Communication Sciences and Disorders is three-fold in that it encompasses areas of teaching, research, and service.

**TEACHING:** To educate and inspire diverse, life-long learners in the fields of Audiology, Education of the Deaf and Hard of Hearing, and Speech-Language Pathology

**RESEARCH:** To positively affect the University and empower the greater community through cutting-edge research and sharing of research and practice in educational forums and resources

**SERVICE:** To enhance the communication abilities and the quality of life of those we serve in the community through exemplary, culturally competent, clinical, educational, and collaborative service.

### Student Organizations

**Get Involved!** You are strongly encouraged to get involved and participate in student organizations. We have a local chapter of the Student Academy of Audiology (SAA) and the National Student Speech-Language-Hearing Association (NSSLHA). We also have a Sign Language Club.

The SAA is the national student organization of the American Academy of Audiology that serves as a collective voice for students and advances the rights, interests, and welfare of students pursuing careers in audiology. The SAA introduces students to lifelong involvement in activities that promote and advance the profession of audiology, and provides services, information, education, representation and advocacy for the profession and the public we serve. For more information, see <https://www.audiology.org/education-research/education/students>

The NSSLHA is for graduate and undergraduate students interested in the study of normal and disordered human communication behavior. It is the official national student association, recognized by the American Speech-Language-Hearing Association (ASHA). The Missouri State University chapter of NSSLHA participates in a variety of community events and fundraisers throughout the year. NSSLHA membership is available to full or part-time undergraduate and graduate students in CSD. NSSLHA members are entitled to several benefits, including NSSLHA publications, the ASHA Leader, a choice of one ASHA journal, reduced registration fees for the annual ASHA Convention, and significant savings on the first year of ASHA membership. Visit NSSLHA's website (<http://www.nsslha.org>) to find out how to join.

### **Curriculum**

Upon admission, you are assigned an academic advisor. You will meet with your advisor a minimum of once toward the end of each semester to determine course enrollments for the following semester. You can run a degree audit to help you determine what courses are expected. Program of studies for each graduate program can be viewed on the CSD webpage.

### AuD Students

The AuD program prepares professionals to enter the workplace with a high level of skills and knowledge through intensive academic and clinical experiences. Clinical experiences are obtained both at the CSD Speech Language Hearing Clinic located on campus and at off campus locations. The doctoral program can be completed in eleven semesters. Occasionally if you lack requisite knowledge, you may need to take a few additional classes. Ask your academic advisor if your undergraduate classes meet all pre-requisites.

### SLP Students

The SLP graduate program focuses on the academic, clinical and research foundations for a career as a speech-language pathologist. The program is designed to prepare students to make intelligent decisions and take appropriate, thoughtful action. Critical thinking and problem-solving to identify and meet the communication needs of individuals and families is encouraged. Clinical experiences are obtained both at the CSD Speech Language Hearing Clinic located on campus and at off campus locations.

### EDHH Students

The graduate program in Education of the Deaf and Hard of Hearing prepares students for employment as a teacher of the deaf and hard of hearing. The program embraces a comprehensive philosophy, preparing graduates to provide education to students with impaired hearing using an oral or manual approach. In order to earn teacher certification, graduates must also complete coursework required by the Department of Elementary and Secondary Education (DESE) for the state of Missouri. Your advisor will assist you with scheduling these classes. Practicum experiences are obtained in the Preschool Program (part of the on campus CSD Speech Language Hearing Clinic) and at off campus locations.

### Research Requirements

All students must successfully complete a thesis (CSD 799/999) or research project (CSD 784/884) requirement. You will be given the opportunity to learn the research interests of the faculty in an effort to be paired with a research advisor with whom you share similar interests. Faculty will meet and discuss student interests and make assignments.

Many students wonder if they should do a thesis or a project. Your academic and research advisors can help you determine this. The thesis option is a rigorous undertaking, with greater depth and breadth of content than a research project, as defined and approved by the thesis committee. Therefore, you may be advised to choose the project option if the faculty believe that you have a limited possibility of successfully completing the thesis in a reasonable period of time, or for any other reason which might jeopardize you successfully completing your graduate degree.

### Thesis Requirements:

- A thesis must be in final publication form (APA format), sequenced according to the Graduate School guidelines, approved by the thesis director and thesis committee and submitted to the department head at least 2 weeks before the Graduate School deadline.
- Thesis students will have a thesis committee who will assist with the research. The thesis advisor/thesis committee chair must be a member of the graduate faculty in CSD.
- The thesis must be at least 6 total credit hours (2 summer, 2 fall, 2 spring). If you do not

complete your thesis in three semesters, you may be expected to enroll in additional hours, until it is completed. You will be graded each semester relative to the syllabus for thesis.

- Before beginning data collection, you must prepare a thesis prospectus, consisting of a fully-developed literature review, research question, and method section. The prospectus is to be presented to the thesis committee. After your data is collected and you have completed your results and discussion sections, you must formally defend your thesis before the thesis committee.
- SLP and EDHH students selecting a thesis option may use the oral defense of their thesis to satisfy the comprehensive examination requirement. The student will be required to defend their thesis before their thesis committee.
- Students must also present their thesis in an approved professional meeting. Appropriate presentation venues include the ASHA Annual Convention, Missouri Speech-Language-Hearing Association Meeting, AAA Annual Convention, CHHS Student Research Symposium, Missouri State University Graduate Student Einhellig Interdisciplinary Forum.

#### Project:

- A final copy of the project must be approved by the Project Director and submitted to the Department Head two weeks before the Graduate School deadline. The project (in most cases) needs to be in publication form (APA format) and sequenced according to examples on file in the department office.
- Project students will have a project advisor. AuD students must also have a committee comprised of at least 2 additional individuals.
- The project must be at least 3 total credit hours for SLP and EDHH students and 6 credit hours for AuD students. Enrollment typically spans over a summer, fall and spring semesters for SLP and AuD students and fall and spring semesters for EDHH students. If you do not complete your project in the minimum hours required (3 for SLP and EDHH and 6 for audiology), you may be expected to enroll in additional hours, until it is completed.
- The content of the project must be appropriate to the topic selected as defined and approved by the project advisor. Contract timelines are established by the advisor.
- Project advisors will assign a grade each semester as prescribed in the project syllabus.
- Students are required to present the results of their project at an approved professional meeting (publication of the project is encouraged). Appropriate presentation venues include the ASHA Annual Convention, Missouri Speech-Language-Hearing Association Meeting, AAA Annual Convention, CHHS Student Research Symposium, Missouri State University Graduate Student Einhellig Interdisciplinary Forum.

#### Comprehensive Examinations

Comprehensive examinations are a requirement of all graduate programs in CSD. They consist of a written portion and, when necessary, an oral portion.

The schedules of comprehensive examinations are different for each program.

- SLP and EDHH students will take comprehensive examinations in the spring semester of their second year. AuD students will take comprehensive examinations in the spring of their third year.
- Students must take the examination at the time it is offered unless there are extenuating

- circumstances such as changes in course timeline/sequence.
- Students must pass all comprehensive examinations.

#### AuD Comprehensive Exam Policy

At the beginning of the spring of the third year, students will take comprehensive written examinations. The comprehensive examinations will include all course material covered to date. Some examinations will be from individual area/course (e.g. Anatomy and Neurophysiology) and some will be from a combination of areas/courses (e.g. Diagnostics in adults and pediatrics). Students will be given a “PASS”, “LOW PASS” or “NO PASS” grade. Students have to successfully complete (pass/low pass) the written comprehensive examinations in all areas to be exempt from oral examinations. Students who do not pass the written examinations will be re-examined according to these conditions:

- 1) If students do not pass 1—4 written examination areas, they will be required to take *oral* examinations in these areas. An oral examination(s) will be administered within 3-6 weeks in the “unsuccessful” areas. Each oral examination will be conducted by at least two faculty members, including the course specific faculty. Students who are unable to demonstrate competency in the oral examination(s), *a remediation plan* will be developed and administered. The length, content and form (written paper or an oral presentation) of the remediation plan will be determined based on the competencies that must be demonstrated. This will be evaluated as “successful” or “unsuccessful” by the course specific faculty member (s) involved, an additional faculty member, and the department Head. If students do not successfully complete the remediation plan, they have “failed” the comprehensive examination. Consequently, they will not be allowed to go to their externship and may be dismissed from the program.
- 2) If students do not pass five or more written examination areas of the entire written examination, they will be required to take *written* examinations a second time in all unsuccessful written areas within 3-6 weeks. Students who pass the written examinations except 1-2 areas, *a remediation plan* will be developed and administered (see above). However, students who do not successfully complete the remediation plan or do not pass all written examination areas a second time, they have “failed” the comprehensive examination. Consequently, they will not be allowed to go to their externship and may be dismissed from the program.

In either case, faculty will meet with the students, provide feedback including specific examples of unacceptable performance and offer additional support to assist the student in meeting expected levels of competency and performance.

#### SLP Comprehensive Exam Policy

##### Written Examination

Students must attain a score of 75% or better in each written subject area section (multiple choice), as well as in a written integrative section. Students will be exempt from oral examinations (detailed

below) in each section in which they reached at least 75% accuracy. Students must achieve 75% or higher on at least eight subject areas to progress to orals. An oral comprehensive examination will be required for students who do not achieve a minimum score of 75% in any section. Orals will cover the deficient content area(s), although since it is a comprehensive examination, students should correctly integrate knowledge from across their curricula. Each oral examination will be conducted by at least two faculty members and may be conducted via videoconferencing. The student responses during the oral examination will be evaluated as “successful” or “unsuccessful” by the faculty involved for each section. If a student is “unsuccessful” in any section, he/she has “failed” the comprehensive examination a first time and must retake the written comprehensive examination, at a time to be determined by faculty with consideration of student input, in the sections deemed “unsuccessful”.

Faculty will provide feedback including specific examples of unacceptable performance and offer additional support and in an effort to assist the student in meeting expected levels of performance. Students who fail their initial comprehensive examination (consisting of written and oral) will retake the written comprehensive examination in all sections deemed “unsuccessful” in one sitting.

Students who “fail” the comprehensive examination a second time must complete a final examination in the section(s) of concern. This will be evaluated as “successful” or “unsuccessful” by the course specific faculty member (s) involved, an additional faculty member, and the department head. If the student is unsuccessful, he/she has “failed” the comprehensive examination and will be dismissed from the program and not eligible to graduate.

#### **Failure of Initial Written Examination**

Students who on their first attempt do not meet the criteria of passing 8 sections, will be ineligible for orals, and must retake an entire written comprehensive examination. Faculty will provide feedback including specific examples of unacceptable performance and offer additional support and in an effort to assist the student in meeting expected levels of performance. The comprehensive examination will include a multiple choice portion for each subject area section as well as a written integrative section and the pass criteria will remain 75% for each section. Following this second written exam, students will be exempt from oral examinations (detailed above) in each section in which they reached at least 75% accuracy. Students again must achieve 75% or higher on at least eight subject areas to progress to orals. Oral exams will be conducted as described above and if a student is “unsuccessful” in any section, he/she has “failed” the comprehensive examination a second time. Faculty will provide feedback including specific examples of unacceptable performance and offer additional support and in an effort to assist the student in meeting expected levels of performance.

The third and final attempt at the comprehensive examination will take place at a time to be determined by faculty with consideration of student input. The format of the third attempt \*\*may be either written or oral, or a combination and will be determined by the faculty and department head. If the student is unsuccessful in this third attempt, he/she has “failed” the comprehensive examination and will be dismissed from the program and not eligible to graduate.

#### **Failure of Second Written Exam**

If in his/her second written attempt, a student does not meet this criterion of 75% in 8 areas, they

will be given a third attempt at a written exam. Faculty will provide feedback including specific examples of unacceptable performance and offer additional support and in an effort to assist the student in meeting expected levels of performance. If the does student achieve a score of 75% on a least 8 sections of the exam, this third attempt will progress to the oral portion of the exam. If the student is not successful on the oral portion of this third exam and fails the third attempt at the comprehensive exam, she/he will be dismissed from the program and will not be eligible to graduate. If the student does not achieve a score of 75% on 8 areas in their third attempt of the third written exam, the student is unsuccessful, he/she has “failed” the comprehensive examination and will be dismissed from the program and not eligible to graduate.

### EDHH Comprehensive Exam Policy

Students must successfully complete a comprehensive examination following the completion of all content courses in the EDHH graduate program. If a student completes a thesis, they will not be required to take the comprehensive examination.

The comprehensive exam is held during the first week of the second spring semester prior to beginning their student teaching placement.

The total time of the comprehensive examination is 3 hours. The format will consist of multiple choice questions and some true/false questions.

Students must earn an overall test score of 70% or above to pass the comprehensive examination.

If a student does not pass the comprehensive examination, the student must take an examination in the same semester over the content/course(s) failed. This examination will be in an oral format. If the student fails the oral exam, a third format will be determined at that time.

Any student failing the comprehensive examination 3 times will not be allowed to continue in the graduate program.

## **Policies**

### Missouri State University Student Rights Policy

The Code of Student Rights and Responsibilities of Missouri State University: The Office of Student Conduct serves the students of the MSU community. The office is responsible for the implementation of the Code of Student Rights and Responsibilities, adjudicating alleged violations of the Code, safeguarding student rights, and dealing with emergency situations which involve students.

The Office of Student Conduct recognizes that every facet of student life is an opportunity for learning and inquiry. The Code of Student Rights and Responsibilities should be viewed as an educational tool designed to assist students in their endeavors to educate themselves and become active, involved, and responsible citizens. For more information, see [visit the Office of Student Conduct website](#).

One topic covered by the Office of Student Conduct is the FERPA policy. FERPA is the Family Educational Rights and Privacy Act. It is a federal law that protects the privacy of your records.

Under FERPA law, you are entitled to see your educational records, consent to disclosure of personally identifiable information (except to the extent that FERPA authorizes disclosure without consent), seek correction of your records if inaccuracies are found, and file a complaint with the US Department of Education if your rights are violated.

### Disability Accommodation

If you are a student with a disability and anticipate barriers related to this course, it is important to request accommodations and establish an accommodation plan with the University. Please contact the Disability Resource Center (DRC) at the [Disability Resource Center website](#), Meyer Library, Suite 111, 417-836-4192, to initiate the process to establish your accommodation plan. The DRC will work with you to establish your accommodation plan, or it may refer you to other appropriate resources based on the nature of your disability. In order to prepare an accommodation plan, the University usually requires that students provide documentation relating to their disability. Please be prepared to provide such documentation if requested. Once a University accommodation plan is established, you may notify the class instructor of approved accommodations. If you wish to utilize your accommodation plan, it is suggested that you do so in a timely manner, preferably within the first two weeks of class. Early notification to the instructor allows for full benefit of the accommodations identified in the plan. Instructors will not receive the accommodation plan until you provide that plan, and are not required to apply accommodations retroactively.

### Title IX Policy

Missouri State University has a Title IX policy that guides our response to instances of sexual violence. Sexual Violence includes: Rape, Sexual Assault, Sexual Misconduct, Sexual Discrimination, Domestic Violence, Dating Violence, Stalking, Sexual Harassment and Pregnancy issues. The Title IX policy can be located on the [MSU Title IX website](#). This website is also a good resource for any questions or issues involving Title IX and contains contact information for the MSU Title IX Office and staff. Read an [overview of the Title IX office](#).

### Non Discrimination Policy

Missouri State University is an equal opportunity/affirmative action institution, and maintains a grievance procedure available to any person who believes he or she has been discriminated against. At all times, it is your right to address inquiries or concerns about possible discrimination to the Office for Institutional Equity and Compliance, Park Central Office Building, 117 Park Central Square, Suite 111, 417-836-4252. Other types of concerns (i.e., concerns of an academic nature) should be discussed directly with your instructor and can also be brought to the attention of your instructor's Department Head. Please visit the [OIEC website](#).

### English Proficiency

Please see the Clinic Handbook for the English Language Proficiency Policy.

### Academic Integrity Policy

Missouri State University is a community of scholars committed to developing educated persons who accept the responsibility to practice personal and academic integrity. You are responsible for knowing and following the university's academic integrity policy plus additional more-specific policies for each class. The university policy, formally known as the "Student Academic Integrity Policies and Procedures" is available online at [Academic Integrity Policies and Procedures \(Students\)](#) and also at the Reserves Desk in Meyer Library. Any student participating in any form of academic dishonesty will be subject to sanctions as described in this policy.

### Attendance Policy

Attendance for course and clinical experiences is a crucial component of learning in graduate program. Please see the clinic handbook for information related to attendance for clinical practicums as well as individual course attendance policies.

### Retention Requirements

Please refer to the retention policies of the CSD program and the Graduate College. They can be found in the Graduate Catalog. In short, you must attain a minimum GPA of 3.0 in all graduate coursework associated with your degree.

### Remediation Policy

Students in CSD graduate programs are continuously monitored with regard to academic, clinical and professional growth. Students who fail to achieve satisfactory performance in any of the above areas will be subject to a plan of remediation. Depending upon the area of deficiency, a remediation plan will be developed by faculty and the department head. If additional input is required from other MSU personnel, those individuals will be consulted. Typical remediation plans may extend to one full academic semester or a portion of a semester. Throughout the remediation period students are monitored regularly. If a student does not meet the conditions of the remediation plan, he/she may be dismissed from the program. Students will be provided information regarding specific remediation policies (e.g., SLP class/clinic policy, CSD professionalism policy).

### Continuous Enrollment

As noted previously, students must maintain a full-time curricular load with courses taken in the prescribed sequence. The student and academic advisor will discuss circumstances that could lead a student to drop one or more classes. Following discussion, approval from program faculty and department head must be received. Because this constitutes less than successful progression through the program, a remediation plan may be developed and must be approved by all parties in order for the student to continue in the program. In certain situations it may be necessary for the student to reapply for program admission during the next application period.

### Complaint Process

Concerns about grades: If you wish to appeal a grade or have an academic grievance, you may request assistance through a procedure outlined on the Registrar's website. For more information, see <http://www.missouristate.edu/registrar/catalog/graderev.html>.

Other issues, not related to grades: If you have a complaint or concern regarding the CSD program with regard to fellow students, faculty, or any other issue you believe needs attention, first try to resolve the issue with the individuals directly involved. If you need further assistance, you should:

- speak with the Department Head
- speak with the Dean
- speak with the Provost

If you have a concern relating to equitable treatment, you can file a complaint with the Office of Institutional Equity and Compliance at MSU. You can address concerns to the Equal Opportunity Officer, Office for Institutional Equity and Compliance, Park Central Office Building, Suite 111, Springfield, Missouri 65897, [equity@missouristate.edu](mailto:equity@missouristate.edu), 417-836-4252, or to the Office for Civil Rights. For more information, visit <http://www.missouristate.edu/equity/>.

### **Graduate Program Code of Professionalism**

*“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. (ASHA Code of Ethics)”*. Conducting oneself in a professional manner across contexts and situations is pivotal in developing and habituating the characteristics needed to practice as an honorable and principled individual.

Graduate training encompasses more than achieving academic and clinic competencies. An integral facet of graduate education includes the acceptance of a code of principles that outlines behavioral standards for emerging professionals. Adherence to these standards necessitates deliberate awareness and application of professional principles throughout the graduate program. Acknowledgement of and pledge to this code signifies that students understand they are responsible for contributing to a positive learning environment, where they not only represent themselves, but their class, their department, their university, and their future profession.

Abiding by this professional code of conduct will facilitate decision making on many levels and will better prepare students as they progress toward becoming ethical practitioners whom others trust to serve clients, collaborate with peers, and appropriately resolve conflicts.

Expected Graduate Student Behavior:

Appearance and Grooming:

First impressions count (as do second, third, etc). A majority of student work during graduate school occurs in the Tech Center, which is housed in the clinic. The clinic is a place of business that serves the community seven days a week, and anyone working within the clinic acts as a representative. As such, students are expected to take care in their appearance any time they are in the clinic, even when not serving clients. The department dress code outlines specific regulations. Violation of the dress code may result in an immediate counseling meeting with the clinic director with a possible consequence of being asked to leave the clinic. Repeated violations will result in a referral to the

department head for behavioral review.

**Affect and Courtesy:**

Students are expected to conduct themselves in a manner that is representative of being a productive MSU citizen and an aspiring working professional. Stress levels can be high during graduate school, and a positive attitude and kind demeanor can go a long way to mitigate this pressure. Students are expected to demonstrate courteous behavior to one another and to faculty and staff. Personal and physical space needs to be respected. Care should be taken to avoid loud conversations in hallways and common areas. Cell phone conversations are not permitted in clinic hallways or common areas. Before initiating a request to faculty and staff or upon entering an office, students should politely ask if the individual has time to talk or meet. Gossip is unproductive and is strongly discouraged. If there is an area of concern, students should seek out a faculty member, advisor or the department head.

**Punctuality and Attendance:**

Time is a precious commodity in graduate school, and everyone's time is valuable. Being on time and being present are signs of respect. Students are expected to be on time for classes, meetings, and clinic sessions, and they are expected to demonstrate regular attendance (with the exception of extenuating circumstances). Excessive tardiness and/or absences (excused or unexcused) as determined by individual faculty may be grounds for grade reduction and/or program modification (refer to each course syllabus). Examples of program modifications may include, but are not limited to the following: activities such as extra assignments, oral examinations, additional clinic sessions and/or rotations, and referral to the department head for a behavioral review. Barring extenuating circumstances, failing to be present for a scheduled clinic session without notice will result in a behavioral review meeting with the department head and will likely necessitate initiation of a remediation plan.

**Responsiveness:**

Graduate work entails multiple means of collaboration between students and their advisors, supervisors, and professors. Timely communication is crucial. Students are expected to respond to verbal, written, and electronic correspondence within a timely fashion as established by individual faculty guidelines.

**Initiative:**

The need for students to seek out additional support during graduate school is not atypical; however, faculty must be made aware of situations so that proper assistance can be offered. Students are expected to arrange a meeting with a relevant faculty member should an issue arise that may impede their participation in or progress with academic, clinical, or research responsibilities. Across courses and clinical practicum, students are also expected to take an active role in their learning. Students are expected to initiate contact with faculty to review such areas as specific learning concepts, procedures, written documentation, etc.

**Participation:**

Graduate work involves increased levels of maturity, preparedness, and overall involvement across all program components. Students are expected to be actively engaged in academics, clinic, and research. While not all students are comfortable offering comments within the classroom setting, all are expected to demonstrate active learning behaviors. This means that students should have an organized work space, demonstrate engagement through active listening behaviors, and should not

be accessing electronic devices, other than to take notes during lectures. Students should respect the teaching style of their professor and should also feel comfortable to contribute toward a collaborative and stimulating learning environment. However, when necessary, students may be cautioned to avoid dominating classroom discussions with excessive comments or questions. In clinic, students are expected to come to supervisor meetings prepared with an agenda of discussion topics. While students are expected to require clinical guidance, they are also expected to have conducted relevant information gathering and preparation regarding their client's needs. Differing points of view are encouraged, and these perspectives should be discussed in a respectful manner. In research, students are also expected to come to meetings prepared and are to follow timelines established with their research advisor. Students should demonstrate initiative and some independence while completing their assignment. However, they should also be accepting of guidance and feedback from the faculty advisor.

#### Compliance:

Graduate students are expected to adhere to all deadlines established by faculty and staff. Deadlines may include but are not limited to classroom projects, clinical report submissions, clinical hours submissions, and submission of various administrative forms.

Graduate students receive a significant amount of verbal and written feedback from academic and clinical faculty. Students will submit work that will be constructively critiqued in order to facilitate knowledge and skill acquisition throughout the program. Students are expected to review, respond to, and integrate this feedback with the goal of improving upon their abilities and meeting their knowledge and skills competencies. Students are encouraged to discuss feedback with faculty and to do so in a receptive and respectful manner.

#### Confidentiality:

Graduate students have access to personally identifiable client records which are considered confidential under the federal Health Insurance Portability and Accountability Act of 1996 (HIPAA) law. The Privacy Rule calls this information "protected health information (PHI)."

"Individually identifiable health information" is information, including demographic data, that relates to:

- the individual's past, present or future physical or mental health or condition,
- the provision of health care to the individual, or
- the past, present, or future payment for the provision of health care to the individual, and that identifies the individual or for which there is a reasonable basis to believe it can be used to identify the individual. Individually identifiable health information includes many common identifiers (e.g., name, address, birth date, Social Security Number). (Ref: <https://www.hhs.gov/hipaa/index.html>)

Graduate students must follow all procedures to protect this confidential information and must understand that failure to comply with these rules constitutes a serious infraction. Violations in transmitting PHI via written, oral, or electronic means will warrant disciplinary action.

#### Professional Communication:

Graduate students will communicate with a variety of audiences both verbally and in writing. These individuals may include faculty, staff, clients, caregivers, professional peers (other SLPs, PT, OT, AUD, case managers, educators). While proficiency with professional communication is expected to evolve over time, students are expected to adhere to the following guidelines:

*In-person interactions:*

- Use appropriate body language and eye contact.
- Create a comfortable environment.
- Speak clearly and at an appropriate pace.
- Use appropriate language. Avoid using slang.

*Telephone interactions:*

- If calling a client or caregiver, first consult the chart to confirm you have permission to leave a message. Use a clinic land line.
- With all calls, clearly and slowly identify yourself by name and where you are calling from. If leaving a message, slowly provide a call back number and when would be a good time to reach you.
- When conversing on the phone, do so in a private room. Speak clearly and at an appropriate pace. Document the phone call, if needed.

*Email communication:*

- Initiate a proper greeting to the recipient. Avoid use of "Hey." Start with "Hello," or "Dear \_\_\_\_."
- If needed, clearly identify yourself ("I am the clinician..." "I am a graduate student working with Professor XX.")
- Use appropriate grammar and syntax. Do not use all lowercase or uppercase text.
- Appropriately close your email with "Sincerely," or "Best regards," and provide your contact information.

**Social Media Presence:**

Social media has a far-reaching presence with the potential to create harm for both the student and the university (even if unintentional) if not used with caution. Graduate students are a reflection of the department and the university both inside and outside of the clinic and classroom. As such, students should never expect privacy when posting their thoughts and opinions on social media, even in cases of closed or private groups. Students are strongly encouraged to consider the potential impact of their contributions on social media prior to posting messages and photos. For example, asking "Would I feel comfortable saying this to the person's face?" and "Would I hang this photo in the clinic materials center?" may help guide decision making regarding appropriately representing oneself.

Graduate students must follow all Health Insurance Portability and Accountability Act of 1996 (HIPAA) rules and regulations when communicating on social media. The HIPAA Privacy Rule protects all "*individually identifiable health information*" held or transmitted by a covered entity or its business associate, in any form or media, whether electronic, paper, or oral. Violation of HIPAA privacy rules via social media posts is considered a serious infraction that will warrant disciplinary action.

*I have read the Code of Professionalism in its entirety. I understand that I will be required to sign a document during orientation promising to adhere to the code and acknowledging that following its standards will enable me to perform at my best as a graduate student and aspiring professional.*

**Essential Functions**

The Essential Functions of Audiologists, Speech-Language Pathologists and Educators of the Deaf

and Hard of Hearing establish the expectations and requisite abilities considered necessary for successful employment. Students in the MSU Department of Communication Sciences and Disorders are to achieve the level of competency required for graduation and practice. It is recognized that degrees of ability vary widely among individuals. Admitted students who believe they do not possess or may not be able to acquire the essential functions set forth are encouraged to contact the Department of Communication Sciences and Disorders. Any admitted student who may require academic accommodations to fulfill the essential functions due to a disability are encouraged to contact the Office of Disability Support Services, <http://www.missouristate.edu/disability/>.

The Department of Communication Sciences and Disorders at MSU seeks to ensure that qualified persons with disabilities are not denied admission or subject to discrimination in admissions. The Department is committed to enabling students by any reasonable means or accommodations to complete their course of study.

The following Essential Functions are consistent with the American Speech-Language and Hearing Association clinical skill performance guidelines and are also deemed necessary for successful practice as a teacher of the deaf and hard of hearing. Many of the essential functions are introduced and coached within CSD coursework and practicum.

#### Physical Abilities:

- Participate in professional responsibilities/activities for up to four-hour blocks of time with one or two breaks.
- Move independently to, from, and within the work setting.
- Provide for one's own personal hygiene.
- Manipulate screening/diagnostic materials, including completion of screening/ evaluation protocols.
- Effectively implement necessary treatment plan appropriate for the patient, including use of materials/instrumentation and data collection.
- Provide a safe environment for others in responding quickly to emergency situations including fire, choking, etc., and in application of universal precautions (standardized approach to infection control).
- Visually monitor patient responses and materials.
- Make accurate judgments about speech and/or acoustic signals. This ability may vary for students in the EDHH program.

#### Behavioral and Social Attributes:

- Maintain emotional and mental health required for use of intellectual abilities, prompt completion of responsibilities, and development of appropriate relationships with patients and colleagues.
- Maintain composure and emotional stability in demanding situations.
- Adapt to changing environments and situations.
- Communicate effectively with people in person, by phone, and in written form by considering the communication needs and cultural values of the listener. This ability may vary for students in the EDHH program.
- Understand and respect supervisory authority.
- Maintain appropriate professional behavior, including punctuality and regular attendance.

- Demonstrate compassion, integrity, interest, and motivation in delivering professional services to other individuals.
- Participate in collaboration with other professionals.

#### Intellectual Abilities:

- Demonstrate the mental capacity to learn and assimilate professional information, including the ability to read and comprehend professional literature and reports.
- Solve clinical problems through critical analysis.
- Seek relevant case information, synthesize, and apply concepts and information from various sources and disciplines.
- Write discipline-specific papers and clinical reports in English.
- Speak Standard American English intelligibly, including the ability to model English phonemes. This ability may vary for students in the EDHH program.
- Analyze, synthesize, and interpret ideas and concepts in academic and diagnostic/treatment settings.
- Maintain attention and concentration for sufficient time to complete clinical activities for up to four-hour blocks of time with one or two breaks.
- Schedule and prioritize activities, and provide documentation in a timely manner.
- Comply with administrative, legal, and regulatory policies.

### Clinic Information

#### Practicum

Practicum and student teaching placements are made by the faculty. Some sites are located in the Springfield area. Some sites are located well outside the Springfield area and will require driving and may require an overnight stay – these are typically sites where advanced AuD students are placed. For SLP and AuD students, your practicum supervisors (sometimes referred to as preceptors) must hold CURRENT ASHA Certification (CCC-SLP or CCC-A) and current state licensure. For EDHH students, cooperating teachers must hold teacher certification. The CSD program will ensure that individuals providing you with clinical education or teacher preparation have the proper credentials, however, it is in your best interest to be sure that certification and/or licensure is in effect for the entire time you are with that preceptor. **Please be aware clock hours associated with a practicum grade of lower than “C” will NOT be counted toward the total number of clock hours needed for ASHA certification for AuD and SLP programs. No grades of “C” will be accepted by the EDHH program in practicum or student teaching coursework.**

**Liability insurance and a drug screen/background check are required before you begin practicum assignments.**

#### Liability Insurance

MSU CSD students must hold professional liability insurance. It may also be necessary for you to undergo further background and drug screening tests as well as orientation procedures for your practicum or externship sites. The cost of liability insurance and all background and drug screening tests are covered by the Department.

## Drug Screening & Background Checks

Prior to beginning clinical practicum experiences, all CSD graduate students must successfully complete both a background check and drug screening. Procedures for both of these are shared with beginning students prior to orientation in August each year. Both have completion deadlines set each year prior to participation in clinical activities. Clinical sites may require additional immunizations, etc. Each student must adhere to the standards set forth via successful completion of both screenings for the duration of their enrollment in CSD graduate programs.

## **CAA Complaint Process**

Complaints may be submitted to the Council for Academic Accreditation about any accredited program or program in candidacy status. Any student, instructional staff member, speech-language pathologist, audiologist, and/or member of the public may submit a complaint. For a complaint to be considered by the CAA, it must:

- a. be against an accredited education program or program in Candidacy status in speech-language pathology and/or audiology,
- b. relate to the Standards for Accreditation of Graduate Education Programs in Audiology and Speech-Language Pathology, and specify where possible the relevant standards, and
- c. include verification and documentation (e.g., copies of grievance processes, communications verifying completion of processes, etc.) if the complaint is from a student or faculty/instructional staff member at that institution, that the complainant exhausted all relevant institutional grievance and review mechanisms before submitting a complaint to the CAA, if relevant to the complaint.

For more information about submitting complaints to the CAA, please see <http://www.asha.org/academic/accreditation/accredmanual/section8.htm>

## **Certification and Licensure**

### Tracking your Knowledge and Skills

KASA stands for “Knowledge and Skills Acquisition”. You must track your acquisition of the knowledge and skills necessary for practice as a speech language pathologist or audiologist or success as a teacher of the deaf and hard of hearing. Your advisor and clinical faculty will acquaint you with the KASA tracking process. You must progress satisfactorily through clinical levels and competencies. If you do not successfully achieve all competencies, regardless of grades or hours in the program, you will not be eligible for a graduate CSD degree until such time that the competencies have been demonstrated.

### National Exams

All graduates must pass state and/or national examinations in their respective areas. For audiology and SLP, the examination is the Praxis. Passing the Praxis is not a requirement for graduation. However, taking the Praxis and providing the Department with a copy of your results is a requirement for graduation. For EDHH, please check with the Program Coordinator for the current examination

requirements.

#### Certification and Licensure

- In order to be employed as an audiologist or a speech language pathologist the individual must hold a state license from the professional licensing agency. In some cases, the individual may also need to hold professional certification from their respective professional association.
- In order to work as a teacher of the deaf or hard of hearing that individual must have teacher certification.

## Certification FAQs

- Do I have to have a license prior to beginning my first job?
  - All AuD and SLP graduates must be licensed prior to taking their first job. They must continuously be licensed for as long as they are providing professional services. AuD graduates are eligible in most states for a full license. It is against the law for a graduate to see patients, whether under supervision or not, unless they hold a license from the state in which they practice (some Veterans Administration Hospitals and federal employment situations may be exempt). Licensing information for the state of Missouri can be found at <http://www.pr.mo.gov/healingarts.asp>
  
- Do I need ASHA Certification?
  - Although certification from a professional association (ASHA) is evidence that the individual has met the highest standards as set by their professional association, certification is voluntary. There are many benefits in obtaining the earned professional certification. Graduation from a CAA accredited program in SLP and/or AuD qualifies the student to apply for ASHA certification.
  - Certification requires passing the Praxis examination.
  - Continued certification requires annual dues and continuing education.
  - Certification and continued membership will allow for a simpler process in obtaining state licensure. It can be said that professional certification allows a degree of portability of licensure. Although, a professional must be licensed in each state they provide professional service. There is typically not licensure reciprocity from state to state.
  - To become a member of ASHA an applicant must provide an official transcript with the posted masters/doctoral degree, a completed application signed by the University Program Director/Department Head, and a passing score on the NTE examination. To become certified (CCC-SLP) a member must complete a clinical fellowship experience. To become certified (CCC-A) a member must submit completion of the AuD degree. Clinical fellowship is not a requirement for the graduate of an accredited AuD [program. www.asha.org](http://www.asha.org)
  
- Do I need AAA Certification?
  - AAA is the American Academy of Audiology. AAA offers professional board certification through the American Board of Audiology (ABA). This is also a voluntary certification. [www.audiology.org](http://www.audiology.org)
  
- Do I need DESE Certification?
  - Teacher certification through the Department of Elementary and Secondary Education for the state of Missouri is required of teachers working in schools in the state of Missouri. Graduates of the EDHH program must have certification prior to taking their first teaching position in Missouri. SLP and AuD graduates are not required to have teacher certification in Missouri. It will be the student's responsibility to check with their individual states to determine the requirements for employment. During spring of the second year EDHH students complete the *Application for Teacher Certification*. This will be kept in their advising file and upon completion of all requirements for certification, the department will forward the application to the College of Education and then on to

DESE for approval. The department will recommend for certification as a teacher of the deaf and hard of hearing (DESE) only those students who have successfully completed the Master's degree, including all clinical practicum requirements.

<http://dese.mo.gov/divteachqual/teachcert/>

- Do I need CED certification?

The Council on Education of the Deaf (CED) provides certification (voluntary) for teachers of the deaf and hard of hearing. The applicant is required to have completed a student teaching experience in the area in which certification is desired.

<http://www.deafed.net/PageText.asp?hdnPageId=58>

- Can I (SLP) or (EDHH) work in the schools without DESE Certification?

- SLP graduates can work in Missouri schools after they have a Missouri license. Licensure is awarded upon graduation from a CAA accredited program
- If the graduate from the EDHH program completes all requirements of the CSD masters program in EDHH and has all but 12 hours of teacher certification courses completed, he/she may apply to DESE for provisional certification. Once the remaining coursework is completed the graduate may apply to DESE for full teacher certification.